

# School Education Sector Plan

For the Nepal School Education Sector 2022/23-2031/32



**Government of Nepal**  
**Ministry of Education, Science and Technology**  
Singhadurbar, Kathmandu

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# Foreword

Education is the prerequisite for socio-economic development. The contemporary global- and national socio-economic context requires an effective education system to instil the knowledge, skills and attitude for ensuring people to participate in their communities and society at large. Furthermore, a positive national ethos and moral consensus requires the ability of its citizens to consider, deliberate and actively engage in social- and civic processes. To that end, the school education sector aims to ensure all Nepali citizens are able to access quality education to unlock their full potential and participation in society.

The development of the School Education Sector Plan has been an important milestone working towards Nepal's long-term goal of ensuring inclusive access to quality education for all children in Nepal. The plan is also the first education sector plan to be developed in full alignment with the federal system. To ensure the plan is evidence-based with ownership across all tiers of Government and society, a comprehensive education sector analysis was undertaken prior to the development of the plan. This provided a robust body of evidence, based on which priorities, strategies and key activities were identified through a highly consultative process.

The plan was developed under challenging circumstances. The COVID-19 pandemic caused lockdowns for extended periods of time during 2020 and 2021. This impacted the timeline of results of the final phase of the previous School Sector Development Plan, meaning that the system was not yet ready to initiate the SESP as expected. To accommodate these external challenges, a transition year was introduced to complete the previous plan and to provide time to initiate the new plan. Despite the challenges, the Government has been able to complete the School Education Sector Plan, with a five-year costed programme. It will be executed by the Ministry of Education, Science and Technology with the support from a number of joint financing partners through Nepal's longstanding education sector wide approach model.

The School Education Sector Plan provides a roadmap to strengthen school education. Further work is needed to ensure this plan, its strategies and frameworks are implemented in a planned and coordinated manner. For this, the Ministry of Education, Science and Technology will continue to support to strengthen the institutional capacity at all levels of Government. The Ministry will provide frameworks, standards and guidelines for the implementation of strategies and key activities in line with the constitutional principles of cooperation, collaboration and co-existence among and between the tiers of Government.

In conclusion, the School Education Sector Plan will be the main policy to ensure the sector recovers from the impacts of the COVID-19 in an inclusive manner, and continues to build on improvements in access and participation to increase the quality of education and increase learning outcomes. With gratitude to the many colleagues within the system, and those supporting it through their respective agencies and organisations, for the countless hours and determination to ensure the plan has been finalised.

Ministry of Education, Science and Technology, 2022

# Abbreviations

B	Boy
B. Ed.	Bachelor of Education
BLC	Basic Learning Condition
BS	Bikram Sambat
CBS	Central Bureau of Statistics
CDC	Curriculum Development Centre
CEHRD	Centre for Education and Human Resource Development
CGAS	Computerised Government Accounting System
CLC	Community Learning Centre
CNT	Confederation of Nepalese Teachers
COVID-19	Coronavirus Disease 2019
CRM	Complaint Response Mechanism
CSS	Comprehensive School Safety
CTEVT	Council for Technical Education and Vocational Training
DACS	Development Assistance Coordination Section
DEO	District Education Office
DFTQC	Department of Food Technology and Quality Control
DoE	Department of Education
DoHS	Department of Health Services
DTCO	District Treasury Comptroller Office
ECED	Early Childhood Education and Development
ECDC	Early Childhood Development Centre
EDCU	Education Development and Coordination Unit
EDD	Education Development Directorate
EGRP	Early Grade Reading Programme
ERO	Education Review Office
ESA	Education Sector Analysis
ETC	Education Training Centre
FCGO	Financial Comptroller General Office
FCO	Financial Comptroller Office
FRESH	Focusing Resources on Effective School Health
FY	Fiscal Year
G	Girl
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GESI	Gender Equality and Social Inclusion
GoN	Government of Nepal
GPI	Gender Parity Index

HDI	Human Development Index
ICT	Information and Communication Technology
IEMIS	Integrated Education Management Information System (web-based)
JFA	Joint Financing Arrangement
JFP	Joint Financing Partner
LGOA	Local Governance Operation Act
KPI	Key Performance Indicator
LEDPG	Local Education Development Partner Group
LEG	Local Education Group
LMBIS	Line Ministry Budget information System
LRC	Lead Resource Centre
M. Ed.	Master of Education
MDAC	Ministerial Development Action Committee
MDG	Millennium Development Goal
MICS	Multiple Indicator Cluster Survey
MoEST	Ministry of Education, Science and Technology
MoF	Ministry of Finance
MoFAGA	Ministry of Federal Affairs and General Administration
MoHP	Ministry of Health and Population
MTEF	Medium Term Expenditure Framework
MUAN	Municipality Association Nepal
NA	Not Available
NASA	National Assessment of Student Achievement
NARMIN	National Association of Rural Municipalities in Nepal
NCED	National Centre for Educational Development
NDAC	National Development Action Committee
NDHS	National Demographic and Health Survey
NEB	National Examination Board
NEC	National Education Council
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NLFS	Nepal Labour Force Survey
NLSS	National Living Standard Survey
NNRFC	National Natural Resources and Fiscal Commission
NPC	National Planning Commission
NPR	Nepalese rupee
NQF	National Qualification Framework
OAG	Office of the Auditor General
OOSC	Out-Of-School children
PLMBIS	Provincial Line Ministry Budget Information System
PMEC	Prioritized Minimum Enabling Condition

PMoSD	Provincial Ministry of Social Development
PMT	Proxy Means Test
PPE	Pre-Primary Education
PRF	Programme Result Framework
PTA	Parent-Teacher Association
RC	Resource Centre
ReAL	Recovery and Accelerated Learning
SABER-SF	System Approach for Better Education Results – School Feeding
SAS	School Accounting System
SDG	Sustainable Development Goal
SDP	Sector Development Plan
SEE	Secondary Education Exam
SESP	School Education Sector Plan
SHN	School Health and Nutrition
SIP	School Improvement Plan
SMC	School Management Committee
SSDP	School Sector Development Plan
SWAp	Sector Wide Approach
TaRL	Teaching at the Right Level
TES	Transformative Education Summit
ToR	Terms of Reference
TAT	Technical Advisory Team
TPSS	Teacher Professional Support System
TSC	Teacher Service Commission
TVET	Technical and Vocational Education and Training
UGC	University Grant Commission
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Fund
USDA	United States Department of Agriculture
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme

# Executive Summary

The executive summary provides an overview of the School Education Sector Plan (SESP)'s context, vision and goal, key activities and expected outcomes.

## The Context of the Plan

This school education sector plan for Nepal fulfils the commitment of the Government to (i) ensure compulsory and free education up to basic level and free education at secondary level, as guaranteed by the Constitution of Nepal, (ii) implement the 2019 National Education Policy (BS 2076) and (iii) achieve the fourth goal of Sustainable Development Goals (SDGs) identified by the global community on ensuring inclusive access to quality education and lifelong learning by 2030. In view of the transformative role that education plays towards the attainment of the long-term social- and economic development goals of Nepal, a credible school education sector plan is paramount to ensuring the country's trajectory towards sustainable development is followed. Furthermore, the changing needs of the federalized governance structure call for institutionalization of the decentralized management of the school education sector at the Local Level and thus provide impetus for the development of school education under the new plan.

The 2016-2021 School Sector Development Plan (SSDP) was initially prepared for seven years (2016-2023), with a costed programme developed for the first five years (2016-2021) and accordingly subscribed to by Joint Financing Partners (JFPs) through a Sector Wide Approach (SWAp) modality. The substantial changes in the sector's institutional set as a result of the federal transition that was initiated based on the promulgation of the 2015 Constitution, deemed it necessary to develop a new education sector plan to succeed the five-year SSDP programme. The FY 2021/22 served as a transition year to complete the SSDP and a foundation for the SESP.

Hence, the SESP was developed to give continuity to the strengthening of equity, quality and efficiency in the sector, to ensure relevance of programmes and reforms, and to integrate new strategies and programmes to respond to the priorities and issues of the emerged context. Simultaneously, it is to introduce reforms in the education sector to embrace the recent developments and changes in the knowledge, science and technology through their increased relevance and to build a strong and resilient system. This system is to be the foundation to foster creative, active, useful citizens who are dedicated to the nation and nationalism and are able to play a meaningful role in the transformation of Nepal into a well-governed, stable, civilised, harmonious, peaceful and prosperous country.

Another major imperative for the SESP is the need to facilitate an inclusive recovery of the education system from the impact of the COVID-19 pandemic, especially on the disruptions caused to children and adolescent's learning, along with ensuring the system has the ability to adapt to shocks and disruptions caused by natural disasters, epidemics and crises in the future and is able to ensure learning continuity. Furthermore, the fact that COVID-19 and other disasters have a highly unequal impact on children and their families depending on their gender, geographical location, socio-economic status, etc. For example, the COVID-19 rapid assessment that informed the ESA noted that the pandemic disproportionately affected girls in terms not being able to continue learning due to the increased demand on them to care for siblings and engage in domestic work.

## Progress and Challenges in School Education

Nepal's formal education system has made significant strides in recent decades. Access to schools has expanded across the nation, including remote areas with small and scattered communities. More than eight million children are studying in 35,674 basic- and secondary schools, including over 1 million children enrolled in 37,700 pre-primary and early childhood education development classes/centres across the country.

Nepal's education sector has made significant strides in improving access over the past decade, also compared to other countries in the region and of similar development and income status. Early Childhood Education Development (ECED), which until a few decades ago was limited to urban areas, has since been integrated formal basic education and rolled out across the country. According to the Educational Statistics of 2022 (CEHRD 2022), around three quarters of the children enrolled in Grade One (74.85 percent) have experience of ECED of one year or more. At the lower basic level (Grades 1–5), the Net Enrolment Rate (NER) of 96.9 percent shows that education at this level has reached at a stage which is accessible and readily available to almost all children. The NER at the basic education level (Grade 1 to Grade 8) which is defined by the State as compulsory and free has reached 95.11 percent. At the secondary education level (Grades 9–12), the NER has increased to 54.0 percent in recent years. The Gender Parity Index (GPI) score at basic- and secondary education level (0.99 and 1.01 respectively) confirms that Nepal is maintaining gender parity across the school education levels. With regard to Nepal's commitment of making the country fully literate, the literacy rate has reached 78 percent in the age group of 5 years and above and 92 percent in the age group of 15–24 years (CEHRD 2021). These achievements have been made possible by the Government of Nepal's (GoN) unwavering commitment to education, continuous efforts of Federal Government, Provincial Governments, and Local Levels, teachers, parents, school management committees, students, private sectors, non-governmental sector, development partners, and other stakeholders.

Despite this, the education system of Nepal faces a number of challenges, often similar to those encountered by other developing countries. For example, in terms of access and participation, 4.9 percent of children aged 5-12 years remain out of school as they are unable to access basic education. Challenges remain in completion, with 76.6 percent completing basic education.

At the secondary level, the expected increase in the transition rate from grade 10 to 11 is not yet achieved. As a result of school education being made free and various programmes and arrangements being made to promote equity, the indicators of equity have improved. Prior to the academic years 2020-21 and 2021-22, which were severely affected by the impact of the COVID-19 pandemic, there has been significant increase in the enrolment of Dalit children, children with disabilities, marginalized and ethnic groups as a result of the implementation of the Consolidated Equity Strategy for the Nepal School education Sector. Despite this, the enrolment of children with disabilities remains far below the proportion in their respective total populations. Despite the increase in ECED enrolment, about 31 percent of children in the age group of 4 years remain unable to get this level of education. A large proportion of out-of-school and dropout children and those who repeat classis made up of the poorest, most vulnerable children and children with disabilities, concentrated in certain regions of the country.

Indicators of quality and relevance of education are a proxy for the state of efficiency of education systems. The results of assessments of learning achievement conducted at various levels in Nepal in recent years have shown that overall student achievement have stagnated. The impact of the extended school closures due to the COVID-19 pandemic further aggravated this, causing progress observed under the first years of the SSDP to reverse in a number of areas, such as the enrolment of children with disabilities. Physical and educational environments of schools are conducive to learning. The lack of adequate, competent, and motivated teachers in schools poses a

major further challenge in terms of improving the quality of learning. The major disasters and disruptions during the SSDP period showed that despite the commendable commitment of communities to ensure education continue during emergencies, further strengthening of the sector's resilience and contingency mechanisms is required to mitigate the effects of natural disasters, epidemics and crises, frequently occurring in the country.

Past experience has shown that there can be no significant improvement in education without an effective and accountable governance and management system of school education. Some of the problems that have been observed are lack of effective and robust coordination and cooperation mechanisms and accountability systems between the Federal Government, Provincial Governments and Local Levels; lack of adequate human resources and capacity for education planning and implementation at Local Level; lack of strong leadership of the head teacher in school; lack of an effective system of accountability for student learning. Following the federalisation of the country, some new structures have been created and some existing structures have been amended or changed. In order to make the governance and management system effective in accordance with the federal structure, it is necessary to develop the capacity of the structures that have been newly created or whose roles have recently been changed.

As per the constitutional guarantee, the basic responsibility of implementing compulsory and free basic education and free secondary education has been assigned to Local Levels by enshrining education as a fundamental right. For this, it is necessary to properly manage the appropriate organizational structure and skilled human resources at the Local Level to provide educational services.

In this background, this plan has been formulated under the leadership of the GoN's Ministry of Education, Science and Technology (MoEST) for the development of Nepal's school education. In doing this, intensive engagement and consultation on various aspects of the plan was undertaken, with various inter-related ministries of the GoN and National Natural Resources and Fiscal Commission (NNRFC), Non-Governmental Organizations (NGOs), members of Nepal's Local Education Development Partner Group (LEDPG), and the broader Local Education Group (LEG), including those agencies that supported the SSDP as Joint Financing Partners of the GoN, teacher and parent representatives and associations, educational experts, and other stakeholders. Interactions and discussions with Provincial Governments and Local Levels in the course of the development of the provincial- and local plans, along with provinces and selected municipalities being supported in drafting their SESP alongside the federal plan, have helped to ensure the Plan is firmly rooted in the context and local experiences, practices and needs. Apart from this, a comprehensive Education Sector Analysis (ESA) and subsequent thematic studies were undertaken to inform the development of the SESP.

## **Vision and Goal of the Plan**

**Vision:** To fulfil the aspiration of a 'prosperous Nepal and happy Nepali' through economic and social transformation of Nepal by preparing capable, creative, and value-oriented citizens

**Mission:** To develop a capable, well-governed, accountable, and competitive public school education system that is able to ensure citizens' right to acquire relevant and quality education comparable to regional and international standards.

**Objectives and Key Strategies of the Plan:** The objectives and key strategies of the plan are as follows:

Objectives	Key strategies
<p>1. To ensure equitable access to - and participation in a full school education cycle for all children, including those from social- and economically disadvantaged groups and children with disabilities.</p>	<p>1. Undertake school mapping of education services against prescribed criteria to inform expansion and rationalization of ECED centres and schools , providing alternative learning programs for children not able to access formal education, such as those living in remote areas, from families seasonally migrat eor otherwise excluded .</p>
	<p>2. Provide free school education for all, strengthening the scholarship system to become increasingly need -based, along with other provis ions to ensure meaningful access and participation of children from families with a low socio -economic status and/or with disabilities .</p>
	<p>3. Implement the Consolidated Equity Strategy for the Nepal School Education Sector to reduce disparities in access, part icipation and learning outcomes between social groups and regions.</p>
	<p>4. Implement the Inclusive education roadmap to ensure that children with functional limitations are supported to engage in the most inclusive form of education possible and that schools are strengthened to cater to identified needs of these children.</p>
	<p>5. Provide basic health and nutrition services and education, including safe water, sanitation, and hygiene, in collaboration with local health and other governmental and non -governmental organizations concerned ,and arrangem idday meal in school to support the nutritional status and health of basic - level children.</p>
	<p>6. Improve the physical and educational environments by making schools free from fear, discrimination, and abuse and conducive to diversity so that children can participate in learning activities in a child -friendly (including gender -responsive and disability -friendly) environment.</p>
	<p>7. Ensure children’s right to education by making the</p>
	<p>school and overall education system resilient to epidemics, natural calamities and other emergency and crisis situations, including COVID–19. Ensure that governments of all tiers and schools are able to develop and implement the Recovery and Accelerated Learning (ReAL) plan, including assessing the impact of COVID-19 on student learning.</p>

	8. Build resilient physical infrastructure to reduce the risk of natural calamities, including earthquakes.
2. To enhance the quality and relevance of overall school education by ensuring school readiness, foundational learning and quality learning achievements for each child.	1. Provide basic physical and educational resources and tools required for quality education in each school to create a healthy, safe, inclusive, and diversified learning environment.
	2. Improve, modify, and revise school-level curricula and textbooks to make them more standardized, relevant, qualitative, inclusive, up-to-date knowledge and skill.
	3. Emphasize the use of modern and effective methods in the pedagogical process to enhance the quality of learning of all students.
	4. Properly manage the basic tools/devices of information and communication technology (ICT) and digital learning resources and develop the skills of teachers and students in every school to enhance the use of technology as an integral part of teaching and learning.
	5. Improve the practice of assessment and evaluation of learning achievement of students to make it objective, regular, reliable, and standardized.
	6. Update the teacher competencies framework and coordinate with universities for the development and implementation of a teacher preparation and pre-service training programmes.
	7. Develop and implement a comprehensive teacher professional development system, establish a teacher support system, and streamline the system in order to improve the motivation and accountability of teachers.
3. To strengthen alternative pathways of education and their linkage to formal education or accreditation of skills, ensuring all adolescents leave the system with life skills and able to pursue further education and lifelong learning.	1. Provide opportunities to all youth and adults to acquire basic and functional literacy skills through various means.
	2. Expand access to non-formal education and lifelong learning opportunities through the equitable distribution and capacity enhancement of community learning centres to promote income generation, social transformation, and sustainable development of local communities.
	3. Establish institutional and legal frameworks to implement a system of testing, accrediting, determining equivalence of knowledge and skills acquired from various mediums of learning (informal, non-formal and formal) as per the GoN's National Qualifications Framework .

4. To ensure effectiveness of education service delivery by promoting good governance across the system, strengthening inter-governmental coordination and collaboration, and developing institutional capacities of all institutions and individuals involved in the delivery of school education.	1. Enhance the effectiveness and strengthen the coordination framework and accountability system between the Federal Government, Provincial Governments, and Local Levels for the implementation of compulsory and free basic education and free secondary education.
	2. Promote good governance in school education, improve school leadership system and management based on information technology, develop a results-based accountability system, and develop an effective monitoring and evaluation mechanism.
	3. Strengthen the national assessments of student learning and performance audits of schools and educational institutions and develop a system to improve the quality of school education based on the results of assessments.
	4. Develop the capacity of the educational institutions of Federal Government, Provincial Governments, and Local Levels to strengthen the system of educational planning, implementation, monitoring, and evaluation.
	5. Develop evidence-based educational management, planning and evaluation practices by improving the educational information and data system.

## Key Activities of the Plan

In order to achieve the vision and goal of the Plan, the following key activities have been identified and formulated:

### Access and Participation

Access to and participation of all children from early childhood development centres to secondary level education will be ensured, as enshrined in the constitutional, policy and legal provisions of Nepal and the SDG 4. Strategies that will be applied to achieve this will include school mapping and based on this, rationalisation and adjustment of schools or, where this is not feasible, provision of alternative arrangements. Similarly, the government will continue to provide textbooks to all students free of cost and strengthen the need-based allocation of scholarships, and its distribution and management mechanism. Furthermore, the Government will maintain the provision midday meal in schools from ECED to Grade 8 in areas where enrolment in basic education is lagging, ensuring that these meals are nutritious and healthy. Focus will also be on provision of health care services (including periodic check-ups, availability of first aid kits and deworming) and adequate water, sanitation and hygiene facilities, including and washing facilities an access to clean drinking water. A plan will be formulated and implemented to compensate for the educational loss caused by COVID-19 by analysing the loss of learning and its distribution across Local Levels and social groups. This plan will include additional resources and program to ensure students that have dropped out or not returned to school during- or after the prolonged school closures caused by the COVID-19 pandemic, are engaged and receive need-based support to return to school and get (back) up to an age-appropriate learning level.

## **Equality and Inclusion**

The Consolidated Equity Strategy for the Nepal School Education Sector will be updated based on the recommendations of the 2020 evaluation and continue to serve as an overarching guiding framework to ensure a dedicated approach to reduce existing disparities in education outcomes. Alongside this, the child friendly school framework provides an overall framework to ensure inclusive access to an enabling and safe learning environment. Local Levels will be supported to undertake need-based planning and budgeting of the education sector plans, ensuring that they include targeted interventions and allocations to reduce disparities identified by the unpacking of their data and equity index scores and analysing the barriers that children face within their respective municipalities in terms of obtaining access, participation and learning outcomes.

Targeted interventions and support will be scaled up under the SESP to ensure disparities in compliance with the minimum enabling conditions across regions are reduced. This will include separate toilets for male and female students, along with menstrual hygiene management facilities, such as provision of sanitary pads, changing rooms and waste disposal for female students of Grades 6-12.

To ensure that need-based support is context appropriate, specific models and strategies to cater to the needs of children with disabilities will be developed based on the inclusive education approach paper and roadmap. These will initially focus on strengthening existing provisions in terms of special, integrated and inclusive schools, as well as referral services and resource centres, while simultaneously ensuring that children with a disability/ with disabilities are currently in the most inclusive form of education on the available spectrum of services possible. Furthermore, schools will be supported to train their teachers, orient their management and engage their parents on inclusive education, develop individual education plans and adapt curriculum so that it is tailored to the needs of children with disabilities.

Regarding catering to children in the linguistical diverse context of the country, approaches to introduce early grade education in children's mother tongue and resources to facilitate education in the relevant medium of instruction are to be scaled up. In terms of catering to the remote and scattered communities and the mid- and far western part of the country, models to operate small schools (including multi-grade, multi-level teaching) will be rolled out and efforts will be made to increase access to education in these communities, including the provision for children to remain in hostels.

## **Quality and Relevance**

In order to improve the quality of education, basic infrastructure development, improvement of learning environment, management of learning materials, arrangement of suitable classrooms and seating, qualification and capacity development of teachers in line with the prescribed competencies and standards. To ensure the availability of qualified, capable and motivated teachers to improve the quality of school education, modifications will be made in the current teacher preparation mechanisms. This will include expansion and continuity of capacity development opportunities for teachers, and the establishment of a teacher support system at Local Level. Teacher qualification criteria and staffing criteria will be reviewed, modified, and enforced and teachers will be made available to all schools according to the student-teacher ratio criteria.

Assessment tools will be revised to allow assessment for education, rather than of education and teachers will be made accountable for students' academic achievements through strengthened teacher management arrangements, along with improved teacher incentive and evaluation schemes.

Curriculum, textbooks and learning activities will be improved to enhance relevance and quality. The curriculum and learning materials will be further sensitized and teachers trained accordingly on topics related to local language, culture, geography, history, knowledge and skills, civic skills, climate change, sustainable development, peace education, gender, and Comprehensive Sexuality Education (CSE). Similarly, curriculum and learning activities will integrate contemporary topics, including civic education, ICT, and various soft skills. The form, structure, standards, and curriculum of technical stream of secondary education will be reviewed and modified.

Data centres and digital laboratories will be established to expand the appropriate use of ICT in school administration, monitoring and to facilitate learning. ICT infrastructure and internet connectivity will be extended to all schools during the SESP, with Education Training Centres (ETCs) to be equipped for training teachers and administrative staff on use of ICT in school management and education. Interactive digital resources will be developed for different grades, including adapted interactive digital materials to ensure they are accessible for children with disabilities. Digital copies of curriculum and textbooks will be developed and made publicly available. Basic ICT skills will be integrated in curriculum and competency frameworks and a curriculum of ICT subjects will be developed. The Learning Portal developed to provide learning continuity under the COVID-19 pandemic will be further institutionalized and its access and user-friendliness increased, for example through extending it through mobile applications. Communication and dissemination of information and services will be undertaken using online platforms and social media to ensure broad reach and interaction with responsible officers, stakeholders and beneficiaries of education as part of the SESP Communication strategy.

### **Non-formal Education and alternative pathways for continued learning**

Readiness for lifelong learning for adolescents that come out of the school education system with the engagement of the wide range of service providers active in the field of non-formal education alongside the government is to lead to fulfilling the commitment of making every person in Nepal literate. Alternative pathways to be established, strengthened and aligned alongside the formal school education sector under the SESP are to ensure that young adults enter society with skills that support income generation and improvement of living standards. ICT equipment will be provided to community learning centres and the use of ICT in the learning process will be increased among people of all ages. Similarly, various modules and materials will be developed based and made available through CLCs based on needs and demands and community libraries will be affiliated to foster an enabling environment. Coordination mechanisms will be developed to manage non-formal and lifelong learning at Federal Government, Provincial Governments and Local Levels; institutional development and operational grants will be provided for non-formal adult schools, open schools, schools of traditional nature, etc. Procedures related to qualification certification and equivalence will be formulated and implemented according to the national qualifications' framework.

### **Education in Emergency and Crisis Situations**

A plan will be developed and implemented to make school education resilient to emergency situations such as disasters, crises, and epidemics. Comprehensive School Safety (CSS) policy and standards will be reviewed and revised and enforced. A plan will be formulated based on vulnerability appraisal at Local Level and standards, guidelines and operational procedures related to education in emergency and crisis situations will be compiled. Similarly, awareness-raising programmes on resilience will be conducted, covering all schools. Teacher and school management committee training will be conducted on school safety and school buildings will be constructed and retrofitted in compliance with safe building codes and standards. Physical infrastructure guidance will be developed to construct green schools. Provision of health teachers/workers and psycho-counselling services will be made

available in schools. Disaster risk reduction committees will be established, composed of teachers and students for contingency planning and ensuring learning continuity in the event of an emergency or crisis.

### **Governance, Management and Coordination**

Necessary laws and standards will be developed to make the governance and management of education in line with the federal system of governance; various possible models of governance at the Local Level will be studied and suitable models of governance developed for the Local Levels of different types and nature in Nepal. A revision and implementation committee will be formed and operated under the National Education Council to make the education policy participatory, accountable, results-oriented, and supportive of the work of Provincial Governments and Local Levels to the extent possible. Similarly, the EDCU at the erstwhile districts levels will be restructured as a technical support agency schools and local education units.

Teacher training centres will be expanded and strengthened; organisation and human resources will be restructured by conducting organisation and management surveys at Federal Government, Provincial Governments and Local Levels; a teacher support system will be established and operated at Local Level; mechanisms related to non-formal education and lifelong learning will be developed at various levels.

Reporting and data systems will be improved and strengthened; the leadership capacity of head teachers will be developed and the appointment system improved to make them accountable for results through performance agreement. A system that makes teachers and all school education systems accountable for their students' learning will be developed and implemented, with arrangements to enforce this at Local Levels will be introduced.

The communication systems will be strengthened to make mutual cooperation and coordination between local, provincial, and Federal Governments effective. The educational information management system will be improved by integrating and managing it so that all three tiers of government can exchange information in a timely manner. Capacity will be developed to strengthen the monitoring, evaluation and reporting system. A monitoring system will be developed and implemented by the Local Levels and indicators for results-based monitoring system will be prepared and updated. Each level and agency implementing the programme will monitor the programmes they have implemented, and quarterly, bi-annual and annual review and status reports of programme implementation will be prepared. The student learning achievement tests and school performance audit results will be made regular and used to improve student learning achievement and school management. Social- and financial audits of schools will be made effective and regular. Study and research will be facilitated on issues emerging from the workforce and monitoring of the performance against the planned activities and targets. Periodic evaluation of various programmes, a mid-term review and final evaluation of the implementation of the SESP will be carried out.

### **Expected Outcomes**

The following outcomes are expected to be achieved by 2030 through the implementation of this plan:

1. All children of age four have received quality early childhood development and education services and are prepared for Grade One.
2. Overall developmental indicators of children of early childhood age are improved through increased access to integrated services on education, health, nutrition, water, sanitation, hygiene and child protection
3. All 5–12-year-old children are enrolled in school and complete the full cycle of basic level of education.

4. Enrolment at the secondary level is increased and the proportion of children completing the cycle of secondary education is significantly improved.
5. All school-level students have achieved the expected minimum level of academic achievement and, as a result, there is significant improvement in the students' overall educational achievement.
6. All forms of disparities in student enrolment, class participation and learning achievement based on gender, socio-economic status, disability, ethnicity, linguistic background, provincial and regional or any other factor are reduced.
7. The need, rationale, and feasibility of technical education in secondary level is assessed, and the capacity to provide qualitative, relevant, labour market and need based technical education is strengthened.
8. All youth and adults are functionally literate, and opportunities for non-formal education and lifelong learning are increased.
9. All schools are able to provide relevant learning, with necessary soft skills, social and civic competencies, and information technology skills to every student.
10. All schools are staffed with adequate teachers who are qualified, trained, competent, motivated and committed to the profession, and accountable to performance.
11. All school children have access to safe, joyful, and stimulating learning environment and are able to participate in all school activities and there is considerable improvement in their health and nutritional status, learning and social and emotional skills.
12. Schools are able to provide technology-enabled teaching and learning through the improved provision information and communication technologies and will increase the use of technologies both by teachers and students.
13. The capacity of the school education sector in terms of educational planning, governance and management and monitoring and evaluation is enhanced through Improved access to and use of IEMIS.
14. Schools are able to ensure learning continuity even in emergency and crisis situations, including the pandemics, guaranteeing children's right to receive education at all times.
15. Learning loss caused by the COVID-19 pandemic has been recovered Local Levels identifying needs related to this and addressing them accordingly under the ReAL Plan.
16. All schools have sufficient physical infrastructure with child friendly, gender friendly, and disabled-, friendly as well as disaster resilient environment.
17. All school have quality Water, Sanitation and Hygiene (WASH) facilities, including access to clean water and menstrual hygiene management facilities
18. Each student is entitled to study in a school having basic learning conditions.
19. Performance of schools is improved significantly
20. An accountable system for the learning of children is established by ensuring an appropriate organizational structure and capable human resources for the delivery of education services at all levels
21. All levels of governments have improved financial management and are able to increase their investment in education leading to guaranteed public investment in education which is comparable to the international benchmark.

The extent to which the goals proposed by the plan will be achieved will depend on the overall effectiveness of the implementation. Since most of the activities specified in the plan will be implemented at Local Level and in schools, priority will be given to capacity building of the Local Levels. Experiences and lessons learned from past projects and programmes, as well as some of the tools developed while implementing them, will be used with necessary modifications. As many Local Levels have performed in an effective and innovative manner in the past few years, the Local Levels and schools will be encouraged to share their experience and lessons learned in the past. Emphasis will be placed on building the capacity of the Local Levels to enable them to take the lead in school education management and education reform and to effectively implement all educational functions laid down by law, rather than carrying out the programmes of the Federal Government and Provincial Governments.

As a result of these efforts, a competent, well-governed, organised, and accountable public school education system will be developed in the country, which will ensure Nepali children and citizens an education that is comparable with international standards in quality. It is expected that it will help in fulfilling the aspirations of “prosperous Nepal and happy Nepali” through economic and social transformations by preparing capable, creative, and value-oriented citizens.

# CONTENTS

Foreword	iii
Abbreviations	iv
Executive Summary	vii
1. Introduction	1
1.1 Background	1
1.2. Plan Formulation Process	2
2. The context of the education sector plan development	7
2.1 Nepal’s Overall Development Context	7
2.2 The Context of Long-Term Development	11
2.3 The Context of Educational Development	12
2.4 Sustainable Development Goals	19
2.5 Main Challenges of School Education	20
2.6 Opportunities for the School Education Sector	21
3. Vision, Mission and Objectives	23
3.1 Vision	23
3.2 Mission	23
3.3 Objectives	23
3.4 Core Values and Guiding Principles	23
3.5 Theory of Change	24
3.6 Assumptions, Risks and Risk Mitigation	27
4. The School Education Subsectors	30
4.1 Early Childhood Education and Development	30
4.2 Basic Education	36
4.3 Secondary Education	43
4.4 Non-formal Education and Lifelong Learning	51
5. Crosscutting & Cross-sectoral Themes	56
5.1 Curriculum and Evaluation	56
5.2 Teacher Management and Development	64
5.3 Equity and Inclusion	74
5.4 Cross-sectoral priorities in education	85
5.5 Information and Communication Technologies in Education	97
5.6 Education in Emergencies and Crises	105
5.7 School Physical Infrastructure Development	113
5.8 School Safety	118
6. Governance and Management of School Education	122
6.1 Institutional Structure and Capacity Building	122
6.2 Implementation Arrangements	128
6.3 Monitoring and Evaluation	134

7.	Financing and Resource Management	141
7.1	Introduction	142
7.2	Status	143
7.3	Proposed Programme and Budget Estimates	147
7.4	Management of Educational Investment at Local Level	155
8.	Results Framework of the Plan	159
	ANNEXES	172
	Annex 1: Proposed Education Sector Management Structure	173
	Annex 2: TOR for Federal, Provincial and Local Level for Education	174
	Annex 3: Enrolment Projection	176
	Annex 4: Resource estimation for SESP	178
	Annex 5: Major Programmes and Estimated Annual Budget of SESP	179
	Annex 6: List of Contributors in SESP preparation	186

## Tables Content

TABLE 2.1.	MACRO-ECONOMIC INDICATORS	10
TABLE 2.2.	MEDIUM TERM EXPENDITURE FRAMEWORK PROJECTIONS (2020-2023)	10
TABLE 2.3.	PROVINCE-WISE POPULATION AND GROSS DOMESTIC PRODUCT, PERCENT	11
TABLE 2.4.	SCHOOLS OF DIFFERENT TYPES AND LEVELS (2022)	13
TABLE 2.5.	NUMBER OF STUDENTS IN DIFFERENT TYPES AND LEVELS OF SCHOOLS	14
TABLE 2.6.	KEY PERFORMANCE INDICATORS (KPIS) OF THE SSDP AND QUANTITATIVE TARGETS AND PROGRESS	18
TABLE 4.1.	OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS FOR ECED	33
TABLE 4.2.	OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS FOR BASIC EDUCATION	40
TABLE 4.3.	MAJOR OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS FOR SECONDARY EDUCATION	47
TABLE 4.4.	OUTPUT, KEY ACTIVITIES AND TARGETS FOR NON-FORMAL EDUCATION AND ALTERNATIVE PATHWAYS	54
TABLE 5.1.	OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO CURRICULUM AND EVALUATION	60
TABLE 5.2.	OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO TEACHER MANAGEMENT AND DEVELOPMENT	70
TABLE 5.3.1.	VARIOUS TYPES OF RESIDENTIAL SCHOLARSHIPS	77
TABLE 5.3.2.	NON-RESIDENTIAL SCHOLARSHIPS	77
TABLE 5.3.3.	OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO EQUITY AND INCLUSION	82
TABLE 5.4.	EXPECTED CROSS-SECTORAL OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS	92

TABLE 5.5: EXPECTED OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO ICT IN EDUCATION	101
TABLE 5.6: EXPECTED OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO EDUCATION IN EMERGENCIES & CRISES	110
TABLE 5.7: OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO PHYSICAL INFRASTRUCTURE DEVELOPMENT	116
TABLE 5.8: OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO SCHOOL SAFETY	120
TABLE 6.1 MAJOR ACTIVITIES AND TARGETS FOR INSTITUTIONAL STRUCTURE	125
TABLE 6.2: OUTPUT, MAJOR ACTIVITIES AND TARGETS OF MONITORING AND EVALUATION	138
TABLE 7.1: NEPAL'S EDUCATION BUDGET IN THE LAST FIVE YEARS (BUDGETS IN NPR 10 MILLION)	144
TABLE 7.2: GOVERNMENT AND FOREIGN RESOURCES IN SCHOOL SECTOR DEVELOPMENT PLAN (SSDP) BUDGET	144
TABLE 7.3: COMPARISON OF PER STUDENT PER YEAR COST IN NEPAL	145
TABLE 7.4: SUB-SECTORAL FEDERAL INVESTMENTS IN EDUCATION	147
TABLE 7.5: SESP COST BY BROAD COMPONENT AND ORIENTATION	148
TABLE 7.6: STAFF POSITIONS AND SESP EXPENDITURE FOR REMUNERATION	150
TABLE 7.7: POTENTIAL BUDGET ALLOCATION FOR SCHOOL EDUCATION	152
TABLE 7.8: EDUCATION BUDGETS OF PROVINCIAL AND LOCAL GOVERNMENTS, FY 2019/20	153
TABLE 7.9: COMPARISON OF SESP PROJECTED COST AND POTENTIAL BUDGET, FUNDING GAP	153
TABLE 7.10: ANNUAL COMPARISON OF PROPOSED BUDGET AND RESOURCES FOR THE PLAN	155

### **List of Figures**

FIGURE 2.1; ADMINISTRATIVE AND POLITICAL MAP OF NEPAL	8
FIGURE 7.1; NUMBER OF STUDENTS IN COMMUNITY AND INSTITUTIONAL SCHOOLS, 2016-21 (GRADES 1-12)	146
FIGURE 7.2; SESP COST BY BROAD COMPONENT	148
FIGURE 7.3; SESP NON-STAFF COST BY ORIENTATION	148
FIGURE 7.4; SESP COST BY FISCAL YEAR AND BROAD COMPONENT	149
FIGURE 7.5; PROJECTED EXPENDITURE FOR REMUNERATIONS BY SUB-SECTOR	150

# 1. Introduction

## 1.1 Background

As per the constitutional provision of Nepal, a federal republican system of governance has been established comprising federal-, provincial-, and local tiers of government and, accordingly, all three tiers of government are actively engaged in their respective governance roles. The Constitution envisions creating an equitable, inclusive, and socialism-oriented nation. According to this mission, the Constitution has also specified education-related rights and priorities. In the course of establishing legal basis to facilitate the implementation of these constitutional rights and priorities, the 2018 Compulsory and Free Education Act (BS 2075) and 2020 Compulsory and Free Education related Rules (BS 2077) have put under implementation. Likewise, the 2018 Children’s Act (BS 2075) also guarantees children’s right to education. In accordance with the parameters set by the Constitution, the 2019 National Education Policy (BS 2076) formulated by the GoN provides policy guidelines for introducing reforms and changes in the education sector.

Nepal has a long-term development vision of fulfilling the aspiration of “Prosperous Nepal, Happy Nepali”, with the preparation to upgrade the country from rank of the least developed country to a developing nation by 2026 (BS 2083) and attain the status of a developed nation by 2043 (BS 2100). Drawing from this long-term development vision and in preparation for graduation to developing nation status, Nepal has been implementing the 2019-2024 15<sup>th</sup> Five Year Plan (BS 2077-2083) since July 2021.

Nepal has expressed its commitment to the education-related SDG which aims to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all” issued by the declaration of the meeting of the World Education Forum organized by UNESCO in Incheon, South Korea, in May 2015. The United Nations approved this proposed education- related SDG as SDG 4 as part of the 2030 Agenda for Sustainable Development adopted in September 2015. There are seven targets and three means or methods of implementation linked to the achievement of this goal. Nepal has also prepared a national framework to implement SDG 4. In consideration of this international commitment, the 2020-23 Fifteenth Plan (BS 2077/78-2082/83) prepared by the Government of Nepal has determined objectives, strategies and working policies for education development. In anticipation of the Federal Education Act (forthcoming), the 2019 Federal National Education Policy (BS 2076) provides a framework for the development of human resources through quality and skill-oriented education in the federal context.

As such, the SESP was developed to direct school education development in accordance with the Constitutional mandates and provisions of the country under the emerged federal structure and the above-mentioned policy priorities. Although the SSDP, 2016–2023 (BS 2073–2080) was formulated for seven years, it was decided not to extend its costed programme developed for the first five years (2016-2021). Instead, it was decided to embark on a new education sector plan developed, implemented and owned across all tiers of government. However, with the sector being severely impacted from March 2020 onwards due to the COVID-19 pandemic, the initiation of the SESP was postponed to the fiscal year 2022/23.

There is a need of reforms in education system to internalize and contextualize the recent developments and changes that have taken place in knowledge, science, and technology and to make the contribution of education relevant for the preparation of creative and active human resources for Nepal’s socio-economic transformation. It is also necessary to take stock of the observed stagnation of learning achievements, and develop comprehensive

strategies to address systemic issues and accelerate learning to regain momentum. At the same time, the prolonged disruptions caused by the COVID-19 pandemic equally demand the need for a resilient education system that mitigates the risks from natural disasters, epidemics, and crises.

Realizing the need for a new school-level education development plan in Nepal in the above context, the MoEST has prepared the 2022/23-2031/32 SESP. A costed program has been developed for the first five years (2022/23-2026/27) of the ten-year plan.

### **1.2. Plan Formulation Process**

The formulation process of the SESP took place over a period of two years under the leadership of the MoEST.

#### **1.2.1 Leadership and Coordination in Plan Formulation**

The MoEST played a leading role in formulating this plan, with the Secretary of MoEST chairing the ESP Steering Committee that was formed to guide the plan formulation process in accordance with the decision of necessary structures and processes. The Planning and Monitoring Division of MoEST coordinated in overall plan preparation and development tasks whereas the Development Assistance Coordination Section (DACS) under this division served as the ESP Secretariat, coordinating the overall SESP development process. In addition, the MoEST formed different committees, task teams and working groups and mobilized them in the process of plan formulation. The MoEST also coordinated with different line ministries and agencies, interacted with experts and stakeholders, communicated, and coordinated with Provincial Governments and Local Levels, and coordinated and collaborated with development partners.

#### **1.2.2 Participation and Collaboration in Plan Formulation**

In the course of preparing this plan, feedback was obtained across sub-sectoral, cross-sectoral and cross-cutting themes in coordination with the National Planning Commission (NPC) and other ministries, including the Ministry of Finance (MoF) and the Ministry of Federal Affairs and General Administration (MoFAGA). In addition, suggestions were obtained on financial management by discussing with the NNRFC. Feedback was also received from the interactions and meetings that were held with Provincial Ministers for Social Development (PMoSD) through coordination of the MoEST. All the seven provinces and 21 selected Local Levels were supported in formulating their respective provincial- and local ten-year education plans alongside the federal level SESP being developed, with the MoEST providing a platform for regular interaction to take stock of issues and priorities that emerged from these processes to ensure the SESP is firmly rooted in the ground reality and within the federal structure. Relevant officials and stakeholders were involved in the different steps of local education plan formulation and lessons learned were incorporated in the process of plan development.

A number of educationists, planners, and practitioners as well as individuals with experience in education plan formulation participated in the different stages of plan formulation through their involvement in different task teams/ working groups within their respective areas of expertise and through engagement in the undertaking of thematic studies that informed the 2020 comprehensive ESA. The formulation of various committee structures facilitated a broad participation in the plan formulation.

Further input was sought in the course of plan formulation by interacting with civil society, teachers and guardians' representatives, development partners and other stakeholders. Feedback was also received on the different aspects of the plan by discussing and interacting with the representatives of the Municipal Association of Nepal

(MuAN), the National Association of Rural Municipalities in Nepal (NARMIN), Confederation of Nepalese teachers (CNT), federation of Guardian's Association Nepal, etc. Finally, the LEDPG was systematically engaged throughout the process and various steps of the SESP preparation.

### 1.2.3 Structural Provisions and Scope of Work for Plan Development

In order to develop the plan, a Steering Committee, a Technical Advisory Team, a technical Committee, Consultative Teams and Thematic Teams were formed, and their scope of work was determined.

- **ESP Steering Committee:** The committee constituted representatives of MoEST, NPC, MoF, MoFAGA, Office of the Auditor General (OAG), and representatives of Provincial Governments- and Local Levels under the chairpersonship of the MoEST Secretary. The Committee's responsibility was to guide and coordinate the overall process of SESP formulation, including coordination with NPC, different ministries and agencies and Provincial Governments and Local Levels.
- **ESP Technical Advisory Team:** There was participation of different experts and educationists in the ESP Technical Advisory Team, which was formed under the coordination of a senior education policy and planning expert. The Team provided thematic and technical advice and suggestions on the thematic approach- and working papers and various drafts developed throughout the different stages of the SESP development process.
- **ESP Technical Committee:** In the Technical Committee was chaired by the Head of the MoEST Planning and Monitoring Division, with the Joint Secretaries and Heads of the departmental agencies and different sections of the MoEST as its members. The Committee coordinated the technical and management aspects of plan formulation and facilitated inter-agency collaboration.
- **Consultative Teams:** Teams of different experts and consultants were established and engaged on specific subjects as and when required.
- **Thematic Teams:** 12 thematic teams comprised of subject experts, technical staff from MoEST and its central line agencies and experts working in development partner organizations with experience of the sector, and individuals undertake analysis and review of research and reports on the education sector to develop thematic studies that formed the basis of the identified priority areas in the SESP.

### 1.2.4 Studies and Reviews

A comprehensive analysis exercise was undertaken to inform the preparation of the SESP and ensure it adequately took into account needs, issues, challenges, opportunities and previous results observed in the sector.

#### 1.2.4.1 Education Sector Analysis

The 2020 ESA was carried out under the coordination of MoEST and in collaboration with local education groups, as well as the involvement of experts. The analysis has served as the main reference for the formulation of the SESP. The analysis contains a review of Nepal's overall social and cultural contexts, macro-economic status and overall educational status and an analysis of seven different thematic areas. The thematic areas analysed include:

- (i) Equality and inclusion
- (ii) Quality, relevance and learning outcomes

- (iii) Efficiency and institutional capacities
- (iv) The economic and social impacts of education
- (v) Good governance and management
- (vi) Financial arrangements and expenditure in education
- (vii) Vulnerability and risk.

In line with this, nine thematic analyses were carried out in 2020 to inform the ESA in addition to the available reports and studies on the school education sector. The thematic analyses were conducted in coordination with MoEST and with support from different development partners and included:

- (i) An institutional and context analysis
- (ii) A gender equality and social inclusion analysis
- (iii) An external efficiency analysis
- (iv) A social impact analysis
- (v) A positive deviance analysis
- (vi) A disability-inclusive education analysis
- (vii) A vulnerability and risk analysis
- (viii) An economic and public finance analysis
- (ix) A Systems Approach for Better Education Results-School Feeding (SABER-SF) analysis.

### 1.2.4.2 Thematic Study Papers

In August 2020, MoEST formed 12 thematic teams, with each team made up of 7–10 members. Each of these teams prepared a paper on the assigned subject. When preparing draft thematic papers, the thematic teams studied and reviewed the draft of the ESA, different reports of Nepal's education sector, study reports, planning and policy documents and education data. In this process, the thematic teams also discussed and interacted with the subject experts concerned, policy makers and practitioners.

The 12 thematic areas included:

- (i) Childhood development and education,
- (ii) Basic education
- (iii) Secondary education
- (iv) Curriculum and assessment
- (v) Teacher management and development
- (vi) Non-formal education and life-long learning
- (vii) Equality and inclusion
- (viii) School-based health, nutrition and support schemes including scholarships
- (ix) Education during emergencies and crises
- (x) Information and technology in education
- (xi) Good governance and management
- (xii) Financial management in education.

Each team submitted a separate thematic study paper and the Financial Management in Education Team provided a financial projection and budget estimate. The above thematic study papers provided an outline for the development of the SESP.

### 1.2.4.3 Draft Preparation and Revision

The initial outline in different areas of plan was prepared by a team of experts and MoEST and elaborated into the first draft of the plan. In this process, the team used the thematic studies, the ESA, planning and policy documents as well as educational information as reference materials. In addition, In the process of plan formulation, records of discussions and interactions held in different steps and suggestions and experiences gathered in connection with the preparation of provincial and local-level education plans were also used as reference materials. Feedback was received from discussions with the Steering Committee, the Technical Advisory Team, and the Technical Committee. All draft versions of the SESP were developed in Nepali and translated into English, Ensuring broad ownership within the system and during the consultations.

The first draft was made available on the Ministry's website for stakeholders' suggestions and feedback and some experts, educationists, the Ministry's different agencies, some Local Levels and development partners were also requested for feedback. The revised draft of the SESP was prepared by taking into account the suggestions and feedback received.

An independent appraisal of the updated draft was carried out to review the Plan against the international standards and criteria of a credible education sector plan, as well as reflecting on the plan formulation process and the extent to which stakeholder had been engaged in this. The SESP appraisal report was shared and discussed with the LEDPG, based on which a number of areas and actions to further update the plan were agreed and undertaken. An independent review of the second draft of the SESP was undertaken to confirm the updates had been adequate and in line with the observations and recommendations of the appraisal.

The COVID-19 pandemic had confined the possibility of holding face to face discussions and interactions with the stakeholders concerned because most of the tasks in the plan formulation process had to be performed by maintaining physical distance. Although there were some face-to-face discussions and interactions in small groups between the various national lockdowns, the first draft could not be presented in person at the province level to seek suggestions as was envisioned. Instead, stakeholders were engaged and provided suggestions virtually.

### 1.2.4.4 Structure of the Plan Document

This document presents a plan for the development of Nepal's school education sector. The document has been organised in eight chapters.

- Chapter one mentions the background of plan formulation and the plan formulation process.
- Chapter two presents a brief review of overall context of education plan formulation, including Nepal's geographical and demographic features, social and cultural context and macro-economic context and overall educational context, and identifies the major challenges of the school education sector.
- Chapter three contains the vision, mission, objectives, strategies and expected outcomes of the plan.

## Nepal: School Education Sector Plan 2022/23-2031/32

- Chapter four includes an outline of the different sub-sector plans of the school education sector. The sub-sectors included here are early childhood development and education, basic education, secondary education, non-formal education, and life-long learning.
- Chapter five includes different cross-cutting areas of school education. These cross-cutting interrelated areas are curriculum and assessment; teacher development and management; equality and inclusion; health, nutrition, WASH and nutrition; education during emergencies and crises; information and communication technology in education; and school physical infrastructure development.
- Chapter six includes institutional structures and capacity development under governance and management, overall arrangements of plan implementation, monitoring and evaluation and reporting systems.
- Chapter seven presents an overview of the projected funding and financing and resources required for the plan.
- Chapter eight mentions the results expected from the implementation of the plan.

## 2. The context of the education sector plan development

The development of education of a country is affected by its geographical and demographic features, social and cultural aspects as well as economic and political factors. This chapter presents an analysis of these contextual factors to understand the overall context on which Nepal's education sector is built. It will also examine the implications of these factors on the SESP. First and foremost, the planning process considers the country's long-term development vision as the guiding reference for education sector planning. Alongside, this chapter also reviews Nepal's overall status of education development with an intent to identify the major challenges and opportunities of Nepal's school education sector.

### 2.1 Nepal's Overall Development Context

Nepal's context in terms of its geographical, demographic, social, cultural, and economic features is highly diverse and complex, as elaborated in the next sections, causing the need to recognize the complexities this brings along in terms of the implications they have for the development of Nepal's education sector.

#### i. Geographical and Demographic Features

Nepal is a landlocked country, with a total population of just over 29 million (CBS, 2022), and 51.2 percent/48.1 percent being female/male. The country covers an area of 147,516 km<sup>2</sup> and has diverse geographical features and climatic conditions. It spans about 885 km from east to west and 145-251 km from north to south across its mountains, hills and plains. The mountains occupy 15 percent, the hills 68 percent and the plains (from hereinafter referred to as the 'Terai') 17 percent of the country's area and are home to respectively 6.73 percent, 43 percent and 50.27 percent of its population. The climate has a broad spectrum, with temperatures in the high mountains being continuously far below with glaciers and permafrost, countered by subtropical climate in the Terai plains, with temperatures of up to 44 degrees Celsius for several parts of the year.

Nepal has seven provinces:

- Province 1; Terai, hills and mountain, accommodating 17.0 percent of the total population
  - Madhesh Pradesh; Terai, accommodating 21.0 percent of the total population
  - Bagmati Province; Terai, hills and mountain, accommodating 20.8 percent of the total population
  - Gandaki Province; Terai, hills and mountain, accommodating 8.5 percent of the total population
  - Lumbini province; Terai and hills, accommodating 17.6 percent of the total population
  - Karnali province, hills and mountains, accommodating 5.8 percent of the total population
  - Sudurpashchim Province; Terai, hills and mountain, accommodating 9.3 percent of the total population
- (CBS, 2021. Preliminary)

These geographical and climatic conditions have direct effect on the general and physical conditions of schools, teaching-learning processes, teacher supply and retention, provision of learning supplies and number of school days in the academic calendar. Therefore, it is necessary that education strategies are contextualized to match geographical features and demographic composition and distribution across the provinces. The trend of external migration has increased in recent decades. Furthermore, demographic trends show ongoing depopulation from

the already sparsely populated mountain and rural hill areas and increasing population density in the Terai and urban areas. These developments pose a need for rationalization, redistribution and consolidation of schools and other education services to respond to the demographic trends within the country's population.

**Figure 2.1 Administrative and political map of Nepal**



Source: [www.dos.gov.np](http://www.dos.gov.np)

According to the 2011 census data, the school-going age population of 4-to-16-year-old children made up 32.5 percent of the total population, while under 4-year-old children made up 7.5 percent, over 65-years-old 4.3 percent. People of an employable age range (17–60-year-olds) constituted the remaining 55.7 percent, confirming that Nepal has entered its demographic window of opportunity.

Nepal's demographic features show changing trends. On one hand, the birth rate is gradually decreasing but on the other hand the ratio of the working-age population is projected to remain significant for some years. Evidently, there is immense economic growth potential resulting from this shift in the population, which is often called demographic dividend. To take a maximum advantage of this demographic situation, there is a need to manage education programmes and increase financing with an emphasis on inclusive quality education and skill development.

### ii. Social and Cultural Context

Nepal is a socially and culturally diverse country. It has distinct social and cultural traditions, customs and practices of various caste and ethnic groups, regions, and communities. There is also a rich linguistic diversity with 123 languages/dialects spoken in the country (CBS, 2011). This diversity gives Nepal its distinct identity, while all communities individually take pride in their cultural identities and languages. However, certain people and communities have been deprived of the opportunities of development and facilities due to discrimination and

marginalization rooted in traditions based on linguistic, caste, ethnic and regional grounds. The GoN is addressing disparities observed between and among these groups by introducing mechanisms to redistribute development benefits across social groups and regions and make service delivery more effective and accountable so as to address the disparities.

As a result of these efforts, the country has seen effects in terms of poverty alleviation and increased educational attainment of children from vulnerable groups in the community among others. Furthermore, laws have been enacted and targeted development programmes implemented to remove caste-based discrimination, as well as the introduction of reservations and special arrangements in the political and administrative and some employment sectors. However, such disparities have not been fully eradicated in a number of places and communities because of the continued prevalence of traditional harmful social practices (MoEST, 2021).

In this context, it is imperative that education policy and programmes contain a strong focus on promoting diversity and ensure that policies and programmes are inclusive, equitable and create an environment of social justice and non-discrimination. It is equally important to ensure that marginalized and vulnerable groups are engaged and consulted in a meaningful way and that their voices are reflected in the policies and strategies designed to specifically support them. This will not only enhance equity and inclusion, but also create a culture of social harmony, tolerance, cooperation, and collaboration. In this regard, education is the main vehicle for change in terms of developing awareness on topics of discrimination, injustice, deprivation, superstitions, and harmful practices that continue to appear within communities under the pretext of social and cultural traditions and customs.

### iii. Macro-economic context

Based on its per capita gross national income of US\$ 1,080 in 2019/20, Nepal fulfilled the criterion of graduating from a low-income country to a lower–medium income country as per the World Bank classification. The gross domestic product (GDP) was around US\$ 32.5 billion (NPR 4,105 billion) in 2021/22. This is a more than three-fold increase since 2009/10. The GDP per capita is US\$ 1,381 (NPR 164,800) for the fiscal year 2021/22 (MoF, 2022). With a Human Development Index (HDI) value of 0.602, Nepal graduated in 2020 from a country with low HDI to a medium human development category, ranking 142 out of the 189 countries. Although the percentage of people living in absolute poverty gradually decreased to 18.7 percent in 2020 (NPC, 2020), 31.2 percent of the population are still living near the poverty line of people having an income in the range of US\$ 1.90-3.20 per day (World Bank, 2020).

Based on its GDP growth in the past 10 years, Nepal had an average economic growth rate of 4.6 percent in the years 2010-2020 with the average brought down by the only 0.8 percent growth in 2015/16 due to the damage caused by the April and May 2015 earthquakes and the -2.1 percent growth in 2019/20 due to the COVID–19 pandemic. Above average growth was achieved in 2016/17 (8.2 percent), in 2017/18 and 2018/19 (about 7 percent) and in 2021/22 (5.8 percent). The average inflation rate has been about 6 percent in the past 10 years. The major macro-economic indicators of Nepal from 2009/10 to 2019/20 (BS 2066/67 to 2076/77) are presented in Table 2.1.

## Nepal: School Education Sector Plan 2022/23-2031/32

**TABLE 2.1. MACRO-ECONOMIC INDICATORS**

	2066/67	2067/68	2068/69	2069/70	2070/71	2071/72	2072/73	2073/74	2074/75	2075/76	2076/77
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
GDP (Current price NPR billion)	1,193	1,367	1,527	1,695	1,964	2,130	2,253	2 674	3,045	3,459	3,454
Economic growth (%)		3.4	4.8	4.1	6.0	3.3	0.6	8,2	6.7	7.0	-2.1
Annual inflation (%)		10.8	6.6	6.6	9.4	4.9	5.2	9,7	6.7	6.2	6.5
GDP structure											
Primary sector (%)	35.9	37.6	35.8	34.4	33.2	32.3	32.2	30.2	29.2	28.1	26.8
Secondary sector (%)	14.6	14.4	14.4	14.6	14.3	14.2	13.6	13.9	14.3	14.5	12.8
Service sector (%)	49.5	48.0	49.8	51.0	52.5	53.4	54.2	55.9	56.6	57.4	60.4
Trade deficit (% of GDP)	26.8%	-24.0	-23.5	-26.8	-29.2	-29.9	-29.8	-33.4	-37.3	-37.6	-32.0
Remittance (% of GDP)	0.0	18.5	23.5	25.6	27.7	29.0	29.5	26.0	24.8	25.4	19.0
GDP per capita (NPR)	45,400	51,600	56,900	62,300	71,200	76,200	79,500	93,100	104,600	117,300	125,000
Increase in GDP per capita (%)		2.5	3.4	2.7	4.6	1.9	-0.8	6.8	5.3	5.6	0.1

Source: CBS, 2020

The economic growth and GDP projected for the next three years (2020/21 to 2022/23) in the Medium Term Expenditure Framework (MTEF) prepared by NPC is as follows:

**TABLE 2.2: MEDIUM TERM EXPENDITURE FRAMEWORK PROJECTIONS (2020-2023)**

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
GDP (Current price NPR billion)	2,253.2	2,674.5	3,044.9	3,342.5	3,428.5	3,662.5	4,105.5	5,837.0*
Economic growth (%)	0.6	8.2	6.7	6.66	-2.37	4.25	5.84	9.6*
Inflation (%)	5.2	9.7	4.1	4.6	6.1	3.6	5.8	6.0*
GDP per capita (NPR)	79,500	93,100	104,600	134,766	134,501	146,521	164,598	187,600*
Increase in GDP per capita (%) (in stable price)	-0.8	6.8	5.3	5.6	-3.3	3.2	4.8	8.3*

Source: NPC, 2020a and Economic survey, MoF 2078/79 (2021/22)

\*NPC-MTEF2020/23(2079/82),

The gap between government income and expenditure in fiscal year 2020/21 is 17.2 percent, whereas a gap of 12 percent to 13 percent is projected in the following two years. In fiscal year 2020/21, tax and non-tax revenue accounted for 26.6 percent of GDP, whereas it is projected to be 26.7 percent and 24.0 percent for the fiscal years 2021/22 and 2022/23 respectively. Likewise, in 2020/21, the gross expenditure is 29.4 percent of GDP, whereas it is estimated to be 31.0 percent, and 26.8 percent respectively for the fiscal years 2021/22 and 2022/23 (CBS 2022).

Discrepancy is found in the status of the aforementioned overall economic indicators and their distribution. Province-wise differences in the macro-economic indicators are significant. Table 2.3 shows province-wise disparities based on the percentage of population and GDP.

**TABLE 2.3: PROVINCE-WISE POPULATION AND GROSS DOMESTIC PRODUCT, PERCENT**

Province	Gross Domestic Product, percent (2019/20)	Population, percent (2021, preliminary)
Province 1	15.8	17.0
Madhesh Pradesh Province	13.8	21.0
Bagmati Province	35.8	20.8
Gandaki Province	8.9	8.5
Lumbini Province	14.2	17.6
Karnali Province	4.3	5.8
Sudurpashchim Province	7.2	9.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Source: MoEST (2021): Adjusted from ESA

For example, Bagmati province generated 35.8 percent of GDP when it had only 20.8 percent of the country's population compared to Madhesh Province which generated only 13.8 percent of GDP when it had 21.0 percent of the population. Other than Bagmati and Gandaki Provinces, the proportion of GDP is less than their proportion of the population with Province 1 having the lowest disparities.

## 2.2 The Context of Long-Term Development

Nepal has adopted a long-term development vision of building a prosperous Nepal and happy Nepali by 2043. For this, Nepal aims achieve Sustainable Development Goals (SDGs) by 2030 (BS 2087). The country will be upgraded from the current rank of an underdeveloped country to the status of a developing country by 2026 (BS 2083). The long-term vision aims at building an equitable society based on social justice, inclusion and human rights (NPC, 2020). Education has an important role to play in achieving the prosperity and happiness goals set by the country by developing human resources with high quality education and skills. Education contributes to attaining a dignified life with improved quality of life; creates a civilized, peaceful and fair society; and fosters good governance, democracy, national unity, and respect. In recognition of multiple social and economic outcomes of education, ensuring an accessible and a high quality education to all has been adopted as an important long-term development strategy.

The NPC has set a goal of attaining 99 percent literacy for people above 15 years old and achieving a 95 percent net enrolment rate in secondary-level education as a long-term quantitative goal. Likewise, as the goal to attain 0.760 HDI has been set, the education sector's contribution is vital in attaining this goal. To this end, a vision has been set to develop a quality education system for people's holistic development and social transformation. Likewise, it is proposed that the plan will adopt strategies that are critical to ending the phenomenon of children dropping out of school for a number of reasons and exploring indigenous knowledge and skills that exist at the Local Level and integrating them into modern skills.

Education has the transformative power that can help Nepal realize its long-term development vision, for which the SESP takes this development vision as its reference accordingly.

### 2.3 The Context of Educational Development

Nepal has the provision of one-year of ECED for 4-year-old children, which is also known as pre-primary education. It is followed by a Basic education of covering grades from 1 to 8 for 5-12-year-old children. Upon completion of Basic education, students transition to Secondary education, which covers grades 9 to 12, serving 13-16-year-old children. According to the 2018 Compulsory and Free Education Act (BS 2075), Basic education is both free and compulsory, while secondary education is free. This section summarises the policy arrangements, SSDP achievements and gaps, ongoing programmes and activities focusing on Nepal's school education sector.

#### i. Policy arrangements

Nepal's Constitution provides free education for all children/citizens with disabilities, including the economically disadvantaged. Children's right to learn in their mother tongue is also reserved in the constitution. The assurance of quality education and equal access to life-long learning is aimed to realize the country's vision of an equitable society with economic prosperity and social justice for all. As per the constitutional spirit, the 2018 Compulsory and Free Basic Education Act (BS 2075) gives every citizen the right to receive education and aims to make basic education compulsory and free and secondary education free. The government's 2019 National Education Policy (BS 2076) provides a framework for ensuring equitable access for all to quality education that prepares competitive, skilled, and productive human resources endowed with qualities such as innovation, creativity, studiousness, positive thinking, and high morals. The goals of the 2020-2024 Fifteenth Periodic Plan are based on building a prosperous nation with the government's 25-year long-term vision of a 'Prosperous Nepal, Happy Nepali'. Notwithstanding these policy- and legal arrangements, a federal education act is required to provide a legal framework for the overall education system in accordance with federal structures.

#### ii. Achievements and Gaps

There has been a noteworthy expansion of education in Nepal in the last few decades. The increases in the number of schools and students and in the gross enrolment ratio (GER) and the net enrolment rate (NER), and the notable improvement in the literacy rate are testimony to the expansion of the education sector.

**Access and Participation** - Currently, there are 36,498 Early Childhood Development Centres (ECDCs) throughout the country. Of these, 30,450 are in community centres or community schools with a grant from the government (2,541 supported by Local Levels) 6,048 are institutional (also known as private-run schools) schools or centres and 428 ECDCs are running in traditional schools (CEHRD, 2022). About 466,187 children out of a total of 654,566 four-year-old children are enrolled in ECED, which accounts for 68.2 percent of total age four children (CEHRD 2021).

Programmes of two or three years in ECED are conducted in institutional schools and some community schools. Out of a total of 1,010,195 children participating in ECED programmes, 383,053 of these children (36.5 percent of gross enrolment) are enrolled in privately operated ECDCs. During the COVID-19 pandemic period, there was a significant shift of children from privately operated ECDCs to community run centres. The gross enrolment in ECED based on the total number of 3-4-year-old children accounts for 89.6 percent whereas net enrolment is 69.0 percent. Enrolment of children in Grade 1 with ECED experience is 74.9 percent.

There were a total of 34,816 schools of different levels and types in Nepal in 2022 (BS 2079), out of which 27,890 are community schools, 6,926 institutional schools and 1,153 schools are classified as religious/traditional schools. In addition to this, there are 121 open schools, with 84 of them conducting up to secondary-level classes, and 173 non-formal adult schools are in operation. The number of different levels and types of schools operated according

**TABLE 2.4: SCHOOLS OF DIFFERENT TYPES AND LEVELS (2022)**

School level	Total	Community	Institutional	Religious
ECED/PPE	36,498	30,450	6,048	428
Total Unit:	34,816	27,890	6,926	1153
Basic (up to grade 5)	17,052	15,686	1,366	964
Basic (up to grade 8)	6,479	5,026	1,453	133
Basic (schools conducting classes up to grade 5 or 8)	23,531	20,712	2,819	1097
Secondary (up to grade 10)	6,875	3,675	3,200	36
Secondary (up to grade 12)	4,410	3,503	907	20
(up to grade 10 or 12)	11,285	7,178	4,107	56

Source: *Fash report, 2021*

According to the 2021 data, the GER and NER in lower Basic education (Grades 1-5) are 122.0 percent and 96.9 percent respectively. Likewise, the official data reports a GER of 118.0 percent and an NER of 95.1 percent for overall Basic education (Grades 1-8). The average class repetition rate for Grades 1–3 is around 11 percent, the dropout rate is around 3 percent and the survival rate from Grade 1 to Grade 8 is 83.5 percent. 3.1 percent of 5-9 year old children (Grade 1-5) are out of school. The number of students in different types and levels of schools is presented in Table 2.5.

TABLE 2.5. NUMBER OF STUDENTS IN DIFFERENT TYPES AND LEVELS OF SCHOOLS

School level	Total		Community		Institutional	
	Total	Girl student	Total	Girl student	Total	Girl student
ECED	1,010,195	466,314	627,142	305,220	383,053	161,095
Basic (Grades 1-5)	3,548,636	1,716,971	2,563,205	1,306,627	985,431	410,344
Basic (Grades 6–8)	1,777,344	867,691	1,316,232	676,959	461,112	190,732
Basic (1–8)	<b>5,325,980</b>	<b>2,584,662</b>	<b>3,879,437</b>	<b>1,983,586</b>	<b>1,446,543</b>	<b>601,076</b>
Secondary (9-10)	1,079,352	533,055	833,472	429,700	245,880	103,355
Secondary (11-12)	690,802	357,298	545,366	293,283	145,436	64,015
Secondary (9-12)	<b>1,770,154</b>	<b>890,353</b>	<b>1,378,838</b>	<b>722,983</b>	<b>391,316</b>	<b>167,370</b>
<b>Total (1-12)</b>	<b>7,096,134</b>	<b>3,475,015</b>	<b>5,258,275</b>	<b>2,706,569</b>	<b>1,837,859</b>	<b>768,446</b>

Source: Flash report (CEHRD, 2022)

There has been gradual progress in students' access to secondary-level education. The GER stands at 76.1 percent and NER at 54.0 percent at the secondary level (Grades 9-12). However, the survival rate of Grades 10 and 12 is only 66.1 percent and 33.1 percent respectively of children enrolled in Grade 1. This shows that a large number of students drop out of school, which generally occurs after Grade 8 and Grade 10 Secondary Education Exam (SEE). This problem is more pronounced in upper-basic and secondary levels compared with lower-basis levels. To solve it, the Plan identifies necessary strategies and programmes.

The Government has adopted a policy to arrange institutional access to technical education in all 753 Local Levels. As a result, by 2020, there was institutional access to technical education, including technical secondary education and programmes run by the Council for Technical Education and Vocational Training (CTEVT) in 635 Local Levels. 2,363 programmes are run in 1,546 institutions across the country, out of which 1,042 are schools and institutions that have been approved or given affiliation to by CTEVT. Further to this, 484 schools conducting technical stream in community secondary schools.

Linked to the TEVT and recognizing the importance of vocational education to preparing a skilled labour force required for the country, CTEVT and the Centre for Education and Human Resource Development (CEHRD) also operate pre-diploma- and diploma technical courses of respectively 18 months and four years, as well as 9-12 technical streams in a total of 1,106 schools and institutes across the country.

The number of schools offering 9-12 technical stream offered by CEHRD is 485 across the whole country out of which Lumbini Province has the highest share (20.2%) and Karnali Province has the lowest share (6.2%) of these schools, offering programs such as botanical science, husbandry, computer engineering, electrical engineering, civil engineering, and music.

The number of institutional schools and the number of students studying at these schools are significant. According to the 2022 flash data, 16.6 percent of all schools/centres are run by the private sector in ECED, educating 37.9

percent of children enrolled in ECED/PP centres. Although community ECED centres make 83.4 percent of all ECED centres, there are only 62.1 percent of children enrolled in these centres. According to the 2022 flash data, 27.2 percent of basic students (Grades 1-8) and 22.1 percent of secondary students (Grades 9-12) studied in institutional schools.

**Equity** - Along with the inclusion and participation, equity is analysed as a key parameter to measure the development of an education system of a country. The gender parity index is 0.92 in ECED. The gender parity index in basic level enrolment is 0.99 and in secondary level 1.01. Further to this, Nepal has developed an Equity Index under the Consolidated Equity Strategy for the Nepal School Education Sector, which rates the disparities in access, participation and learning in Basic education. The 2019 national equity index was 0.72.

When comparing the percentage of children with different types of disabilities enrolled at ECED- (0.6 percent of all 3-4-year-old-children), Basic- (0.5 percent of all 5-9-year-old-children) and Secondary level (0.3 percent of all 10-16-year-old-children) with the percentage of the total percentage of the population that is projected to have a disability (1.94 percent) it indicates that a disproportional amount of the remaining out of school children could be having a disability/disabilities.

In terms of the representation of student from disadvantaged social groups and ethnic minorities in school education, 19.0 percent at ECED level, 18.4 percent at Basic level and 11.3 percent at Secondary level of students are from Dalit communities. This compares to Dalits making up 13 percent of the population of the country. Similarly, 33.2 percent at Basic level and 35.6 percent at Secondary level students are from Janajati<sup>1</sup> communities, compared to 37 percent of the total population.

There is an impact of economic conditions on enrolment and participation in schools on one hand and there are geographical and province-wise disparities on the other. National assessments of learning achievement of students conducted by the Education Review Office (ERO) have shown that the various social, economic, geographical, and province-wise factors have created differences not only in children's enrolment and participation in schools, but also in their learning achievements. Other indicators of equity may need to be developed gradually as required and included in existing data system.

**Quality** - When judging quality based on students' learning achievements, the assessments carried out by the Education Review Office for Grades Three, Five and Eight students on the whole have shown low levels of achievements. For example, in 2017, when dividing Grade Eight students in six groups based on their learning levels and judging them, the percentages of students of the first three groups in maths, Nepali and science were 46, 31 and 56 respectively. It shows that the achievement of a large number of students remains low (ERO, 2018). The learning assessment of Grade Three students in reading and mathematical skills conducted by the Education Review Office in 2020 found students' average learning achievement at 43.5 percent and 37.2 percent respectively (ERO, 2020). The learning assessments of Grade Five students in 2018 showed that only about 28 per cent of the total students had acquired required learning achievements as per the curriculum (ERO, 2019). Learning achievement assessments carried out for Grade Eight students in science subject in 2017 show about 55 percent of the students receiving achievements less than the average level of the Grade (ERO, 2018). These assessments indicate that there is no major improvement in basic-level students' learning level. The performance audits of

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<sup>1</sup> Janajati (also written as Janjati) refers to indigenous communities. Among Nepal's 125 listed caste- and ethnic groups, as defined in the census, 63 are classified as Janajati.

secondary schools conducted by the ERO show there is room for improvement in terms of management capacity, physical and educational environment, teacher preparation, classroom teaching and learning and students' overall learning achievements of the majority of schools (ERO, 2018a, 2019).

**Good Governance and Management** - Head teachers are responsible for performing and facilitating day to day school administrative work. There is also provision of a School Management Committee and a Teacher-Parent Association for school management. There has been provision of an Education Section/Division in all 753 Local Levels and an EDCU in all 77 districts since the transition of the country to the federal system. Likewise, there is an education-related ministry under every provincial government and an Education Development Directorate (EDD) under this ministry, while there is an ETC in every province.

**Gaps** - For the delivery of effective and quality services, there is a need to make governance and management arrangements systematic to introduce high quality educational management based on the principles of coordination, collaboration, and cooperation between and among the three tiers of government. It remains a challenge to introduce and institutionalize effective mechanisms to cater to remote- and sparsely populated regions. It is necessary to effectively manage the entire education system so that it is more accountable for students' learning and proficiency. With institutional capacity not yet matching mandate at all places in the decentralized setup of the sector, it remains a challenge to ensure systematic- and transparent monitoring of performance and progress across the tiers of government and effectively capacitate Parent Teacher Associations (PTAs) and School Management Committees (SMCs) at the school level.

Although there has been improvement in the indicators of student enrolment and equity, it has not been possible to bring all children into school education and help them complete the full cycle of school education with quality learning. Altogether 31 percent of 4-year-old children have not been able to participate in ECED. Likewise, 4.9 percent of 5-12-year-old children have not been able to enrol in basic-level education, while 16.5 percent of students enrolled in Grade One drop out of school before completing their Basic-level education. Similarly, 24 percent of children do not yet transition from Basic- to Secondary school level. There are also differences in student enrolment and participation based on socio-economic status, gender, province/region and a host of other factors. Students' poor learning achievement has points to the need to take immediate measures to improve the quality of teaching.

To make the whole school system inclusive, child-friendly and quality oriented, strong measures are needed to create learning environments with accessible infrastructure at schools, improve teachers' capacity and motivation and develop a continuous support system. Furthermore, it is equally necessary to provide school-based health, nutrition, safe drinking water, sanitation, and hygiene-related service, and make schools gender and disability friendly to raise students' interest in their efficiency and motivate them for learning. To create an inclusive environment for all children with the various types of disabilities, additional efforts are needed to develop the capacity of the whole school system for participation and learning along with arrangements as required and create a disability-friendly learning environment. To ensure access to and participation in schools of those children who are not able to come to schools and participate in them because of several reasons, including economic, social and geographical, and of those children who are living in difficult circumstances, the targeted strategies and programmes will be made more effective and adequate. A system responsible for students' learning and efficiency needs to be developed by improving overall educational administration and management along with improvement in head teachers' leadership capacity.

### iii. The School Sector Development Plan

The five-year (2016–2021, BS 2073–2078) period of the seven-year SSDP was prepared in the direct aftermath of the promulgation of Nepal’s Constitution, with the institutional and programmatic devolution yet to take shape. The plan had the vision of contributing to building self-reliant, competitive, innovative, and value-based citizens for Nepal’s socio-economic transformation. The original plan was formulated with the, at the time, forthcoming federal system of governance in mind and in line with Nepalese society’s diverse contexts and needs. The programmes under SSDP have been implemented to reduce existing inequalities and to contribute to socioeconomic development by building the capacity of human resources on functional literacy, mathematical skills, knowledge, and basic life skills of all citizens. The overall priority areas under the SSDP were equity, quality, competence, good governance, management and resilience. During the first phase (2016-2019) of the implementation of the SSDP, the federal transition was initiated with the introduction of the three tiers (federal, provincial and local) of government, with the mandate for managing Basic- and Secondary education fully decentralized to the 753 Local Levels.

During the SSDP implementation, there has been significant increase in students’ access to and enrolment at basic level. Student retention and completion rates in Grade Eight have also increased. The expansion of formal and non-formal education has resulted in the increased participation of out-of-school children in school. Although student retention improved to Grades 10 and 12, it did not meet the intended targets.

The implementation of SSDP included the development of important standards and guidelines for improving and safeguarding school education. The Comprehensive School Safety Master Plan, Consolidated Equity Strategy and Minimum Conditions for Learning were developed, and associated policy reforms introduced. Along with this, the curriculum framework was revised, and teacher professional development materials and training materials developed. However, these efforts did not translate into increased learning achievement of students.

Low enrolment rates in secondary level in spite of increase in the number of schools and students as a result of significant improvements in access to school education; the low enrolment rate of children of some marginalized communities, children living in difficult circumstances, children with disabilities, and children of very poor communities even in basic level; and a high number of students not completing the education level concerned because of drop out and repetition indicate the need for the improvements in access and participation.

Despite efforts made for improvement in quality during this period, learning achievements obtained by students confirm that their improvement in quality were not achieved as planned. Likewise, disparities based on socio-economic-status, linguistic background, geographical location persisted in student enrolment, participation and learning achievements. Key performance indicators of the School Sector Development Programme (SSDP), five-year targets and achievements of the first four years are presented in table below.

TABLE 2.6: KEY PERFORMANCE INDICATORS (KPIs) OF THE SSDP AND QUANTITATIVE TARGETS AND PROGRESS

S.N.	Result indicators	Unit	Base year 2015 (BS 2072)	Target up to 2021, (BS 2078)	Achievements up to 2021 (BS 2078)
1.1	Gross enrolment rate in ECED	Per cent	81	89.5	89.62
1.2	Teachers with basic qualifications involved in ECED	Per cent	93.7	97	82.5
1.3	Teachers with basic training involved in ECED	Per cent	0	65	19
1.4	Children with the experience of childhood development enrolled in Grade 1	Per cent	62.4	73	74.90
1.5	Net enrolment rate in Grade 1	Per cent	93.9	96	97.3
1.6	Gross enrolment rate in Grades 1-5	Per cent	135.5	125.5	121.97
1.7	Net enrolment rate in Grades 1-5	Per cent	96.6	98.5	96.85
1.8	Gross enrolment rate in Grades 1-8	Per cent	120.1	110	116.31
1.9	Net enrolment rate 1in Grades 1-8	Per cent	89.4	97	95.1
1.10	Gender parity index in net enrolment at basic level (Grades 1-8)	Ratio	1	1	0.99
1.11	Retention rate up to Grade 8		74.6	92	87.6
1.12	Rate of completing basic level	Per cent	69.6	85	76.23
1.13	Reading competence in Grade 3	Student per cent	12	15.6	35
1.14	Learning achievements in Grade 5 <sup>2</sup>	Average score per cent			
	Nepali		46	59	35
	Mathematics		48	55	28
	English		47	57	-
1.15	Learning achievements in Grade 8	Average score per cent			
	Nepali		48	57	69
	Mathematics		35	55	46
	English		41	55	-

<sup>2</sup> Progress is not the average score in per cent, but student per cent obtaining minimum learning achievements.

## Nepal: School Education Sector Plan 2022/23-2031/32

2.1	Gross enrolment rate in Grades 9-12	Per cent	56.7	85	76.06
2.2	Net enrolment rate in Grades 9-12	Per cent	37.7	53	53.97
2.3	Retention rate up to Grade 10	Per cent	37.9	65	64.6
2.4	Retention rate up to Grade 12	Per cent	11.5	25	29.2
2.5	GPI in net enrolment at secondary level (Grades 9-12)	Ratio	99	1	1.01
2.6	Model school	Number	0	540	422
2.7	Technical subject Students in Grades 9-12	Number	9,750	102,600	78,240
3.1	Female teacher ratio at basic level	Per cent	38.8	45	47.20
3.2	Female teacher ratio at secondary level	Per cent	15.1	20	20
4.1	Literacy rate of children above 5 years old	Per cent	78	85	78
4.2	Literacy rate of children above 15 years old	Per cent	57	75	57
4.3	Literacy rate of those above 15-24 years old	Per cent	88.6	65	90
5.1	Percentage of national budget invested in the education sector	Per cent	12.04	17	10.92

### 2.4 Sustainable Development Goals

Based on the achievements of the 15-year Millennium Development Goals (MDGs, 2000–2015) and the implementation of the SSDP, Nepal pledged its commitment to achieve the SDGs by 2030. To guide its achievement of the education SDG (SDG 4), the government has been implementing its SDG 4 Nepal National Framework: Education 2030. To fulfil SDG 4, i.e., “ensure inclusive and equitable quality education and promote life-long learning opportunities for all”, ratified in Incheon in May 2015 and at the UN General Assembly in September of the same year, the GoN has been implementing the national framework following its approval. This new Plan will make an important contribution to internalising and achieving these goals mentioned in the National Framework.

Seven destinations of sustainable development goals stated in the National Framework include:

- i. Ensure free, equitable and quality Basic- and Secondary education is completed along with relevant learning achievements.
- ii. Ensure quality early childhood care, development and pre-primary education for all children.
- iii. Ensure the opportunities of affordable and quality technical, vocational and higher education for all women and men.
- iv. Significantly increase the number of youths and adults receiving employment along with technical and vocational skills, and appropriate jobs and entrepreneurship skills.

- v. End gender disparities in education and ensure equal access of children living in difficult circumstances, children with disabilities and children of Janajatis to education of all levels, including vocational training.
- vi. Make all youths and especially adult women and men achieve literacy and numeracy skills.
- vii. Ensure that all learners receive the knowledge of culture to respect a sustainable way of life, human rights, gender equity, peace, non-violence, universal citizenship and cultural diversity and skills to contribute to sustainable development.

Considering gender, social and linguistic diversity, disabilities, poverty and other factors, on the basis of the government's policies, plans and programmes based on the 15-year SDGs, status and guidelines prepared by the NPC, the framework sets measurable destinations and targets to be achieved by 2019, 2022, 2025, and 2030, integrating the principles and values of inclusiveness and equity. For SDG 4, Nepal's National Framework calls for including the information, with feedback, presented by all Provincial Governments and Local Levels after reviewing the progress of their programmes based on the prescribed indicators in the national report to be prepared by the Federal Government. The Framework also calls for MoEST to prepare a national report on the NPC's monitoring indicators and to review these findings at the meetings of high-level monitoring mechanisms such as the Ministerial Development Action Committee (MDAC) and the National Development Action Committee (NDAC).

In line with Nepal's commitment to SDG 4, the country periodically reviews its education plans in line with the targets and timeline as per the SDG 4 National Framework. As such, the NPC plans to carry out at least three such reviews, the first of which was published in June 2020. It found that the integrated educational management information system (IEMIS) needed further strengthening by coordinating with Provincial Governments and Local Levels in terms of collection and analysis of disaggregated data based on gender, geographical region/province, disability, etc. The review further reported the need to make further efforts to increase the access of children from poor, marginalized and economically poor communities to school education. Although the review reported progress on the NER and the completion rate of basic education and in the GPI in school education, it highlighted a number of bottlenecks encountered in achieving the expected improvements in student learning. The review also showed a need to increase the completion rate of Secondary education (NPC, 2020b).

### 2.5 Main Challenges of School Education

Based on the above discussions, the main current challenges facing the school education sector are as follows:

- Need to ensure access to and participation in school education for all: Disparities in school distribution persist that resulted from the lack of mapping and non-adherence to the certain standards and in the establishment, adjustment and re-distribution of ECED centres and schools. Challenges remain in ensuring minimum learning environments in several schools and lack of easy access to and participation in school education for disadvantaged, marginalized and children with disabilities is to be addressed in a planned manner. Furthermore, the lack of child day-care services has been identified in the admission of under-age children, which increases the demand on the ECED teachers and support staff and diverts their attention away from providing ECED services as envisioned
- Need for enhancing the quality and relevance of school education: There is a need to enhance student learning achievements, with improved teacher development and preparation that is able to respond to learning needs. A lack of required number of teachers and an absence of an effective teacher support system is a major

constraint. Linkages between assessment and learning process need to be strengthened. It is also important to develop adequate capacity to improve the curriculum and learning activities required to integrate soft/non-cognitive skills in school education right from early level to secondary level and link learning with daily life. Current structures and programmes of vocational and technical education at the secondary level need to be strengthened to make the effective. Teachers' and students' access to various ICT devices should be improved in order facilitate enhance teaching learning processes.

- Presence of different types of disparities in school education: There are disparities in access, participation and learning achievement based on gender, region, socio-cultural context, and economic condition. Schools should be able to create inclusive and equitable learning environment as they are fully free of fear, violence, and discrimination. Scholarships and other assistance systems should be properly managed so as to contribute to increase enrolment, retention and learning achievement of poor and disadvantaged children and children living in difficult circumstances and children with disabilities in schools. Without addressing these challenges, it is not possible to achieve equity and inclusiveness in school education.
- Lack of safe and child/gender/environmental-friendly and disaster resilient school: There are several factors that have created challenges to make schools child-friendly and resilient. A large number of schools continue to lack adequate physical and educational environments. Many schools remain unsafe during the disasters. Schools need to be provided with appropriate provision of water, sanitation and hygiene facilities. Physical structures and learning environments need to be made disability-inclusive and gender-friendly. Some ECED centres do not operate in accordance with standards and factors like school nutrition and health-related programmes. Educational losses due to prolonged disruptions in teaching and learning in schools caused by the COVID-pandemic and inadequate preparation to use alternative methods, including virtual learning for all students need to be urgently addressed.
- Need for effective and accountable governance and management systems in school education: The coordination, collaboration and accountability framework between Federal Government, Provincial Governments and Local Levels is yet to be systematized and institutionalized. There is a lack of adequate human resources and inadequate capacities for the formulation and implementation of educational plans at the Local Level in the context of federation of the country. Leadership of head teachers in schools accompanied by an effective system accountable to students' learning should be a priority.

### 2.6 Opportunities for the School Education Sector

Despite many challenges existing in school education, a supportive environment has been created and certain opportunities have emerged that should be capitalized to further develop Nepal's school education sector:

1. Over the years, the government has established relevant structures and capacities within the education sector that played a key role in bringing student enrolment in a near universal stage. The transition to federalization demands new structures and capacities to meet the new demands and challenges of the sector. The foundation that has been laid as a result of over two decades of organized education sector reform will go a long way in meeting the new expectations, especially in realizing the primary goal of enhancing access to inclusive, equitable and quality education.

2. The constitutional, legal and policy foundations are in place for compulsory and free basic education and free secondary education. The enactment of much awaited Federal Education Act will be an important milestone in paving the way for governance reform.
3. Consensus exists at the political level to increase the government's investment in the education sector.
4. Mechanisms for collaboration and coordination are emerging between the three tiers of governments with Local Levels taking responsibility for developing school education and school governance and management and financing by all three tiers in place.
5. There is readiness and commitment among Local Levels to take the responsibility for school-level education as per their Constitutional mandate, which also has led to context specific activities and local innovations initiated by them in trying to address and overcome existing challenges and barriers.
6. The ratio of literate population has increased; the access of teachers, learners and schools to and use of information and communication technology has expanded and the media's and civil society's interest in education has enhanced. Support is being mobilized between the government and development partners and a school education support framework has been developed and is being implemented.
7. A number of multilateral- and bilateral- development agencies support Nepal through a pooled-budget modality and under a longstanding SWAp, which includes a broad group of education development partners that are committed and ready to collaborate and support Nepal to achieve the 2030 SDG 4 goal.

## 3. Vision, Mission and Objectives

This chapter presents the vision, mission, objectives, core strategies and results, including the theory of change adopted by the Plan. The vision, mission and objectives have been largely shaped by Nepal's constitutional guidelines, the long-term development vision and objectives set by the Government of Nepal, the country's national commitment to attain the SDGs and the priorities set by the fifteenth plan. The review of the national education context, major challenges and opportunities presented in Chapter 2 provides the basis for identifying the next ten-year roadmap for Nepal's school education. This chapter introduces the objectives, strategies and expected outcomes of this Plan that are planned to be attained during the plan period. By and large, they cover areas such as compulsory and free basic education, free secondary education, universal literacy, continuing education and life-long learning.

### 3.1 Vision

To fulfil the aspiration of a 'prosperous Nepal and happy Nepali' through economic and social transformation of Nepal by preparing capable, creative, and value-oriented citizens.

### 3.2 Mission

To develop a capable, well-governed, accountable, and competitive public school education system that is able to ensure citizens' right to acquire relevant and quality education comparable to regional and international standards.

### 3.3 Objectives

The Plan has the following four objectives:

1. To ensure equitable access to- and participation of all children in a full school education cycle, including those from social- and economically disadvantaged groups and children with disabilities.
2. To enhance the quality and relevance of overall school education by ensuring school readiness, foundational learning and quality learning achievements for each child.
3. To strengthen alternative pathways of education and their linkage to formal education or accreditation of skills, ensuring all adolescents leave the system with life skills and able to pursue further education and lifelong learning.
4. To ensure effectiveness of education service delivery by promoting good governance across the system, strengthening inter-governmental coordination and collaboration, and developing institutional capacities of all institutions and individuals involved in the delivery of school education.

### 3.4 Core Values and Guiding Principles

The fundamental objectives, strategies and programmes adopted by this plan are based on the following values and principles :

- **Diversity:** It is indispensable to pay attention to potential differences in the cognitive ability and holistic development needs of individual learners that result due to differences in their individual characteristics and backgrounds. The diversities that exist in the society on the basis of social, cultural, religious, linguistic, gender, caste and ethnicity related factors must be respected and embraced. In a diverse society, values such as coexistence, solidarity, respect, trust, and cohesiveness provide a base for social and personal development.
- **Inclusiveness:** Inclusiveness refers to respect for diversity and assurance of equity along with the removal of barriers to specific needs that are related to characteristics of different groups, relating to for example disabilities or having a mother tongue other than Nepali that would otherwise prevent children's access, participation, and achievements. Inclusiveness in education seeks the assurance of availability, accessibility, acceptability, and adoptability.
- **Equity:** The meaning of equity is to understand the drivers of disparity that unites groups of children based on their caste/ethnicity, location, socio economic status, mother tongue, (dis)ability, gender, etc. and undertake affirmative action prioritizing these groups and providing unequal support based on these disparities to achieve equal outcomes. In the case of Nepal, the Consolidated Equity Strategy for the Nepal School Education Sector provides a unique conceptional and operational framework that guides the equity-based activities and strategies in the countries education sector plans.
- **Integrity:** Integrity refers to honesty, morality, and consistency in conduct. It represents values such as trustworthiness, fairness, and responsibility.
- **Student centeredness:** The meaning of student centeredness is to make the overall education system learner-focused, ensure learning success for all children and to base children's needs and interest on the principle of paying attention to individualized learning and proficiency. The education system recognizes every child as a whole person and creates opportunities for his/her holistic development.
- **Good governance:** It includes aspects of assuring good governance in the whole education system, maintaining guardians' and other stakeholders' collaboration and participation in the decision-making process and implementation, complying with laws, ensuring accountability and responsibility for transparency, roles, and results, and maintaining effectiveness and efficiency.
- **Innovation:** Innovation lays emphasis on creativity and problem-solving skills in the education delivery process where teachers and students are particularly encouraged to be involved in exploration, study, and research. It also lays emphasis on using technology for educational upgrading and new innovation towards the enhancement of quality of education along with an equitable and inclusive system.

### 3.5 Theory of Change

This Plan is guided by a theory of change and a wide range of fundamental norms and values. The vision of the SESP is to transform the Nepali public education school system to achieve social and economic development through the creation of capable, creative and value-orientated citizens. Specifically, the SESP sets out to develop a capable, well-governed, accountable and competitive public school education system that is able to ensure citizens' right to acquire relevant and quality education, comparable to international standards.

The plan aims to achieve a number of (outcome-level) objectives, which will contribute to the accomplishment of the above mission. These objectives are to:

- ensure access to and participation in school education for all children;
- enhance the relevance and quality of school education;
- improve governance and management of education; and
- make all citizens literate and provide them with life skills.

The strategies and key activities to be undertaken for the attainment of these objectives are presented in Chapters Four and Five. To facilitate these outcome level objectives, a number of factors have been identified that are to create an enabling environment for the SESP to be implemented in.

The ESA (2020) identified that, despite the need for ongoing revisions, Nepal has a strong policy framework emanating from the central level. This has been developed over several school sector plans, and this SESP builds and contributes to this strong policy environment. However, the ESA has also recognised that a major restraint is that this central level policy framework is yet to be translated into robust implementation at Local Levels and schools. Therefore, the SESP theory of change is to increase the institutional and human resource capacity of Local Levels and schools so that they may undertake their constitutional mandate.

The 2017 transition to federalism and decentralization of the Nepal education system laid the foundation for a system that can cater to the diverse local needs and contexts. To do so, capacity constraints that have emerged in the immediate and intermediate term, as well as the significant variety of these constraints across Local Levels, are to be adequately addressed. Furthermore, the dissolution of professional development and support structures at the previous district level, including the removal of a major apparatus for in-service teacher professional development, implemented by a network of resources centres, have resulted in a temporary gap in capacity to support teachers in their professional development.

The ToC is based on the understanding that the current institutional capacity across the 753 Local Levels varies, with a number of them requiring intensive support and guidance. During the first years of the SESP implementation period, Local Levels will be systematically engaged and supported to contextualize the federal level PRF targets, according to their capacity, context and resources. In this regard, an institutional capacity needs will be identified, and resources accordingly mobilized, where needed complemented with external assistance, to address capacity gaps and constraints detected through this assessment. Furthermore, mechanisms will be introduced/strengthened to institutionalize cross-governmental and cross-sectoral coordination and cooperation on shared functions in school education and to establish linkages with health-, water and sanitation hygiene, nutrition and protection services to cater to needs in a holistic manner.

A second pillar is to ensure school readiness and foundational skills to counter the stagnation of learning outcomes over the past years. The required change for this needs to be initiated at the school education entry point, which will result in children entering basic education with a level of school readiness that allows them to develop basic literacy and numeracy skills during the early grades. With school readiness assured, an equal focus will be on ensuring foundational learning outcomes. These are gateway skills that are necessary before other skills, whether they be digital literacy, critical thinking, or technical skill development, can be acquired. Alongside many other countries, Nepal has yet to overcome the challenge that many children pass through its early grades without acquiring the skills to learn in the grades that follow, resulting in them leaving the system without the learning skills they need for their further education and skill development. Additionally, this SESP is initiated following two

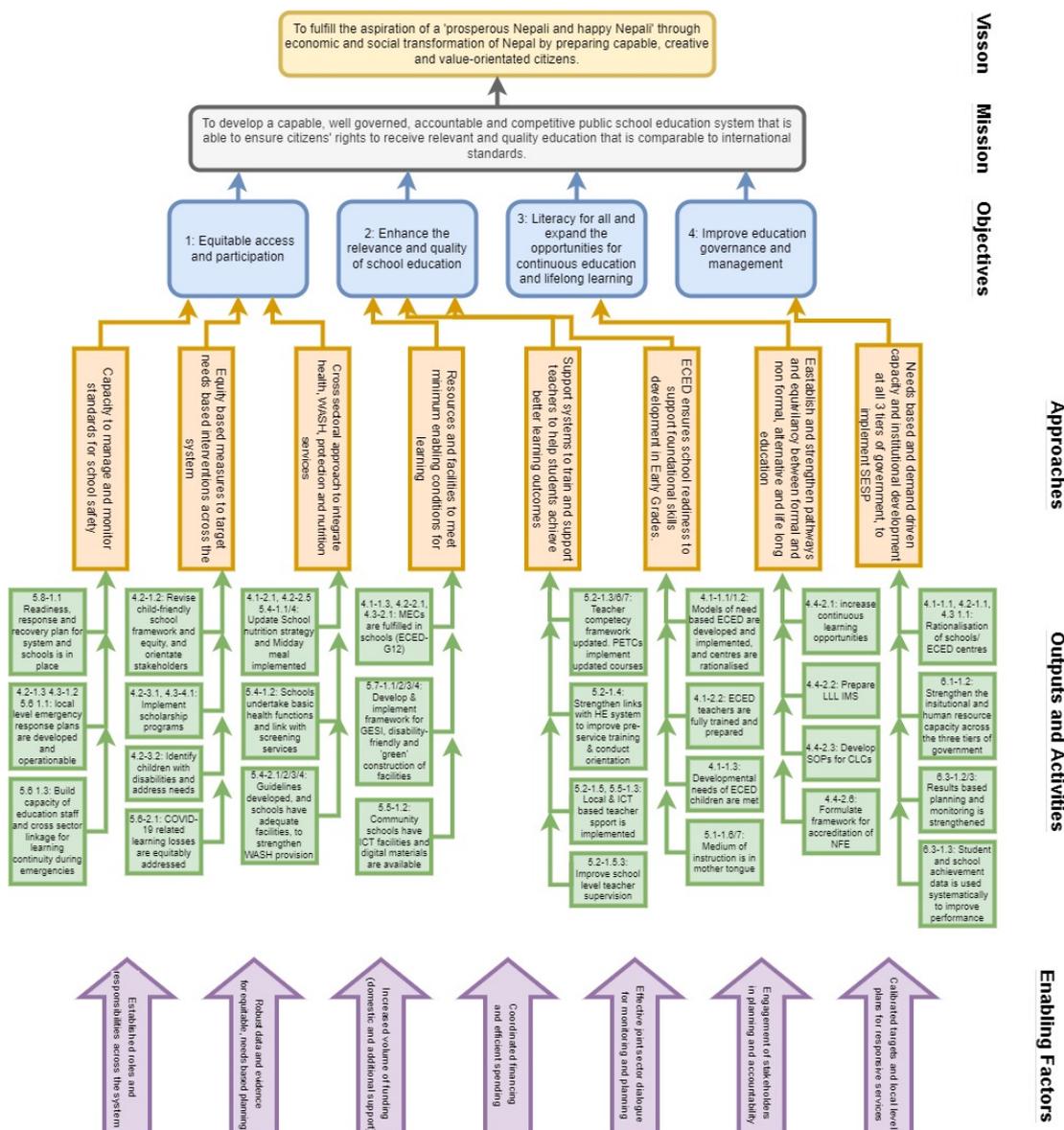
years of significant education disruption due to COVID and the evidence demonstrates the impact this has had on foundational learning, particularly in the early grades. Therefore, the plan puts special emphasis on foundational skills in early grades (ECED, transition to grade 1, and early years grades 1-3). Ensuring school readiness in ECED and adequate literacy and numeracy development throughout early years of learning lays the foundation for later learning, reduces grade repetition (improving efficiency) and reduces school dropout at the transition to secondary level.

Competent and motivated teachers are the third pillar of the ToC to ensure these students are then able to develop foundational learning skills. As teachers are the most important determinant of learning outcomes, and the analysis presented earlier has shown that reforms are to be undertaken by attracting new entrants, providing quality pre-service training, developing a continuous teacher professional development system, and institutionalizing mechanisms for support and mentoring of teachers. This includes further strengthening the capacity of the system to facilitate child-friendly and learner-centred pedagogical processes. The key imperative for learning continuity is that teachers are able to identify and cater to needs of students, both in the classroom or in alternative modalities during school closures. Furthermore, the major programs on early grade learning initiated under the previous education sector program serve as a strong foundation in terms of best practices and lessons learned to be adapted moving forward. Ensuring teachers to provide inclusive education will be key within the professional development schemes deployed under the priority area. Teachers will also be at the centre of the roadmap for the ReAL Plan that is to be implemented in the first years of the SESP to recover learning loss caused by the disruptions related to the COVID-19 pandemic over the past years.

The fourth pillar is to ensure children can learn a safe learning environment that is gender sensitive and inclusive. To ensure an enabling learning environment, free from discrimination, fear and harassment, mechanisms to ensure gender responsive and inclusive schools initiated under previous sector plans are to be further rolled out/mainstreamed. This includes making resources and guidance available to Local Levels and schools and strengthening the establishment of gender and inclusion education networks. A gender sensitive and safe learning environment is a constitutional right for students and a key indicator of schools that are sensitive and responsive to needs of students.

The fifth pillar is to address remaining disparities in education outcomes by unpacking their drivers and their intersectionality and apply equity-based targeted interventions guided by the Consolidated Equity Strategy for the Nepal school education sector. This will include Local Levels in analysing and understanding their data and using this for need-based planning and budgeting within the school education sector. This includes the identification of and exchanges on good practices and scalable models that facilitate quality and (disability-) inclusive education at the grassroot level to ensure innovations are culturally and context appropriate and owned by the communities they are introduced in.

The sixth pillar is to strengthen resilience of the school education sector, increasing its ability to adapt to major shocks and disruptions and establishment of alternative pathways of education through non-formal and alternative education programs to ensure the system is resilient and able to adapt in the case of major disruptions.



## 3.6 Assumptions, Risks and Risk Mitigation

Although it is expected that the strategies and activities presented in this plan will produce expected outcomes in school education and impact the country’s overall development, this theory of change is based on certain assumptions. These assumptions serve as basic conditions to attain the objectives of this plan. A number of risks have been identified that could potentially compromise these conditions and therefor impact on the capacity to obtain the envisioned outcomes and results during the SESP implementation period.

This plan is based on six major assumptions. First, for education development, it is critical to ensure that **national consensus and political commitment are in place and necessary policies and laws enacted and implementation is well facilitated**. This plan has been prepared on the assumption that necessary policy- and legal arrangements are completed in time at federal-, provincial-, and Local Level in line with the federal structure and there will be all possible support for implementation from all quarters of the society, especially the government from central to Local Levels.

Second, **the structures of implementation and management are restructured and arranged in line with the federal structure.** This will include the establishment of action-oriented structures and clarity of accountability and responsibility, provision of human resources as required, improvements in all human resources, especially local ones.

Third, **expected investment is ensured** from all the three tiers of government. According to this assumption, every level of government gives priority to making investment in education, ensures that planned activities are funded adequately with a strong sense of responsibility, and takes ownership over the implementation of this plan and its activities, giving priority to school education especially by Local Levels.

Fourth, resources are distributed based on the principles of **equity, social justice, and transparent standards.** The aim is to reduce disparities not only in resource distribution but also in learning outcomes.

Fifth, teachers' competence and motivation levels are improved, and teaching and learning takes place **from competent and motivated teachers.** Overall, it is essential to develop professional attitude, diligence, and accountability in teachers by enhancing attraction to and respect for education profession as well as improving teacher-related policy and overall teacher management.

Sixth, it is assumed that system capacity at all levels of government and at the school level remains resilient and to have the **ability to adapt and continue education through alternative modalities in case of disruption.** Nepal still has yet to fully recover from the aftermaths of the 2015 earthquakes and subsequent environmental disasters, including the 2021 floods and landslides. Nepal's vulnerability to climate change is very high<sup>3</sup>. The COVID-19 pandemic has had severe negative impacts on the country's overall economy and people livelihood and health, as well as the provision of public services including education. Whilst coordinated responses efforts have prevented the pandemic to cause even further damage, the long-term effects of such emergencies are profound and require years of recovery in terms of learning loss in the case of education. Emergencies such as the earthquake and the pandemic also have been a catalyst for reforms and ensuring that the system does not return to where it was but emerges stronger and able to mitigate effects of a similar event in the future. Examples of this are improved building codes and school safety standards after the earthquake and strengthened alternative education modalities to continue learning when schools had to close during the pandemic. The ESA carefully examined the possible effects of these uncertain and unpredictable times. The implementation success of the SESP will depend upon the ability and imagination of the planners and implementers who will be driving the education sector.

In the event that the assumptions mentioned above do not hold, risk mitigation options have been provided to limit the potential risks that may arise in the course of implementing the plan. For example, should there be any delay in enacting the Federal Education Act and provincial- and local education acts, this plan will be implemented in line with the provisions of the Compulsory and Free Education Act and the Local Level Operation Act, which are enacted based on the Constitutional mandated. If the structures of programme implementation and educational management are restructured and arranged in line with the federal structure, it will facilitate and accelerate the implementation of the plan.

Nepal is currently experiencing an enabling environment for quality improvements and reform in through the constitutional priority given to education with the formulation of the Compulsory and Free Education Act, various

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<sup>3</sup> Nepal ranks 4<sup>th</sup> on the global index in terms of countries' vulnerability to the impact of climate change

commitments made by the government at the international level, increasing public demand for quality education. Further to this, emerging political consensus on the need for public sector strengthening, continuing support from development partners under through a sector wide approach that is internationally recognized and used a model in terms of coordination and sector dialogue and includes meaningful engagement of civil society organizations, community-based organisations and stakeholder representatives.

In addition, Provincial Governments and Local Levels will be expected to increasingly own the education sector planning and budgeting at their respective tiers of government and mobilize their own resources in addition to those allocated through the Federal Government and provided by non-state actors including development partner agencies. This will be important as a funding gap remains, as presented in chapter seven in terms of the required funding to implement the full scale of the SESP activities. Given the potential for shared investment in the school education sector, it is critical to develop the mechanisms and arrangements to facilitate this, along with equity indicators and tools that will help in guiding the allocations of additional resources to be done on a need-bases and equitable.

Ultimately, it is the teachers that are the agents of change in the sector and who will determine whether the SESP can accomplish to facilitate the shift towards quality learning outcomes. Hence, the SESP will focus on ensuring that motivated and competent teachers are in classrooms facilitating children's learning.

## 4. The School Education Subsectors

Chapter 4 presents the status of the various sub-sectors of school education that are within the scope of the SESP and outlines the objectives and strategies that the plan will pursue for the achievement of results within the respective sub-sector. The sub-sectors included in this plan are (i) early child development and education<sup>4</sup>, (ii) basic education, (iii) secondary education, and (iv) non-formal education and skill development<sup>5</sup>. For each sub-sector, the expected outcomes, outputs, key activities, and targets of the plan have been provided.

### 4.1 Early Childhood Education and Development

ECED refers to programmes targeted for physical, social, emotional, cognitive development and school readiness of 4-year-old children (48-60 months), so that they are ready to obtain foundational learning skills when entering grade one. Within the ECED sub sector in Nepal, there are various ECED providers, offering programs through various modalities and durations, such as ECDCs, school-based Pre-Primary Education (PPE) and community-based/home-based other modalities. The 2018 Compulsory and Free Education Act (BS 2075), the 2019 National Education Policy (BS 2076) and Nepal's Fifteenth Plan (2019-20 to 2023-24) have defined the requirement of providing one-year of ECED for children of four years of age. The 2020 (BS 2077) National Strategy on Early Childhood Development 2020-2030 (NPC, BS 2077) provides a roadmap for the development and learning of children aged 4-8 years in ECED and early grade (grade 1-3). As children in Nepal enrol in Grade one at five years of age, the SESP aligns with the afore-mentioned acts, policies, as well as with the ECED Strategy and prevalent practices, in terms of providing one-year of ECED for four-year-old children.

#### 4.1.1 Current situation and challenges

In Nepal, there are a total of 36,498 ECED centres/classes, of which 30,450 (83.43 percent) are community-run (public funded), 6,048 (16.57 percent) institutional (privately-run) and 428 (1.17 percent) classified as traditional or religious. The majority of community-run ECED is school-based and as such provided within community schools (classes), while in a number of cases, ECED is community-based (centres). The GER in ECED increased from 81 percent at the start of the SSDP in 2016 to 89.6 percent in 2022. Likewise, the proportion of children enrolled in Grade 1 with ECED experience increased from 62.4 percent in 2016 to 74.9 percent in 2022. ECED experience is an important indication of increased education outcomes throughout basic education as well, with children that have ECED/PPE experience in Nepal having 16-20 percent higher promotion rates in the early grades (grade 1-3) and score an average of 9 percent higher in early grade exams (World Bank, UNICEF 2020).

Although commendable progress has been made in ECED in terms of access and participation, a significant number of children, especially from poor, rural households and marginalized and vulnerable communities are still outside the ECED system. Furthermore, province-wise disparities in terms of access to ECED persist, with the ECED NER of 54.6 percent in Madhesh Province compared to the national average of 69.0 percent and Gandaki and Bagmati Provinces that have an NER of over 86 percent. Whereas gender parity has been achieved and maintained in grade 1-12, the GPI at ECED level of 0.92 shows that gender remain a driver of disparity at this level. 0.6 percent of all

<sup>4</sup> As per the Education Act and Regulations, ECED/PPE is part of basic education. However, as ECED/PPE entails specific strategies and activities on early learning and educational development, this is presented as a separate sub sector for programmatic purposes in the SESP.

<sup>5</sup> This includes pathways and readiness for continued life-long-learning beyond the scope of the SESP

the children enrolled in ECED have been identified as having a disability or disabilities. Also, many children under or over the official age group participate in this level of education resulting in large class sizes. Having children of different ages in the classroom increases the challenge to teachers. As a result of trying to meet a large range of needs, children's development and learning might not be optimised.

The 2010 Guidelines on Minimum Standards for Early Child Development (BS 2067) and its 2018 amendment of these guidelines were introduced to ensure a minimum enabling environment in ECED centres/classes across the country. In addition to this, the 2020 Cost Sharing Framework (BS 2077) provides a framework to ensure adequate financing of ECED services. Furthermore, a range of training packages has been developed for the professional development of ECED teachers. There is provision for separate management committees for ECED centres.

Continuous efforts are made and remain necessary to ensure access to ECED services for children from marginalized groups, in geographically remote regions and children with disabilities. Unless special measures are taken, it can be difficult to increase their access to ECED. In this regard, targeted measures are required to expand access to ECED services in provinces that have low net- and gross enrolment at the pre-primary level.

Consorted effort will be required to support all ECED centres to meet the Government-defined minimum standards<sup>6</sup>. In addition, ECED teachers will require adequate training, support and remuneration. Development and distribution of appropriate learning materials for enhancing the quality of ECED was planned and undertaken under the previous SSDP. Moving forward, a significant percentage of ECED teachers is to receive the training to use the materials effectively. Furthermore, these materials should be translated into different mother tongues or local languages to cater to children from households where the primary language spoken is not Nepali.

### 4.1.2 Objectives

1. To ensure all four-year-old children access, participate and complete quality ECED.
2. To ensure physical, social, emotional, cognitive development and school readiness of all four-year-old children.

### 4.1.3 Strategies

1. Undertake systematic mapping, rationalisation and where necessary, establishment of new ECED centres/classes.
2. Develop different need-based models of ECED programmes (such as family-based, small group- or workplace-based, mobile centres) to cater to children living in geographically remote regions, children belonging to vulnerable and marginalized communities, and children with disabilities.
3. Make adequate arrangements to ensure children enrolled in ECED programmes are safe from violence, abuse and during emergencies and can continue their pre-primary education during disruptions through alternative learning arrangements.

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<sup>6</sup> i) Qualified ECED teacher (with secondary education and 90 hours of practical training); (ii) child friendly tap (for easy access to drinking water); (iii) toilet (with soap and water); (iv) child friendly seating arrangement (preventing children from dirt and cold); and (v) six learning areas

4. Provide resources and guidance to Local Levels to implement, monitor and enforce minimum enabling standards of ECED services.
5. Support ECED centres/ classes to improve their physical- and educational environment to be child-friendly, inclusive (gender/disability-friendly) to enable learning;
6. Ensure arrangements to meet nutrition and health-related needs of ECED students (such as midday meals clean drinking water, sanitation and hygiene, check-up and referral services) in coordination and collaboration with relevant government agencies and non-government organisations.
7. Promote group learning exercises to ECD children such as personal hygiene and social skills.
8. Update ECED curriculum to ensure quality of ECED programme by addressing the learning needs of all children and provide and adapt necessary learning and play equipment and develop teachers' capacities.
9. Develop resources in mother tongues and/or local languages to facilitate the use of language that children are familiar with as the medium of instruction in ECED centres to promote the linguistic development of and communication of students, as per the need.

#### 4.1.4 Outcomes

1. By the age of five, all children will have completed quality early childhood development and education services and gained learning readiness for Grade 1.
2. Overall developmental indicators of children of early childhood age are improved through increased access to integrated services on education, health, nutrition, and child protection.

#### 4.1.5 Outputs, Key Activities and Targets

This section outlines the expected outputs, key activities and target related to ECED, which is envisioned to result from the implementation of the strategies mentioned above. Table 4.1 displays the outputs, key activities and physical targets and the main responsibility for implementing them.

TABLE 4.1: OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS FOR ECED

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
1. All children of age five have completed quality ECED services and entered Grade One with learning readiness.	1.1 ECED centres are established and/or re-distributed based on identified need to ensure equitable access.	1.1.1 Redistribute and establish ECED centres based on mapping	Frequency	1	2	Local Levels
		1.1.2 Establish alternative ECED programmes to facilitate access for all age-appropriate children (including children living in remote areas, with disabilities and from vulnerable groups)	Local Levels	753	753	Local Levels
		1.1.3 Include ECED in Local Level education emergency response plans to ensure children's safety and continued education during emergencies and crises	Local Levels	753	753	Local Levels
1.2 Models of need-based ECED programmes are developed and implemented	1.3 ECED centres and classes meet the minimum standards <sup>7</sup>	1.2.1 Develop and implement alternative ECED programme models for small, seasonal and temporary settlements, within industries and factories, and as per need	Programme models	8	16	Local Levels
		1.3.1 Update and disseminate the minimum standards and the cost-sharing framework for ECED	Frequency	1	2	Federal Government and Provincial Governments
		1.3.2 Build safe and disability-friendly toilets and classrooms and safe water, sanitation and hygiene services for ECED centres and classes as per the minimum standards (see also 5.7.5 – 1.4.2)	Percentage of centres	90	100	Local Levels
		1.3.3 Develop infrastructure, learning zones, and manage internal and external	Percentage of centres	100	100	Local Levels

<sup>7</sup> i) Qualified ECED teacher (with secondary education and 90 hours of practical training); (ii) child friendly tap (for easy access to drinking water); (iii) toilet (with soap and water); (iv) child friendly seating arrangement (preventing children from dirt and cold); and (v) six learning areas

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
2. Overall developmental indicators of children of early childhood age are improved through increased access to integrated services on education, health, nutrition, and child protection.	2.1 All ECED students in community schools have received health and nutrition services and midday meal (see also 5.4.5 output 1.4)	environment of learning and play equipment as per the standards				
		2.1.1 Provide Nutritious midday meals to all children in community ECED centres/classes	No. of children (annually)	710,895	753,460	Provincial Governments and Local Levels
	2.2 All ECED centres have minimum qualified and trained teachers and caretakers (see also 5.2.5 - 1.7.8)	2.1.2 Provide quality integrated services to all ECED children, including quarterly health check-ups, vaccination, and health recording, monitoring growth, and supporting malnourished children	Percentage of centres	100	100	Local Levels in coordination with local health facilities
		2.2.1. Appoint teacher with minimum qualifications and develop their capacity	Percentage of teachers	100	100	Federal Government, Provincial Governments, and Local Levels
	1.3. Developmental and learning needs of all ECED aged children are addressed	2.2.2 Provide caretaker at ECED centres	Percentage of centres	100	100	Local Levels
		2.2.3 Review the remuneration and service benefits of ECED teachers	All Local Levels	753	753	Federal Government and Local Levels
		2.2.4 Conduct 15-day training for ECED centres	Included in 5.2.5 1.7.8	1,000	25,000	Federal Government
		2.3.1 Update and improve the curriculum for ECED	Frequency	1	2	Federal Government
		2.3.2 Conduct training, workshops, and awareness programmes at municipality, community and ECED centre levels to enable education planners and implementers to provide physical, social, intellectual, and emotional security for ECED students and coordinate with psychosocial counsellors and organizations based on need	Percentage of centres	100	100	Local Levels/CDCs
			2.3.3 Orient ECED management committee, parents, and other stakeholders	Local Levels	753	753

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
		2.3.4 Monitor, supervise and provide support for the effective implementation of curriculum, and grants and support system of ECED by federal-, provincial-, and local early childhood development committees	Level Continuous	761	761	Federal Government, Provincial Governments and Local Levels
		2.3.5 Promote and monitor life-and (inter)personal skills.	Level Continuous	761	761	Federal Government, Provincial Governments and Local Levels
		2.3.6 Conduct disability assessment and refer students accordingly.(see also 5.3.5 - 1.1.2)	frequency	5	10	Local Levels

### 4.2 Basic Education

Basic education builds the foundational knowledge, skills and attitudes for children's holistic development, quality livelihoods and social adjustment, ensuring readiness for further learning and transition into Secondary education. It paves the way for continuous learning and enables students to grow up and participate in the country's socio-economic transformation. Specifically, Basic education includes the formative early years (grades 1-3) where children are supported to obtain foundational learning skills (numeracy, literacy, but also soft skills and inter-personal skills) that serve as a foundation for their further school and academic journey and to base advanced learning on. There is a strong linkage in terms of the extent to which children can master these skills in the early grades with children that enter grade one with ECED experience, which is the key indicator in terms of school readiness.

As Nepal's Constitution guarantees compulsory and free basic education, it is the responsibility of the State to ensure every child has equitable access to quality Basic education. As per the 2018 Compulsory and Free Education Act (BS 2075), the three tiers of government are responsible for providing education at the Basic level, along with the responsibility of parents/guardians to send their children to school. This sub-chapter provides an overview of the context, challenges and opportunities within Basic education, and based on this, outlines the objectives, strategies, targeted outputs, and key activities. As per the 8th Amendment of the Education Act, Basic education comprises ECED to grade eight. For the purpose of effective programming and planning, ECED has been provided a dedicated sub-chapter (4.1) and grade 1-8 are covered in this sub-chapter.

#### 4.2.1 Current situation and challenges

In Nepal, the numbers of both schools and students at Basic level have significantly increased, resulting in a NER of 95.1 percent at Basic level. Despite this shows notable progress in access to Basic education, disparities created by economic and social conditions and geographical locations continue to exist. Children belonging to economically and marginalized communities, Dalits, Janajatis and those living in geographically remote locations and in vulnerable conditions tend to have lower access to quality Basic education. Nearly 5 percent of the children of a Basic education school-going age (5-to-12-years) are still out of school, with repetition and dropout remaining high, especially at Grade One, but continuing to be observed in the following grades as well. Therefore, ensuring access to and the participation of those children that up to now have not been able to celebrate the increase in access due to challenges related to their gender, caste/ethnicity, location, socio-economic status, disability, etc. and the intersectionality between these characteristics is a priority under the SESP. For this, the Consolidated Equity Strategy of the Nepal school education sector will continue to serve as an overarching operational framework.

The second challenge at the Basic education level is possibly the biggest for the coming years to be addressed as children enrolled in Basic education continue to largely not obtain the envisioned learning achievements. The learning achievements in reading and mathematics in the early grades remains low and are a major area of concern, as they also serve as a proxy for the extent to which students are able to achieve advanced learning outcomes without being able to read a single sentence or perform basic computations and extractions.

The national assessments by ERO confirm that learning achievements of students in the early grades have stagnated during the SSDP period, with the understanding that these results are likely to have declined due to the disruption of teaching and learning by the COVID-19 pandemic over the past years. This emphasizes the need for re-envisioning the way that students are engaged and facilitated in their learning and signals that urgent measures and reforms are required for facilitating learning recovery, along with nationwide accelerated learning programs for those students that were not able to read, count and perform at their respective age-appropriate level. Simultaneously, there is a

need to enhance the relevance of curriculum and continuously improve the effectiveness of its implementation. To improve pedagogy, it is necessary to better prepare and develop teachers and better manage their monitoring, supervision and professional development.

The teacher support system needs restructuring following the dissolution of resource centres and the reduction in the number of ETCs. There is need for developing a system for making all school-level actors, including teachers, head teachers, SMCs, accountable towards students' learning as well as ensuring an overall enabling learning environment for learning in Basic education schools.

Apart from teachers' professional development, the appointment and rationalisation of teachers is needed. As of 2021, 2,989 community-run schools are yet to receive approved positions of teachers for grades 6–8, therefore having to mobilize teachers through grants and community contributions. In addition to this, a larger number of schools remain up to now unable to secure adequate provisions for sufficient teacher posts and subject teachers in grades 6–8. In basic level grades 1–5, teacher positions are being re-allocated to Local Level, to be redistributed school-wise in accordance with approved teacher-student ratio standards.

A number of basic-level schools need to be redistributed and adjusted due to the demographic changes, migration and changes in the form of settlements. Additional efforts are needed to make schools' physical and educational (child/gender/disability) friendly, accessible and inclusive. Similarly, the services that have an impact on children's development, well-being, and learning, such as nutrition, health, water, sanitation, hygiene, nutrition, etc, need to be expanded and integrated. Schools should be equipped with disability-friendly infrastructures and children's safety and learning should be ensured during emergency and crisis situations. It is also important to improve services to guarantee safe drinking water, sanitation and hygiene, and basic health and nutrition services at schools.

Finally, models of Basic school education that have been introduced and piloted under the SSDP to serve children in a specific context (small schools applying multi-grade-multi-level teaching for remote areas for example) or cater to specific needs (schools using mother tongue education or becoming disability-inclusive) need to be analysed in terms of their scalability and cost effectiveness and guidance need to be available to Local Level education planners on how to incorporate these in their respective education plans and budgets if they respond to identified needs in the local context. Further analysis is also required to understand what drives performance and learning outcomes within existing schools and support identified schools to serve as models for Local Levels that have similar context, resources and capacity.

### 4.2.2 Objectives

1. To effectively implement free and compulsory Basic education to ensure the equitable access to- and participation of all age-appropriate children.
2. To enable all children to complete the full cycle of Basic education, with minimum learning outcomes.
3. Ensure foundational literacy and numeracy in early grades.
4. To improve the learning outcomes of all children studying at the Basic level.
5. To improve the governance and management system of school education and make schooling inclusive, resilient and accountable.

### 4.2.3 Strategies

1. Carry out school mapping to ensure a fair- and rational distribution of schools to provide accessible educational facilities and equal opportunities to all children.
2. Ensure Local Levels formulate and implement plans to bring all out-of-school children into Basic education.
3. Improve the functioning and effectiveness of scholarship programmes to ensure the enrolment, participation and retention of intended groups of children, especially economically disadvantaged, vulnerable, and marginalized communities and children with disabilities.
4. Provide midday school meals to Basic level students, in collaboration and coordination with local health and other governmental and non-governmental organizations
5. Provide safe water, sanitation<sup>8</sup> and hygiene, basic health and nutrition services and education to support improving the nutrition and health status of all Basic level students.
6. Promote safe school concept to ensure all schools meet the CSS minimum standards for a safe learning environment for children.
7. Improve foundational proficiency in literacy and numeracy as per the integrated approach in curriculum for grade 1-3.
8. Make schools free of fear, discrimination and abuse, inclusive, child-friendly and safe by improving their physical and educational environments so that children can participate in learning activities.
9. Use inclusive learning materials, methods and processes and respect and encompass socio-cultural diversity in teaching by employing learning activities that are suitable, need based and contextualised.
10. Improve the physical and educational environments of all schools and make them student-friendly and ensure an enabling environment for learning.
11. Promote life skill development and engage students in operation and maintenance of school infrastructure through child clubs.
12. Periodically assess the performance of schools and their students' learning outcomes to promote a systematic process of learning facilitation and accountability.
13. Provide sufficient numbers of qualified, well-motivated and competent teachers in accordance with approved quotas and minimum standards.
14. Make arrangements to mitigate learning disruption caused by absence of teachers through the provision of teacher assistants, volunteer teachers or substitute teachers.
15. Develop teachers' digital and pedagogical skills to appropriately apply ICT in teaching and learning and to implement the integrated curriculum.

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<sup>8</sup> Using the quality WASH in school standards and indicators, also known as the so-called 'three-star approach'

16. Enhance the capacity of schools, communities, and Local Levels to ensure learning continuity of learning during emergencies and crisis situations.
17. Implement the ReAL plan to recover lost learning and accelerate the improvement of education outcomes.

#### **4.2.4 Outcomes**

1. All 5–12-year-old children are enrolled in school and complete the full cycle of Basic level education.
2. All Basic level students have achieved the expected minimum level of learning outcomes, causing significant improvement in the students' overall educational achievement.
3. Reduced all forms of disparities in student enrolment, class participation and learning achievement based on gender, socio-economic status, disability, ethnicity, linguistic background, provincial and regional or any other factor.

#### **4.2.5 Outputs, Key Activities and Targets**

This section outlines the expected outputs, key activities and target related to Basic education, which is envisioned to result from the implementation of the strategies mentioned above. Table 4.2 displays the outputs, key activities and physical targets and the main responsibility for implementing them.

TABLE 4.2: OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS FOR BASIC EDUCATION

Outcomes	Outputs	Key Activities	Physical Targets		Implementation Level	
			Unit	5-year target		10-year target
1. All 5–12-year-old children are enrolled in school and complete the full cycle of basic level of education.	1.1 Following the mapping, basic schools are established, integrated and rationalised to ensure easy access for all children of the Basic school age, and need-based alternative learning provided to ensure access and learning continuity for the children living in remote and sparse settlements, who seasonally migrate and live in vulnerable situations, including various disasters and crises.	1.1.1 Carry out mapping and rationalise and integrate basic schools 1.1.2 Prepare and implement a strategy for bringing all out-of-school children into school 1.1.3 Establish and operate of alternative learning (see also 5.3.5 - 1.1.1) 1.1.4 Enrol all children of basic school age in school	Frequency	1	Local Level	
	1.2 The number of schools meeting the criterion of child-friendly, gender friendly and disable-friendly teaching learning environment are increased by ensuring schools are free from all type of fear, discrimination, violence and abuse.	1.2.1 Revise and implement of Child-friendly School Framework and Equity Strategy (See also 5.3.5-1.2.1 and 5.8.5-1.1.1) 1.2.2 Conduct training, workshops, awareness programmes to educate against all forms of discrimination, abuse, bullying in school and set a mechanism at school (see also 5.8.5-1.1.2, 5.3.5 1.2.3 & 5.4.5 3.2.1)	Review: Frequency Implementation: school	1 All	1 All	Federal Government and Local Levels (as per teacher management development activities) Local Levels and school (as per teacher management development activities)
	1.3 School education system is resilient towards disasters, crises, pandemics and other crisis situations	1.3.1 Develop and implement Local level education emergency response plans (see also 5.6.5-1.1.2)	Frequency of planning Implementation by Local Levels	1	2	Local Levels (as per crises and pandemic education activities) Local Levels
	2.1 The number of schools fulfilling basic learning conditions, including	2.1.1 Develop physical infrastructure in school (buildings and classrooms, furniture, toilets, drinking water,	Schools (thousand)	30	35	Federal Government and Local Levels (as per school physical improvement programme)

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
of academic achievement and, as a result, there is significant improvement in the students' overall educational achievement.	infrastructures, availability of learning materials, availability of qualified, active and motivated teachers in required numbers with child-friendly, quality oriented and inclusive learning environment, are increased	hand washing place, playground, boundary wall, canteen)(see also 5.7.5 1.4.1) 2.1.2 Review, revise and implement teacher qualifications standards and scheduled post determining standards and bases 2.1.3 Provide required textbooks, reading materials and teaching and learning materials(see also 5.1.5 1.3)	Frequency	1	1	activities) Federal Government and Local Levels (as per teacher management activities)
	2.2 The number of schools conducting classes full time in accordance with the prescribed time are notably increased.	2.2.1 Arrange some alternative provision to ensure that no class is disrupted due to teacher's absence or any other reason(e.g., provision of periodic contract teacher or taking of class by volunteer teacher)	Percentage of students/schools	100	100	Local Levels
	2.3 The availability of resources, including ICT, teachers and students' access to them, and their use in teaching and learning is increased.	2.3.1 Develop structures and capacity and provide materials to increase the use of technology, including ICT in learning	Percentage of schools	100	100	Local Levels and schools
	2.4 The indicators of quality education service delivery are notably improved with the improved capacity of school management.	2.4.1 Develop capacity of SMC and PTA office-bearers, and conduct orientation for parents	Percentage of schools	100	80	Federal Government and Local Levels (as per ICT activities)
	2.5 students' health and nutrition status are improved with the	2.5.1 Conduct school nutrition and health programmes and provide midday meal	Percentage of schools conducted nutrition, safe	100	100	Provincial Governments and Local Levels Federal Government, Provincial Governments and Local Levels (as per midday

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
	implementation of school nutrition, safe water, sanitation, and health and hygiene programmes and the provision of nutritious healthymidday school meals. (see also 5.4.5 Output 1.4)		water, sanitation, and health and hygiene programme No. of students receiving schoolmidday meals	4,964,355	5,333,321	meal and school nutrition and health programme activities)
3. Reduced all forms of disparities in student enrolment, class participation and learning achievement based on gender, socio-economic status, disability, ethnicity, linguistic background, provincial and regional or any other factor.	3.1 A scholarship system established to support poor, disadvantaged, vulnerable, marginalized and disabled children to enrol in school, continue schooling and participate in learning	3.1.1 provide scholarships for uniforms, stationery, for financially poor students 3.1.2 Arrange residential facilities for children from remote areas and other targeted groups	No. of students	728,846	788,258	Federal Government and Local Levels (as per equity and inclusion activities)
	3.2 Children with disabilities of various formsidentified and need-based inclusive or special learning (residential or non-residential) opportunities are available	3.2.1 Provide support and residential educational facilities for students with various types of disabilities	No. of students	5,000	6,000	Federal Government and Local Levels (as per equity and inclusion activities)
			No. of students			Federal Government and Local Levels (as per equity and inclusion activities)

### 4.3 Secondary Education

Secondary schooling (Grades 9–12) aims to produce human resources equipped with the knowledge, skills, perspectives and behaviours of the basic norms and values related to the arts, culture, science and technology. This level of education is the basis for developing citizens equipped with the skills to enter the world of work and higher education. Based on this perspective, the National Curriculum Framework for School Education (BS 2076) was developed, and the resulting curriculum was implemented from school year 2020/21 (BS 2077) onwards. Nepal's Constitution guarantees the right to secondary education free of cost and provides clear guidelines for making all three tiers of government responsible in ensuring quality education for all the citizens.

At the secondary level, general and technical streams education are provided in Nepal. The technical school education programme for Grades 9-12 consists of six subjects of botanical science, veterinary science, computer engineering, civil engineering, electrical engineering, and music. Besides the technical stream under secondary education, there are three-year technical education programmes for post SEE students provided by institutions affiliated with CTEVT, that produce technical human resources, based on the demand of the labour market. The SESP is limited to the programme of the Grade 9-12 technical stream under general secondary education and school education.

#### 4.3.1 Current situation and challenges

There is notable progress in students' enrolment and competition at secondary education. However, it is still not accessible to a large population of secondary school age children as about 44 percent of secondary school age population (age 13-16 years) are out from the school. The rates of participation and retention in secondary education are low, especially among children from households within the lowest socio-economic quintile, children with disabilities, adolescent girls from Dalit communities and marginalized ethnic groups and/or remote areas. The secondary level examination results for all grades show that many students that do remain in the system do not obtain the minimum learning outcomes in the key subjects of mathematics, Nepali and science (ERO, 2020).

There is clear need for integrating life skills into secondary education to enhance the relevance of education to secure sustainable livelihoods. Accordingly, teaching needs to be improved by updating teachers with new knowledge, skills and technology and more effectively and widely employing ICT in teaching and learning. The technical stream programmes run from grade nine need to be restructured considering students' required competencies. The 2019 National Education Policy (BS 2076) states that the technical stream, run in secondary schools should be of a three-year duration, with applied and practical experience incorporated based on international best practices. Furthermore, these programmes need to be harmonized with the technical programmes run under CTEVT.

During the SSDP period, teaching assistance grants were provided to secondary schools that had insufficient numbers of English, maths and science teachers. Under the SESP, these temporary posts need to be converted into permanent teacher posts as and where deemed necessary. Although the provision of physical facilities, laboratories, and toolkits and access to the internet has improved, they remain insufficient with a large number of schools yet to be provided with these facilities. And further improvements are needed in improving teacher motivation, school environments and equipment, including the curriculum, examination system, and the teaching of life skills. Also, the investments made in model schools need to be justifiable in terms of the returns on quality and equity. The potential role model schools can play in enhancing the quality of teaching and learning in the schools in their neighbourhood and in education development as well as in the promotion of quality and equity of overall education system needs to be reviewed and any unintended negative effects of having these introduced

under the SSDP need to be mitigated before considering further resources to be allocated to establish additional model schools.

The task of increasing the participation of out-of-school secondary school-going age children and retaining them in school, especially increasing the participation of poor children, children with various forms of disabilities, children from remote areas, Dalit and children from other disadvantaged social groups and marginalized communities, and retaining them in school, is challenging. Improving school environment calls for making schools free of fear, discrimination and abuse, diversity responsive and child-/gender- friendly. This will include building disability-inclusive structures, ensuring children's safety and learning in emergency and crisis situation, and providing safe water, sanitation and hygiene and basic health and nutrition services.

Continued low levels of student learning outcomes remains a major challenge for Secondary schooling. The large number of students transiting to Secondary education without the required learning- and skill levels, the lack of appropriate physical and educational environments for learning, and the inability to make the school education system accountable for students' learning have been identified as major factors in this regard. Likewise, the inadequate access of teachers and students to technology, including ICT, poses a barrier of gaining proficiency in skills required in the modern day life and work space. Furthermore, teachers' skills to appropriately use technology for learning needs to be strengthened.

Competent and qualified subject teachers have not been managed in required numbers in secondary school. Around 1,732 community secondary schools do not have any provision in terms of permanent teacher positions. As a result, teachers are locally recruited through teaching learning grants and community contribution. In addition to this, a larger number of schools have not been able to secure an adequate number of permanent teacher positions, including subject teachers, in line with their student numbers and the proved teacher student ratios. As such, a significant number of additional teachers will need to be appointed cater to existing gaps and needs and to match future increase in student enrolment at Secondary level.

### 4.3.2 Objectives

1. To ensure equitable access and participation of all age-appropriate children to Secondary education.
2. To improve students' learning achievement by enhancing the relevance and quality of Secondary education.
3. To improve the governance and management of Secondary school education and to make the school system inclusive, resilient and accountable.

### 4.3.3 Strategies

1. Increase access of all age-appropriate children to secondary education by mapping the distribution of schools, and establishing, integrating and rationalising schools based on stipulated standards.
2. Strengthen the scholarship system to support free schooling for all, in particular to support children from economically disadvantaged, vulnerable, and marginalized communities and children with disabilities to enrol in school, continue their education and participate in learning.
3. Identify children with disabilities in terms of their different types of disabilities and arrange for their inclusive or special learning (residential or non-residential).

4. Revise and contextualize the curricula and reading materials,
5. Improve the evaluation system
6. Promote the use of ICT in teaching and learning.
7. Link learning to day-to-day life as per the National Curriculum Framework (NCF) by integrating soft skills and integrating practical exercises, project assignments and community work.
8. Restructure the teacher preparation, development and support system to supply qualified and competent teachers as per standards and meet requirements for subject specific teachers in science and maths.
9. Introduce measures to mitigate disruption of classes due to absence of a teachers or any other reason. For this, arrange for periodic contract teachers or volunteer teachers to conduct classes.
10. Improve the physical and educational environments of all schools and make them learner-friendly, with quality water, sanitation and hygiene facilities<sup>9</sup>, including menstrual hygiene management facilities as well as improved science and ICT facilities.
11. Promote Comprehensive School Safety to ensure schools are safe learning places and remain free from crisis and conflict.
12. Carry out a study to review and subsequently revise the structure and curriculum of education in the secondary level technical stream.
13. Develop a post-grade 10 minimum three-year secondary technical programme for pursuing technical education after receiving required competencies related to basic skills in language, maths, science, social and civic subjects.
14. Implement the revised curriculum of technical stream paying attention to the jobs market and arrange necessary infrastructure and appropriate teachers at school.
15. Develop horizontal and vertical relationships between general and technical and vocational education in accordance with the National Qualifications Framework (NQF) for mobility and permeability.
16. Make schools more accountable for student learning and identify opportunities to improve the learning environment and outcomes by periodically conducting school performance audit and student learning achievement tests.
17. Promote life skills including operation and maintenance of school infrastructure to school students through child clubs
18. Make alternative arrangements for student learning during emergency and crisis situations.
19. Make integrated residential arrangements in remote and mountainous regions with sparse settlements to ensure their access and participation in secondary education.

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<sup>9</sup> These will be based on the global indicators and requirements that are known as the so-called 'three-star' approach.

20. Align the governance of school education with the federal structure and improve management systems of schools and educational bodies to institute accountability for students' results.

### 4.3.4 Outcomes

1. Enrolment at the secondary level is increased and the proportion of children completing the cycle of secondary education is significantly improved.
2. The need, rationale and feasibility of technical education in secondary level is assessed, and the capacity to provide qualitative, relevant, labour market and need based technical education is strengthened.
3. All secondary level students have achieved the expected minimum level of academic achievement and, as a result, there is significant improvement in the students' overall educational achievement.
4. All forms of disparities in student enrolment, class participation and learning achievement based on gender, socio-economic status, disability, ethnicity, linguistic background, provincial and regional or any other factor are reduced.

### 4.3.5 Outcomes, Key Activities and Targets

This section outlines the expected outputs, key activities and target related to Secondary Education, which is envisioned to result from the implementation of the strategies mentioned above. Table 4.3 displays the outputs, key activities and physical targets and the main responsibility for implementing them.

TABLE 4.3: MAJOR OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS FOR SECONDARY EDUCATION

Outcomes	Outputs	Key Activities	Physical targets			Implementation Level
			Unit	5-year target	10-year target	
1. Enrolment at the secondary level is increased and the proportion of children completing the cycle of secondary education is significantly improved.	1.1 Following the mapping established, integrated and rationalised to ensure easy access for all children of the secondary school age	1.1.1 Formulate operating procedures and guidelines to implement free secondary education	Frequency	1	1	Federal Government and Local Levels
		1.1.2 Carry out mapping and rationalise, integrate and establish secondary schools.	Frequency	1	2	Local Levels
		1.1.3 Arrange alternative provisions, including open and distance education, to ensure access of all to secondary education	Level	760	760	Provincial Governments and Local Levels
2. The need, rationale and feasibility of technical education in secondary level is assessed, and the capacity to provide qualitative, relevant, labour market and need based technical education is strengthened.	1.2 The school education system is resilient towards disasters, crises, pandemics and other situations	1.2.1 Develop and implement Local Level emergency plans to make schools resilient to disasters, crises and pandemics.	Plans prepared Frequency Implementation Local Level	1 / 753	1 / 753	Local Levels (as per Crisis and Pandemic Education activities)
		2.1.1 Conduct a study on effectiveness of programmes under technical stream at secondary level	Frequency	1		Federal Government
		2.1.2 Integrate and revise the structure, standards and curriculum of technical secondary education	Frequency/Subject	1/6		Federal Government (as per Curriculum and Evaluation activities) Federal Government
2.2 Capacity is enhanced for implementing programme under technical stream at secondary level	2.2.1 Revised structure and curriculum of technical stream for secondary level are prepared	2.2.1 Develop and revise curricular materials for technical stream	Subject	6		Federal Government
		2.2.2 Design teacher career development system and conduct teacher training for technical stream	Frequency Percentage of teachers	1 80	100	Federal Government Local Level
		2.2.3 Develop physical structures and arrange practical materials for technical stream	School	All		Local Level

Outcomes	Outputs	Key Activities	Physical targets			Implementation Level
			Unit	5-year target	10-year target	
3. All secondary level students have achieved the expected minimum level of academic achievement and, as a result, there is significant improvement in the students' overall educational achievement.	3.3 The number of schools fulfilling basic learning conditions, including infrastructures, availability of learning materials, availability of qualified, active and motivated teachers in required numbers with child-friendly, quality oriented and inclusive learning environment, are increased	3.1.1 Review, revise and implement standards and criteria for teacher qualifications and deployment	Frequency/Local Level	1/753		Federal Government (as per teacher management and development activities)
		3.1.2 Appoint subject teachers as per standards in all school	School	All	All	Federal Government and Local Levels (as per teacher management and development activities)
		3.1.3 Develop basic infrastructure in all schools (buildings and classrooms, furniture, toilets, drinking water, hand washing place, playgrounds, boundary walls)	Percentage of schools	100	100	Federal Government and Local Levels (as per school physical improvement activities)
		3.1.4 Establish information and communication technology facilities and IT laboratory and provide necessary equipment and materials	Percentage of schools	100	100	Federal Government and Local Levels (related to result 8 below)
		3.1.5 Distribute textbooks for ensuring free education (see also 5.1.5 1.3)	No. of students (annually)	670,700	732,057	Local Levels
		3.1.6 Develop and distribute learning materials	No. of schools	All	All	Local Levels
		3.1.7 Implement National Curriculum Framework 2076	Classes	9-12	9-12	Federal Government and Local Levels (as per curriculum and assessment activities)
		3.1.8 Develop and update textbooks and learning materials (see also 5.1.5 1.3)	Classes	9-12	9-12	Federal Government and Local Levels (as per curriculum and assessment activities)
		3.1.9 Conduct school nutrition, WASH, and health related programme	Percentage of schools	100	100	Federal Government and Local Levels (as per

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical targets			Implementation Level
			Unit	5-year target	10-year target	
						nutrition and health activities)
		3.1.10 Study of effectiveness of model schools	Frequency	1		Federal Government
	3.2 The number of schools conducting classes full time in accordance with the prescribed time are notably increased.	3.2.1 Arrange some alternative provision to ensure that no class is disrupted due to teacher's absence or any other reason (e.g., provision of periodic contract teacher or volunteer teachers)	Percentage of schools	100	100	Local Levels and schools
	3.3 The availability of resources, including ICT, teachers and students' access to them, and their use in teaching and learning significantly is increased.	3.3.1 Develop structures, materials and capacity to increase the use of resources, including ICT, in teaching and learning	Percentage of schools	90	95	Federal Government and Local Levels (related to ICT in education activities)
	3.4 The indicators of quality education service delivery are notably improved with the improved capacity of school management	3.4.1 Develop capacity SMC and PTA members, and conduct orientate for parents	Percentage of schools	80	100	Local Levels
4. All forms of disparities in student enrolment, class participation and learning achievement based on gender, socio-economic status, disability, ethnicity, linguistic background, provincial and regional or any other factor are reduced.	4.1. A scholarship system established to support poor, disadvantaged, vulnerable, marginalized and disabled children to enrol in school, continue schooling and participate in learning	4.1.1 Provide scholarships for uniforms, stationery, midday meals, etc. for financially poor students	No. of students	142,522	151,543	Local Levels (as per Equity and Inclusion activities))
		4.1.2 Provide residential educational facilities for children from remote areas and other targeted groups	No. of students	5,600	6,000	Local Levels (as per Equity and Inclusion activities))
	4.2 Children with disabilities of various forms identified and need-based inclusive or special	4.2.1 Provide scholarship and other support for students with various types of disabilities	No. of students			Local Levels (as per Equity and Inclusion activities))

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical targets			Implementation Level
			Unit	5-year target	10-year target	
	learning (residential or non-residential) opportunities are available	4.2.2 Establish and operate special schools.	No. of schools	14-48	62	Federal Government and Local Levels (as per Equity and Inclusion activities)

## 4.4 Non-formal Education and Lifelong Learning

Learning is a lifelong process. For this, apart from formal education, non-formal mode of education plays an important role. Through the non-formal mode of education, individuals develop knowledge, skills and competencies they need for their personal and social development, livelihood and employment. Learning should not be limited to time, method or medium and is a process that continues throughout a person's life beyond formal education. Various types and programs to facilitate learning outside/alongside the formal education system have been established over the past decades.

Non-formal education programs include both literacy education for those who are illiterate, and post-literacy education for those that require to further increase their level literacy and are looking to obtain/enhance skills related to professions and enterprises. This sub-section presents the SESP strategies, output and programmes for increasing access to non-formal education and lifelong learning and fostering a continuous learning and learning culture through formal and non-formal education for providing children and adolescents leaving the school education system with pathways to continued/life-long learning programs.

### 4.4.1 Current situation and challenges

A number of efforts are being made for non-formal education in Nepal. The SSDP aimed to increase access to continuous education and literacy programmes, while simultaneously improving the quality of literacy and lifelong learning programme. IN this regard, the SSDP aimed to provide continuous education for 1,800,000 children, adolescents and adults, including illiterate and neo-literates, as well as flexible education for 60,000 children aged 5-to-12-years. The main delivery system for these programs were the envisioned 3,610 Community Learning Centres (CLCs). However, only 2,151 CLCs were established and operational during the SSDP implementation period. As a result, targets relating to non-formal education and literacy were partially met, with the overall literacy rate is reaching 78 percent in 2021 against the targeted 87 percent, the literacy rate of 15-24-year-olds reaching 92 percent against a targeted 95 percent, and the literacy rate of 15-years and above reaching 58 percent against a targeted 75 percent (NPC, 2020). And 121 open schools and 173 non-formal adult schools have been in operation to promote open education.

The government approved the NQF in 2020 to enable student mobility and permeability by providing equivalency to learning obtained from various means, including the non-formal mode. The framework is awaiting legal and institutional arrangements before its implementation. The National Education Policy BS 2076 calls for developing a lifelong learning culture through non-formal, alternative, traditional and open education to make Nepal a fully literate country.

Under the Nepal National Literacy Campaign (2006-2015), 53 of Nepal's 77 districts have been declared literate on the basis of 12 learning competencies and 22 districts remain to be declared literate. The curriculum, textbooks and additional learning materials of non-formal and continuous education and open and alternative education have been developed and facilitators are trained. The participation of girls, especially those from marginalised communities, has increased in formal education over the past decade. In addition, community learning centres, which come under Local Levels, provide non-formal and lifelong education. Although there is a nationwide network of community learning centres, their capacity has not been fully developed yet. Likewise, lifelong learning opportunities have not been expanded as per the need of the country.

Non-formal education and lifelong learning have mostly been implemented in terms of literacy programmes rather than a process of alternative learning. This constrains the development of non-formal and lifelong learning. Owing to the lack of diversification and functionality, literacy is limited to letter and number recognition, posing a challenge in developing alternative learning systems. There is a risk of neo-literates relapsing into illiteracy if the provision of continuing learning is not provided. So, literacy programmes of limited purpose and use do not have much value in adults' life.

Also, the lack of provision for certifying knowledge and skills acquired through various means may prevent the adults from obtaining formal sector jobs. This is a major reason for the lack of attraction towards limited post-literacy and continuous education programmes. It is thus necessary to provide the need-based functional and occupational skills by diversifying non-formal and lifelong learning programmes. There is a need of developing institutional structure and capacities and building a mechanism for this at Federal Government, Provincial Governments and Local Levels for inter-government, inter-ministry and inter-agency coordination and collaboration, including the operation of the soft skill and pre-vocational programs. This could happen by developing CLCs as platforms for lifelong and skill development learning.

### 4.4.2 Objectives

1. To provide literacy skills to all youths and adults of Nepal.
2. To expand and diversify opportunities for functional literacy, open and lifelong learning for all citizens.
3. To strengthen the institutional provision for non-formal education and lifelong and open learning to ensure that learning is relevant to the local environment and culture.

### 4.4.3 Strategies

1. Enhance inter-government/ministry/agency coordination and collaboration and mobilizing community learning centres, schools, NGOs, civil society, media, parents and other stakeholders to fulfil the Literate Nepal campaign.
2. Enhance access to the information technology such as the radio, television, mobile phone, online, and community libraries and learner-friendly materials and methods in literacy learning, along with developing digital learning materials for level-wise curricula, prepare need based learning modules by incorporating linguistic diversities of the learners.
3. Conduct programmes related to the identification, preservation, promotion, modernization and transfer of indigenous and traditional knowledge and skills.
4. Enact laws and develop standards for equivalency between informal, non-formal and formal education in accordance with the National Qualification Framework.
5. strengthen CLCs by integrating, restructuring, rationalising CLCs and establishing new centres based on local need, demand and resources, in collaboration with local communities.
6. Conduct literacy and post-literacy classes by mobilizing CLCs, schools, NGOs, civil society, media, parents and other partners such as industries, factories and businesses, among others, coordinated by Local Levels, and developing CLCs as inclusive and equity-based lifelong learning hubs by strengthening them as e-libraries,

community information centres, FM channels and multi-purpose service delivery mechanisms equipped with basic facilities.

7. Develop community libraries as community learning and resource centres by linking them to CLCs.
8. Update the data on the community and public libraries and classifying them based on specific criteria and making provision for operating them under the management, financing and oversight of Federal Government, Provincial Governments and Local Levels.
9. Prepare a partnership framework for NFE and lifelong learning.
10. Determine standards for non-formal adult, alternative, open and traditional schools through a coordinated approach across the tiers of governments and other stakeholders by strengthening capacity of Local Levels to implement and enforce these standards.
11. Formulate a policy on using community learning centres for community-based education, health, agriculture, forest and environment organisations, and human resources in coordination, collaboration and partnership with the three tiers of government and other stakeholders to support cross-sectoral components in school education.

#### **4.4.4 Outcomes**

All youth and adults are functionally literate, and opportunities for non-formal education and lifelong learning are increased.

#### **4.4.5 Outcomes, Key Activities and Target**

This section outlines the expected outputs, key activities and target related to Non-formal education and life-long learning, which is envisioned to result from the implementation of the strategies mentioned above. Table 4.4 displays the outputs, key activities and physical targets and the main responsibility for implementing them.

TABLE 4.4: OUTPUT, KEY ACTIVITIES AND TARGETS FOR NON-FORMAL EDUCATION AND ALTERNATIVE PATHWAYS

Outcomes	Output	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
1. All youth and adults have acquired functional literacy.	1.1 Nepal is declared fully literate and need-based continuous education programmes are available for neo-literates.	1.1.1 Declare literate districts/Local Levels remaining to be declared literate and conduct need-based post-literacy education programme	Districts	24		Local Level
	2.1 Continuous learning opportunities are available in accordance with the defined form and the standards of lifelong learning.	2.1.1 Prepare a roadmap on non-formal education and lifelong learning	Frequency/place (level)	1/761		Federal Government
2. Opportunities for non-formal education and lifelong learning are increased.	2.2 Disaggregated data base is prepared for NFE and lifelong learning	2.1.2 Develop and digitize non-formal education modules and materials (including indigenous and traditional knowledge) for lifelong learning	Module	20	40	Federal Government, Provincial Governments and Local Levels
		2.1.3 Expand the use of ICT in NFE learning (development and operation of radio, television, online and offline digital material, and establishment of digital platform)	Level	761	761	Federal Government, Provincial Governments and Local Levels
		2.2.1 Prepare disaggregated data base for lifelong learning	Level	1	2	Local Levels
2.3 Institutional mechanisms and operating procedures for community learning centres are ready and these centres are developed as lifelong learning hubs for integrated service delivery	2.3 Institutional mechanisms and operating procedures for community learning centres are ready and these centres are developed as lifelong learning hubs for integrated service delivery	2.3.1 Strengthen and operate community learning centres	Centre	2,150		Local Levels (No. of CLCs may be increased based on need and resources available)
		2.3.2 Prepare criteria of classification of community libraries	Frequency	1	2	Federal Government, Provincial Governments and Local Levels
		2.3.3 Link community libraries to CLCs	Libraries			Local Levels

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Output	Key Activities	Physical Targets			Implementation Level	
			Unit	5-year target	10-year target		
		2.3.4 Provide ICT equipment in CLCs	Centre	2,150	As per centre	Local Levels	
		2.3.5 Appoint coordinators and support staff to CLCs and build their capacity	Centre	2,150	As per centre	Local Levels	
		2.4 Institutional mechanisms are established at Local Level for the management of NFE and lifelong learning.	Level	3	3	Federal Government, Provincial Governments and Local Levels	
			2.4.1 Establish NFE and lifelong learning coordination mechanisms in Federal Government, Provincial Governments and Local Levels	Level	3	3	Federal Government, Provincial Governments and Local Levels
			2.4.2 Develop institutional arrangements for NFE and LLL (development of mechanisms at federal level for development of standards, model module materials, inclusion in ToRs of provincial education ministries, and provision of focal points in Local Levels)	Level	3	3	Federal Government, Provincial Governments and Local Levels
		2.5 A partnership framework is prepared for NFE and lifelong learning	2.5.1 Prepare partnership and collaboration framework with local-level CBOs 2.5.2 Provide grants for the development and operation of non-formal adult, open and traditional schools	Frequency	1		Local Levels
	2.6 Policy, rules and procedural guidelines are formulated for identifying and accrediting knowledge and skills gained from NFE and lifelong learning, and equivalency is provided as per the National Qualification Framework	2.6.1 Prepare qualification and equivalency procedural guidelines and implement as per the National Qualification Framework	Frequency	1	1	Federal Government	
		2.6.2 Design institutional provisions and prepare procedural guidelines for accreditation of learning materials and learning	Government levels	8	8	Federal and Provincial Governments	

## 5. Crosscutting & Cross-sectoral Themes

This chapter discusses strategies related to a number of cross-cutting themes that are critical to ensure the access/participation, equity, quality and efficiency of the education sector. These include: (i) curriculum and evaluation, (ii) teacher development and management, (iii) equity and inclusion, (iv) school safety and education in emergencies situations, (v) appropriate application of ICT in education, and (vi) school physical infrastructure development. Further, it also provides details on related cross-sectoral themes such as midday meals, health, nutrition, water, sanitation and hygiene and protection that are critical for supporting learner's overall development, health, and well-being. The chapter presents the current status of these crosscutting and cross-sectoral themes, followed by the objectives, strategies, expected outcomes and outputs, along with the proposed activities for achieving these results and targets.

### 5.1 Curriculum and Evaluation

A curriculum provides a framework of contents of learning, teaching learning activities, assessment and learning outcomes that is designed to facilitate holistic development of children covering physical, socio-emotional, cognitive, non-cognitive and intellectual development. A good curriculum ensures a balance between theoretical/academic and practical aspects of learning, which not only provides for content acquisition but also skills and competence development. Proper teaching-, learning- and evaluation processes are directed for enabling students to acquire the knowledge, skills and aptitude guided by the curriculum. As such, the curriculum guides teachers in ensuring that children are ready to participate in society and public processes, lead a life as an active and informed citizen, and secure a sustainable livelihood through meaningful employment and/or economic engagement. At the same time, curricula require to remain strongly rooted in the social fabric and culture of the country, celebrating its diversity and countering and transforming cultural and traditional elements that are harmful or otherwise constraining certain groups of society, including women and girls and people from vulnerable- and disadvantaged communities.

#### 5.1.1 Current Situation and Challenges

In the course of implementing the recently developed 2019 National Curriculum Framework (2076 BS) for the school education level, Nepal has initiated the development and subsequently implementation of the new curriculum for grade one and eleven from 2020 onwards. Under the SESP, the revised curriculum is planned to be rolled out to all school-level grades (grades 1–12) by the end of the SESP's first year in 2023. To ensure the school-level curriculum relevant and effective, a number of measures have been undertaken to strengthen the quality and relevance of the school education curriculum. This included the curriculum for the early grades (grades 1-3) to be transformed to integrated curriculum, covering competencies and subjects through inter-related themes and areas. Furthermore, the development and implementation of a strategy to integrate soft/non-cognitive skills and life skills into the curriculum. Provisions were also made to enable Local Levels for the development of curricula based on the local context.

There is a provision of reserving 25-50 percent of the curriculum weightage for practical exercises, including experiments, project assignments or community works across subjects depending upon the structure and nature of the subject-matter. The curriculum framework provides for using mother tongues and/or local languages in a multilingual context to facilitate learning so that medium of instruction used in the classroom corresponds to the

learners' home language and does not present a barrier in learning. It also aims at expanding the use of ICTs as a key tool of teaching and learning by integrating them into the pedagogies, including the soft/non-cognitive skills and life skills. The curriculum policy also recognizes student assessment as an integral part of teaching and learning activities and using student assessment as a means for continuously providing feedback for learning improvement.

The curriculum also provides for imparting social and civic education, preparing students for their further academic career to continue an applied/technical education stream or vocational training program, all to result in meaningful employment. In view of the complexity involved in the implementation of technical stream at the secondary level, it has become imperative to bring about improvement and ensure adjustments/readjustments in the curriculum of technical stream from grades nine onwards informed on an analysis of where there are gaps between the currently available curriculum and the required needs form students to obtain the skills required by the market.

Various reforms have been initiated over the past years to improve assessment and evaluation through the implementation of a formative and continuous assessment system at basic level, the provision of internal- and external evaluations up to Secondary level, and the standardization of public examinations. In doing so, formative assessment has been recognized as a core element of the pedagogical process. It can potentially be a means of improving learning by providing feedback to both teachers and students on teaching and learning. Important actions are also needed to improve the assessment tools and procedures. The public examinations conducted at the end of grades eight, ten and twelve should be made systematic, valid and reliable. Now that in the context of federalization, exit examinations at grades eight and ten are to be conducted by local and Provincial Governments, it has become all the more important to standardize the tools and procedures of examinations to ensure uniformity. Teachers need to be properly trained to analyse the results of school-based assessments and use them in learning improvement in a systematic manner.

The government has made provision for all students of grades 1–10 to receive textbooks free of cost. As such, community schools use textbooks published by Curriculum Development Centre (CDC). However, institutional and some community schools use books published by private publishers, which are listed by the CDC as reference materials. A policy provision is in place for introducing multiple-textbooks at school level under which multiple textbooks prepared by various publishing houses or companies are approved by the government for each subject and local schools can choose textbooks of their preference/choice. This policy is yet to be implemented. In addition to the textbooks, CDC has been developing supplementary reading materials and made digital copies available on its website. Likewise, the reference materials on early grade reading developed by the CDC as part of the Early Grade Reading Programme (EGRP) have been delivered to schools in the districts where the programme is being implemented. A condensed curriculum for the first 45 days of the academic session for ECE to grade eight was developed during the COVID–19 related school closures to ensure learning continuity. Furthermore, CDC supported the digitisation of available materials, so they are accessible remotely in the event of disasters or crises.

The CDC has produced textbooks for grades 1–5 in various mother tongues and also textbooks on core subjects for grades 1–3. Limited technical capacities and financial resources have been a constraint in the development of materials in all of the 19 major mother tongues in the country. The task of selecting and using appropriate mediums of instruction has yet to be systematized so that children's mother tongue does not remain a barrier for learning.

Effective implementation of curriculum necessitates teacher preparation and development, provision of subject teachers, and establishment and operation of school-based professional support. Likewise, it is necessary to improve quality of textbooks, implement the multiple-textbook policy and develop print- and digital reference materials for students and teacher guidelines, making them available to all teachers. Challenges remain in terms

of ensuring availability of adapted curriculum and textbooks for children with disabilities by offering optimum flexibility according to the nature and type of disability.

Appropriate structures and capacities also need to be developed to streamline the task of ensuring accountability in curriculum implementation by ensuring meaningful participation of Local Levels, Provincial Governments and schools in curriculum development, revision, implementation and monitoring.

### 5.1.2 Objectives

1. To ensure that the curriculum and reading materials meet the quality standards and are relevant, timely and abreast of recent developments and children's needs.
2. To ensure adequate capacity for effective implementation of curriculum in school.
3. To enhance the effectiveness of the formative assessment system and link it to pedagogy and student learning.

### 5.1.3 Strategies

1. Develop curriculum in accordance with the National Curriculum Framework and effectively implement it
2. Carry out evaluation of curriculum implementation on a periodic basis, and revise and improve the curriculum based on the evaluation findings.
3. Improve, revise and adjust the curriculum of technical stream of school level based on the assessment of the current state of implementation.
4. Integrate various soft/non-cognitive skills and human values, including gender, inclusion, respect for diversity, equity, human rights, non-violence, peace and cohesion, awareness of sustainable development and environmental change, global perspective, social harmony and citizen skills in curricula, curricular materials and learning processes.
5. Make curriculum- and textbook development process participatory and develop ownership among local stakeholders.
6. Develop the capacities of Provincial Governments and Local Levels to fulfil the assigned responsibilities related to school-level curriculum development and implementation.
7. Continue to strengthen the learning assessment systems across the three tiers of government to implement regular NARN and NASA, and evaluate improvements in learning outcomes.
8. Develop, revise and adjust teacher guidelines and resource materials for teachers; and learning materials, self-study and reference materials for students and make them easily available through digitized online portal.
9. Develop textbooks by adopting competitive processes to improve the quality of textbooks and implement the multi-textbook policy.

10. Make (integrated) curriculum textbooks, teacher guidelines and reading materials available in various mother tongues and/or local languages in a multilingual context for learning facilitation in early grades.
11. Establish an ICT lab and learning material-equipped library and/or book corner in each community school, ensure existence of an environment conducive to increasing the opportunities for using technology and expanding knowledge and skills and applying exploratory teaching and learning.
12. Streamline the monitoring and feedback activity in Local Levels by developing structures necessary for the development and implementation of local curricula.
13. Make the Local Level competent and responsible for the development and use of reading materials in mother tongues and enhancing the effectiveness of its use.
14. Produce the curriculum and learning materials in Braille to increase educational access and learning opportunities of children with visually impaired and develop and use of audio-visual educational materials in sign languages.
15. Make students' formative assessment effective and improve the public examinations at basic and secondary levels across the three tiers of government.

### **5.1.4 Outcomes**

All schools are able to provide relevant learning, with necessary soft/non-cognitive skills, social and civic competencies and increase information and communication technology access to students.

### **5.1.5 Outputs, Key Activities and Targets**

This section includes expected outputs related to curriculum and evaluation for achieving the objectives of this plan through the adoption of the strategies mentioned above. Table 5.1 presents the expected outputs, key activities and physical targets for achieving them, and the main responsibility for implementing them.

TABLE 5.1: OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO CURRICULUM AND EVALUATION

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
1. All schools are able to provide relevant learning, with necessary soft/non-cognitive skills, social and civic competencies and information technology skills to every student.	1. 1 Revised curricula are prepared, disseminated, and student assessment standards are developed for the implementation of NCF.	<b>1.1.1 implementation of NCF</b>				
		Update the curriculum in line with the NCF	Subject	20	30	Federal Government
		Develop, pilot test, improve and publish model textbooks	No. of classes/subjects	4/29		Federal Government, Local Levels
		Develop teacher guides	No. of classes/subjects	3/17		Federal Government, Provincial governments
		Disseminate curriculum and curricular materials	No. of classes/subjects/levels or places	6/34/761		Federal Government, Provincial governments, Local Levels
		<b>1.1.2 Student Evaluation: Standards development and improvement</b>				
	Prepare classroom based continuous- and formative assessment guidelines for basic- and secondary levels	No. of classes/subjects	12/74		Federal Government	
	Develop capacity of item developers and moderators and standardize test items	Levels	3	3	Federal Government, Provincial governments, Local Levels	
	<b>1.1.3 Curriculum and curricular materials in technical stream</b>					
	Increase options and modalities for technical stream curriculum based on the assessment of current practices				Federal Government, Provincial governments, Local Levels	
	Revise- and develop curriculum and curricular materials for technical	Subject areas	6		Federal Government	

## Nepal: School Education Sector Plan 2022/23-2031/32

	stream	Subject areas				
	Develop manuals and guidance for the technical stream		6			Federal Government
	Disseminate curriculum and curricular materials	Place	7			Federal Government, Provincial Governments
	<b>1.2 ICT-based reading materials are developed and easily available to students.</b>	<b>1.2.1 Digital materials</b>				
		Develop model digital interactive materials in various core subjects and adapted versions for students with vision- or hearing impairments.	No. of classes/subjects	6/19		Federal Government
		1.2.2 Digitize all materials developed by the CDC and make accessible to public through CDC's e-library	Continuous			Federal Government
	<b>1.3 Quality of textbooks are improved.</b>	<b>1.3.1 Textbooks</b>				
		Implement multiple-textbook policy	Models/and classes	1/ 1-12		Federal Government, Provincial Governments
		Make textbooks available free of cost within first two weeks of academic session (see also 4.2.5 2.1.3 & 4.3.5 3.1.5)	Classes	1-12		Local Levels
	<b>1.4 Curricular materials are made disabled-friendly and relevant to the sociocultural and geographical diversity-</b>	<b>1.4.1 Inclusive curriculum development</b>				
		Develop, publish and provide free of cost textbooks/curricular materials for people with various forms of disabilities (see also 5.3.5 1.3.3)	No. of classes/subjects	1-12		Local Levels

	Review curricular materials from a gender, disability, social and cultural perspective (see also 5.3.5 1.3.3)	Classes	1-12		Federal Government, Provincial Governments, Local Levels
1.5 Curriculums are evaluated and revised accordingly	<b>1.5.1 Curriculum monitoring and evaluation</b>				
	Monitor curriculum implementation	Frequency/classes	3/1-12	3/1-12	Federal Government, Provincial Governments, Local Levels
	Conduct formative assessment of curriculum implementation	Thematic areas	10	10	Federal Government, Provincial Governments
1.6 Mother tongue/local curriculum at basic level is implemented	Evaluate curriculum	Frequency	1	2	FEDERAL GOVERNMENT
	<b>1.6.1 Mother tongue and local curriculum</b>				
	Develop, accommodate and implement local curriculum and curricular materials in languages other than Nepali.	Classes	1-8		Local Levels
1.7 As the medium of instruction, particularly for ECD to grade 3, mother tongues and/or local languages in a multilingual context are used as per the need, from ECDE to basic level, particularly in grades 1-	Develop and implement local curricula and curricular materials other than those of mother tongue (see also 5.3.5 1.3.5)	Classes	1-8		
	1.7.1 Orient teachers to use mother tongues and/or local languages in a multilingual environment for medium of instruction as per need. (see also 5.3.5 1.3.5)	Local Levels			Local Levels, schools

Nepal: School Education Sector Plan 2022/23-2031/32

	<p>3. 1.8 Institutional capacity is strengthened for the development, improvement, implementation, and monitoring of curriculum and curricular materials at all levels.</p>	<p><b>1.8.1 Institutional arrangements and capacity development</b> Prepare a roadmap for institutional strengthening for the development, improvement, implementation, , monitoring and evaluation of curriculum.</p>	<p>Frequency 1</p>		<p>Federal Government</p>
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### 5.2 Teacher Management and Development

The 2018 NCF is the overarching framework that determines teachers' competencies and requirements. Qualified, professionally competent, motivated, committed and accountable teachers are the pillars of any education system. In Nepal, the preparation of teachers is carried out by universities and higher secondary schools while the Teacher Service Commission (TSC) conducts examinations for teaching licenses, recommends candidates for appointment to vacant posts, and undertakes tasks related to the promotion of teachers. Local Levels appoint and deploy teachers recommended by the Commission. MoEST formulates policies for teachers' professional development while CEHRD certifies and prepares customized training curricula. Provincial ETCs run teacher capacity development training courses.

#### 5.2.1 Current Situation and Challenges

To ensure adequate-, qualified and committed teachers, a number of challenges will need to be addressed and overcome during the SESP period.

##### i. Recruitment, selection and appointment of qualified and competent teachers

To attract talented graduates to serve as teachers, the Fifteenth Plan (2020/21–2023/24) calls for enacting laws to allow those who are high-achievers in universities for lateral entry into the profession. As per the 2000 TSC Rules (BS 2057), aspiring teachers will have to pass the TSC examination and receiving a license to be appointed as a permanent teacher, fulfilment of predetermined standards for promotion. The fact that large numbers of young people are currently taking the TSC exam every year shows the growing attraction to the teaching profession. For selection of competent and motivated teachers, the selection process needs to be improved by using a number of measures, which can include testing of the subject-specific knowledge and pedagogical skills, introduction of aptitude test to ensure that teacher candidates have personal qualities such as interest, positive attitude towards teaching profession, moral values, sense of responsibility, sense of service. Once teachers join the profession, they need to be able to access continuous professional development and support. A framework is to be put in place for the establishment of a continuous teacher professional development and support system. In addition to this, systematic teacher transfer and promotion, performance-based incentives and benefits, and a transparent system of reward and accountability are required to attract industrious, intelligent and brilliant persons into teaching.

##### ii. Teacher preparation

In Nepal, the Bachelors and Masters of Education (B.Ed. and M.Ed.) courses run by universities are considered as teacher preparation courses. The completion of such courses satisfy the academic and professional qualifications requirement to become teachers. Such pre-employment teacher education programmes are conducted by several universities. As per the University Grants Commission (UGC) records, 83 percent (63,169 of 75,957) of students enrolled in the Teacher Education Programme in 2018/19 were enrolled in Tribhuvan University-affiliated campuses.

As per the 2000 TSC Rules, a B.Ed. and M.Ed. ensures eligibility to apply for a teaching license. As per these rules, candidates that have obtained a teaching license after completing a proficiency certificate in education or grade 12, or a proficiency certificate in other subjects and a 10-month teacher training course, are eligible for Basic education teaching posts. To obtain a teaching license for the secondary level, one must have completed a bachelor's level in education or a bachelor's degree in any subject and a one-year B.Ed. Likewise, one has to have a teaching license after completing a master's degree to teach in higher secondary grades (11 and 12).

As per the Fifteenth Plan's call, teachers' minimum educational qualifications are to be reviewed through periodic testing, which a mechanism is to be established. According to the 2019 National Education Policy (BS 2076), standards of national teacher competency for teachers teaching in all types of school will be determined and preparation and continuous professional development of teachers would be carried out based on the competency standards. It is necessary that the universities develop teacher preparation courses based on these standards in collaboration with MoEST and subsequently conduct teacher training programmes. Evidence suggests that existing teacher education programmes of universities have not been able to develop practical pedagogical skills on the part of prospective teachers. In particular, these programmes aim to provide both academic and pedagogical skills within a short period of time, which is neither adequate for equipping prospective teachers with the subject-specific knowledge, nor does it provide adequate opportunity for developing teaching skills.

Since there is no faculty-wise structure in the curricula of the modified grades 11 and 12, it is considered to make the completion of a teacher preparation course after completing grade 12 mandatory to qualify as a teacher. In line with practices in other countries in the region, a legal provision for requiring a qualifications of bachelor's level for basic-level teachers and a master's degree for secondary-level teachers along with this one-year teacher preparation course is explored.

### **iii. Teacher professional support system**

Following the adoption of the federal structure, the previously established 1,056 Resource Centres (RCs) that provided on-site and in-class teacher professional support were dissolved. In the absence of these RCs, Local Levels are responsible for providing support and on-site teacher professional development. For this, it is necessary to diversify teacher professional support modalities through the establishment of a dynamic teacher professional support system.

The 2019 National Education Policy calls for using retired teachers in providing teacher support and monitoring at Local Level, for which legal arrangements have to be put in place. The use of recently retired teachers is one of the strategies considered in facilitating transfer of experience to serving teachers. As efficient leadership of head teachers has been identified as a determinant of quality education, the SESP also aims to enact provisions to respond to the need for making head teachers more responsible in continuous professional support for teachers.

### **iv. Teacher Capacity Development**

Prior to the federal structure introduced under the 2015 Constitution, the National Centre for Educational Development (NCED), 29 ETCs and Lead Resource Centres (LRCs) were involved in conducting long- and short-term teacher training programmes. Following the federal transition, there are currently only seven ETCs, one in each province. With the other ETCs having been dissolved. Therefore, there is need for developing an institutional structure for providing in-service training for the continuous development of teachers.

The 2019 National Education Policy has made provision for Local Levels taking the lead in conducting various continuous professional development programmes for teachers such as customized training, workshops, seminars, observation visits, reflections, teacher networks, collaborative research, mentoring, coaching, etc. It is expected that schools will serve as the focal points for delivering many of these programmes. In addition, the policy mentions provides options for conducting face-to-face, school-based, blended, online and virtual training by modifying the existing training approach along with the rapid developments and availability of the ICTs. Furthermore, includes provisions on conducting teacher training and capacity development programmes for basic-level teachers for subject teaching, multi-grade teaching, multi-class teaching.

After the country's transition into a federal structure, the erstwhile NCED and Department of Education (DoE) were merged to form the CEHRD. The CEHRD has been entrusted with the task of formulating standards for conducting teacher professional development programmes, preparing training curriculum, and conducting training of trainers. The seven Provincial ETCs have been conducting one-month teacher certification training (in two phases) and customized teacher training through online and offline modes.

During the SSDP period, priority has been placed on conducting the TPD training for capacity development of teachers of science, mathematics and English subjects teaching at basic- and secondary levels. However, the seven ETCs currently in place are insufficient to provide certification training to teachers in large numbers. Likewise, the 2020 ESA emphasized the need for targeted strategies and programmes to provide need-based teacher training of teachers and seek ways of applying the knowledge and skills acquired in training in classroom.

### **v. Teacher Accountability**

The Fifteenth Plan provides for conducting motivational programmes at Local Level for improving quality of education by linking teachers' time spent in classroom to regular teaching and learning and making teachers dedicated towards their profession. The 2019 National Education Policy calls for making teachers accountable to head teachers, as well as making both accountable to students, parents and communities for learning achievement. Furthermore, the policy provides for making teachers responsible and accountable for improvement of teaching and learning activities by evaluating teachers' performance based on, among others, students' results in examinations.

The National Assessments of Student Achievement (NASA), periodically conducted by the ERO show students' learning achievements in Nepali and Mathematics to remain not satisfactory. Although opportunities for teachers' professional development have been provided for improving students' learning achievement by improving teaching and learning, there is yet to be a systematic linkage established between teachers' professional development and students' learning achievement. One of the reasons for low level of students' learning achievement is frequent transfer and high absenteeism of teachers in schools. The ESA recognised that major barriers to students accessing quality education include ensuring appropriate teacher-student ratios and having appointed teachers spent the required time facilitating teaching-learning processes. It has been hard to resolve these issues as there are many unfilled teacher positions and, once they are filled, teachers regularly seek transfers to other schools.

### **vi. Supply and Distribution of Teachers**

The Education Rules provides for appointing 1 teacher in pre-primary/ECED, minimum 2 teachers if there are up to 50 students and minimum 3 if there are more than 50 students in lower-basic level, minimum 4 teachers for upper basic level and 8 teachers for secondary level 9–12. The teacher–student ratio in Nepal is fixed at 1:30 in the Himalayan region, 1:40 in the hilly region, and 1:50 in the Terai and Kathmandu Valley. In practice, however, the teacher–student ratio varies across provinces, districts and school. This ratio is particularly high in the Terai and low in the Himalayan region. The task of providing subject teachers in all schools at basic and secondary levels is equally challenging. To streamline teacher supply and distribution, a number of measures have been identified:

- Identification of schools where multi-grade/multi-level teaching can be used and training should be provided to teachers in multigrade teaching methods. Multigrade teaching is predominantly applied in scarcely populated communities and/or areas where student population is declining.
- Schools that are running grades 1–5 and have excessively high number of students to be identified and teacher scheduled posts added to match the prescribed teacher–student ratio.

- Schools for inclusive education/special education to serve children with special needs and the children with disabilities should also be identified and make teacher and staff assistance available.
- Schools that have a shortage of teachers in science, mathematics and English subjects in basic and secondary levels should be identified and teacher scheduled posts should be added to address existing shortages.

In Nepal, among the percentage of female teachers serving in community basic- and secondary schools is 47.2 percent and 20.4 percent respectively. Likewise, 5.9 percent/7.4 percent of the teachers are Dalit and 30.9 percent/19.2 percent are Janajati at basic/secondary level. There is a provision of reserving 45 percent teacher positions for women and ethnic minorities to ensure an increasingly diversified and inclusive teaching force. Among the total positions reserved under this provision, 33 percent are reserved for women, 27 percent for Janajatis, 22 percent for Madhesis, 9 percent for Dalits, 5 percent for people with disabilities, and 5 percent for people from remote and under-served regions. The selection of teachers from the afore-mentioned groups applying through these quotas takes place through open competition within the respective groups of candidates.

The public level of confidence in the TRC's examinations has been seen to be increasing over the recent years, although it has not yet been possible to ensure compliance with the prescribed standards for filling up temporary teacher posts across the board. Owing to the non-fulfilment of teacher positions as per the approved teacher-student ratio and the requirement of subject teacher in higher basic level and secondary level, nearly 40,000 teachers are working on relief grant (Rahat quota). Only 2,000 scheduled teacher posts have been provided, targeting particularly grades 11 and 12, and grants have been provided for additional 4,000 teachers. In addition, Local Levels have started to locally contract teachers from their own budget to address prevailing shortages.

The issue of appointing and posting teachers based on level and subject and improving their performance remains a challenge. MoEST continues to adjust identified surplus and shortfall of teachers' scheduled posts in basic level, as well as verification of shortfall and additional deployment at secondary level as per the Criteria for Verification and Adjustment of Scheduled Posts. Accordingly, 12,827 scheduled posts have been re-distributed from schools that have surplus teachers to schools that have shortfall of teachers based on prescribed teacher-student ratio.

Another serious challenge to teacher management and development is the inability to develop teaching an attractive profession. As of current, it has not been possible to attract talented individuals to this profession and retain them. This is due to it is proving difficult to supply competent teachers given that most of the teacher preparation programmes of universities have not been able to produce human resources equipped with adequate subject matter and teaching skills in accordance with the requirements. Furthermore, existing in-service training and professional development programmes are not able to fill the knowledge and skill gaps among the serving teachers. The lack of provision of local teacher support systems, following the country's federalization, and subsequent drop in the number of teacher training centres by one-fourth as well as inadequate capacity of these training centres have also posed challenges. The wide variation in teacher's employment conditions and the inability to link teachers' performance and career development to students' learning continue to pose a challenge to teachers' motivation, career development and accountability. Inadequate teacher scheduled posts and unfair distribution of existing posts have constrained the aspiration of creating a capable teacher force and enhancing teaching quality. Taking these challenges into account, programmes are set to be initiated under the SESP for improving teacher management and development.

### 5.2.2 Objectives

1. To enhance the quality of teacher education, training and development programme to attract, retain and maintain qualified, capable and competent teachers at all levels of education.
2. To enable teachers of all levels to acquire the academic and professional qualifications, subject-matter knowledge, pedagogic skills and modern ICT skills and apply their knowledge and skills in their teaching.
3. To make the selection, appointment and rationalization of teachers more competitive, transparent, systematic and strong.
4. To manage competent, committed and motivated teachers by improving the opportunities of incentive and career development, including teachers' performance evaluation system, and by developing a system of teachers' accountability towards students' learning.

### 5.2.3 Strategies

1. Review the teacher preparation programmes conducted by various universities and select trainees who have acquired adequate skills in subject matters and revise the programme with focus on teaching skill development of at least one year or more.
2. Restructure and enhance capacity of the Provincial ETCs.
3. Provide continuous professional support to teachers through the mechanisms of local teacher professional support system. For this, develop subject-wise teacher network and mentor through experienced teachers, as needed. In addition, increase collaboration with local campuses and other educational institutions that conduct the teacher training programme.
4. Make school-based short-term refresher training for teachers every 2–3 years and on-the-job training in teaching skill development for teachers' continuous professional development conducted by the Teacher Training Centre mandatory.
5. Develop the capacities of all teachers so that all incumbent teachers can teach, especially during various crisis, pandemics and emergencies; use ICT in teaching and learning; prepare learning plans by identifying students' personal capacities and uniqueness; address contemporary issues related to teaching and learning identified by national studies such as gender, inclusion, equity, human rights, peace and co-existence, awareness of environmental change, student learning achievement, and so on.
6. Link the teacher preparation and selection process to the National Teacher Competence Framework.
7. Verify/rationalize and add to teacher scheduled posts by level and by subject based on teacher–student ratio.
8. Link teachers' and head teachers' career development to students' learning improvement for the development of a system whereby teachers are accountable for results by improving their attendance, regularity and performance.

9. Review the provisions of teachers' career development such as service conditions, benefits, incentives, and promotion and making them up-to-date.

### **5.2.4 Outcomes**

All schools are staffed with adequate teachers who are qualified, trained, competent, motivated and committed to the profession, and accountable to performance.

### **5.2.5 Outputs, Key Activities and Targets**

This section describes the expected outputs related to teacher management and development for achieving the objectives of this plan by fulfilling its expected outcomes by adopting the strategies mentioned above. Table 5.2 presents the expected outputs, key activities and physical targets for achieving them, and the main responsibility of implementing them.

TABLE 5.2: OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO TEACHER MANAGEMENT AND DEVELOPMENT

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
1. All schools are staffed with adequate teachers who are qualified, trained, competent, motivated and committed to the profession, and accountable to performance.	1.1 A transparent, predictable and objective system is established for teachers' career development and adequate and competent teachers are supplied.	1.1.1 Provision of easier entry of talented graduates into teaching profession.	Frequency	1	1	Federal Government
		1.1.2 Expand and strengthen TSC to make capable to select teachers regularly	Number	7	7	Federal Government and Provincial Government
		1.1.3 Develop transparent standards and processes for teacher posting, transfer, evaluation, promotion and incentives	Standards	1		Federal Government
1.2 Teachers' post are rationalized by levels and subjects on the basis of approved teacher-student ratio, and teacher are supplied regularly.		1.2.1 Verify and rationalize teacher post by levels and subjects		753		Federal Government
			Local Levels No. of teachers (grades 1-5) (grades 6-8) Secondary level			
1.3 Teachers' competence	1.3.1 Review and update National					Federal

Nepal: School Education Sector Plan 2022/23-2031/32

framework is reviewed and updated	Teachers' Competency framework				Government
1.4 Revised model and courses of teacher preparation is prepared	1.4.1 Develop a one-year teacher preparation course in collaboration of MoEST and universities	Level-wise courses	3	3	Federal Government and concerned universities
	1.4.2 Conduct one-month induction training for newly appointed teachers	Persons	73,600	133,600	Provincial Governments
	1.4.3 Accredited teacher preparation and training institutions	Organizations			Federal Government
1.5 Teacher professional support system are established and operationalized at Local Level.	1.5.1 Institute teacher professional support networks at Local Level and prepare their working procedures	Number	753	753	Local Level
	1.5.2 Design a system of school based regular monitoring and supervision with aregular performance assessment system of teachers by head teacher	Number	1	1	Local Level
	1.5.3 Conduct 3-day capacity development training for school-based supervision to school head teacher, experienced teacher or mentor, subject matter specialist and peer teacher	Persons	5,000	10,000	Provincial Government and Local Level
1.6 The number of training centers under the province are increased and their capacities are improved.	1.6.1 Increase the number of teacher training centers to conduct professional development training for teachers	Number	29	29	Provincial Government
	1.6.2 Revise the Teacher Development	Number	3	3	Federal

		Framework 2072 to make available various opportunities for development of teachers.	Persons	1,000	2,000	Government
		1.6.3 Conducta minimum of 10 days ToT	Persons	1,000	2,000	Federal Government
	1.7 Form and contents of teacher professional development are diversified, and topics related to contemporary issues are included in training courses	1.7.1 Include topics such as teaching during various epidemics and emergencies, using ICT in teaching and learning, formulating learning plans by identifying students' personal capacities and diversities, awareness of contemporary topics such as gender, inclusion, equity, human rights, peace and cohesion, environmental change, etc. in teachers' professional development curriculum.	Frequency	1	2	Federal Government and Provincial Governments
		1.7.2 Develop and conduct ICT-based online/offline teacher training, support and feedback	Persons (annually)	44,600	153,600	Provincial Government
		1.7.3 Conduct demand-based short-term and refresher online/offline teacher training in grade teaching, multi-grade teaching, soft-skills and twenty-first century learning skill, early grade teaching skills for teachers of basic level (Grades 1-5)	Persons (annually)	10,000	10,000	Provincial Government and Local Level
		1.7.4 Conduct online and offline conferences/seminars on pedagogic methods for teachers	Number	753	753	Local Level



### 5.3 Equity and Inclusion

Nepal is a socio-culturally diverse country. Numerous linguistic, cultural and caste and ethnic groups live in different parts of the country. On the one hand, this diversity represents its identity and potential and, on the other, several communities have historically experienced social, economic and political discrimination and disadvantages on the grounds of these traditional differences. For example, Dalit and marginalised communities, ethnic communities and linguistic minorities have been historically disadvantaged. The effects of these deprivations can be seen in their access, participation and attainment in education. Likewise, the geographical, economic and gender-based marginalisation can be observed in the differing levels of educational access, participation and educational attainment. Further efforts need to be made for the access to and participation in education of children with disabilities and vulnerable children.

It is necessary to ensure easy access and meaningful participation of all in education by enhancing equity, inclusion and respect for diversity. Ensuring access to and participation in education means ensuring that school-going age children are enrolled in school without any kind of obstacle and creating an opportunity for enrolled children to participate in school's social and educational processes with feeling of safety in a fear-free and harmonious environment. For this, it is important to unpack the different drivers of disparities (gender, caste, ethnicity, location, ability, socio-economic status, etc.) and their intersectionality and provide tailored approaches that are evidence-based and context-appropriate to overcome the barriers children face to access, participate and learning in schools. The Consolidated Equity Strategy for the Nepal School Education Sector has been providing an overarching conceptual framework for the reduction of disparities in education outcomes since 2014, including the development and use of a so-called Equity Index to measure the prevalence and severity of these disparities across Local Levels.

This chapter reviews the activities undertaken and progress achieved so far in Nepal in terms of enhancing equity, inclusiveness and respect for diversity and increasing access to and participation in education and learning of all. It encompasses the children and communities who are educationally disadvantaged due to caste/ethnicity and linguistic, gender, disabilities, deprivation, geographical and vulnerability factors. In addition to these drivers, the Equity Strategy also encompasses cross-sectoral areas, such as health, protection and nutrition, which are elaborated under section 5.4.

#### 5.3.1 Current Situation and Challenges

There has been encouraging progress in the school enrolment rate in recent decades in Nepal. This progress in the enrolment rate can be attributed to various targeted programmes such as social awareness, increase in the number of schools, free education up to grade 10 and provision of free textbooks, expansion of school meal programme from ECED to Grade 5. Despite these increases in access, disparities among social groups and regions remained. Under the Equity Strategy, districts, and later Local Levels, were ranked based on an equity index score, with those having the lowest score/ highest disparities receiving additional funds and being supported through targeted interventions over the past five years. As a result, the sector was able to enrol over 500,000 of the 770,000 children by of a school-going age by 2019 that were out of school at the initiation of the SSDP in 2016. Moreover, improvements in the performance indicators (net enrolment, promotion, survival, completion) of students from vulnerable groups that experience disproportionate barriers (students from Janajati, Dalit, Muslim communities and children with disabilities) was observed.

However, the impact of the COVID-19 pandemic over the past years (2020 onwards) stopped and even reversed much of this progress and as such, renewed and increased efforts are required under the SESP to ensure an inclusive recovery of learning loss while continuing to provide additional support to reduce identified disparities. The recommendations from the 2020 independent evaluation of the Equity Strategy serve in this regard as a guiding framework, along with the roadmap of the Disability-Inclusive Education Approach Paper that was finalized in 2021 to serve as a conceptual framework for mainstreaming disability-inclusive education in the sector.

### **i. Legal and Policy Provisions**

Nepal has subscribed to a number of international conventions and declarations related to the education of women and persons with disabilities, including the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities; the Asian and Pacific Decade of Disabled Persons 1993–2002; the Salamanca Declaration 1994; the Convention on the Elimination of all Forms of Discrimination Against Women 1979; and the UN Convention on the Rights of Persons with Disabilities 2006. The UN Convention on the Rights of Persons with Disabilities 2006 ensures the right of children with disabilities to receive inclusive education on a par with other children. The GoN has also ratified these international conventions that guarantee the right of children with disabilities to education.

The Dakar Framework for Action for Education for All (2000) and the National Plan of Action for Education for All of Nepal prepared in response to the Dakar declaration called for expanding access along with the concept of inclusive education for children who were outside the reach of education due to various reasons. Following the World Education Forum 2015 held in Incheon, Korea, Nepal also developed National Framework for Sustainable Development Goal 4: Education 2030 towards the attainment of goals and targets established under UN Sustainable Development Goals. The Framework prepared by Nepal for making education equitable and inclusive in accordance with the SDG goal related to education provide an importance basis for this plan.

The preamble to Nepal's Constitution calls for making Nepal an inclusive society. It makes access to basic education a fundamental right and provides for compulsory and free basic level education for all. It also grants the right to receive education in the mother tongue to all linguistic communities. The 2019 National Education Policy puts forth various policies for enhancing equity and inclusion in education. The 2018 Compulsory and Free Education Act, the 2017 Act relating to Rights of Persons with Disabilities, and the 2020 Compulsory and Free Education Rules have the provision of offering scholarship and free school education, higher education, and technical and vocational education to persons with disabilities and communities that lag behind socioeconomically through educational institutions identified by the government. The MoEST prepared Consolidated Equity Strategy in 2014 for guiding the policy on equity and inclusiveness in education and facilitating its implementation. Likewise, the 2010 National Framework on Child-friendly School has laid a basis for an inclusive educational environment.

### **ii. Dimensions of Equity and Educational Response**

Disparities exist in the access to and participation in school education and learning due to various reasons including **caste/ethnic and linguistic** backgrounds. A number of special and targeted programmes are implemented to increase the access to and participation of Dalits, Janajatis, minority groups, and various linguistic minority groups which have comparatively lower access, participation and learning attainment. Among these include residential and non-residential scholarships, learning through mother tongue and multilingual education, and inclusiveness in teacher appointment for Dalits and Janajatis. Likewise, the policies of respecting diversity considering gender, cultural, religious, caste and ethnic sensitivities in the curriculum; the localization of curricula and learning activities to encompass local languages, cultures, history, knowledge and skills in school education; the policy to establish a link between traditional learning methods and formal education are in place.

Looking at the quantitative achievements of caste/ethnic and linguistic inclusiveness and equity, the GER of Dalit students has increased in basic and secondary levels: 19.2 percent in grades 1–5, 16.4 percent in grades 6–8, 12.9 percent in grades 9–10 and 10.1 percent in grades 11–12. Likewise, the GER of various Janajati communities has increased: 32.2 percent in grades 1–5, 35.2 percent in grades 6–8, 36.5 percent in grades 9–10 and 34.4 percent in grades 11–12. Compared to the proportions of these groups in the population, the GER of Dalit students in grades 11–12 seems low, whereas the proportions of Janajati and Dalits in other grades seem high compared to their proportion in the population. Inclusive posts have been determined in teacher appointment for Dalit, Janajati and Madhesi communities.

A few targeted programmes are being conducted and provision has been made for gender-responsive budgeting for the promotion of **gender** equity. The gender equity related targeted programmes in education include providing scholarships for all girl students of Grades 1–5; addressing gender sensitivity concerns in the curriculum and incorporating CSE and reproductive health topics in the curriculum; conducting menstrual health and hygiene programme; making sanitary pads available to adolescent girls; and provision of separate toilets for girl students; inclusive provision of female teacher appointment; mandatory participation of female in school management committee. The gender focus under the SESP also seeks to address the effects of the ‘gendered’ informal workload (such as caring of siblings and other family members) that falls upon girls, as well causes the admission of under-age children in ECED, for example through undertaking an assessment of cost of care. Similarly, provision has been made for gender focal point for hearing children’s grievances and suggestions in writing and orally and provision of grievance hearing in school. In addition, topics of inclusiveness and equity have been included in teacher training. The achievements so far include GPI reaching an equal rate in secondary level enrolment, the rate being 0.99 at basic level, and the percentages of female teachers reaching 41.6 percent and 15.9 percent at basic and secondary levels respectively.

Currently, 380 resource classes, 36 special schools, 12 blind and deaf schools and 23 inclusive schools targeted at children with **disabilities** are in operation throughout the country. Residential and non-residential scholarships according to the type and level of disability; making learning materials disability sensitive; development of Braille and digital materials for the visually impaired; and development of disability-friendly physical environment are some of the disability-targeted programmes. According to flash data of 2022, 20,491 children with disabilities are enrolled in ECED, basic level and secondary level. This enrolment rate seems very low compared to the population of persons with disabilities of various forms in Nepal, which is 1.94 percent. Similarly, provision of inclusive posts has been made for persons with disabilities in teacher appointment.

Provision has been made for alternative learning, scholarships and other support for **children in various vulnerable situations**. However, adequate and convenient educational provision has not been made for children living in vulnerable situations of various forms such as street children, survivors of sexual exploitation and human trafficking, orphan and sick children.

Residential and non-residential scholarships have been provided for **the economically deprived**. Nearly 2.6 million students received such scholarships in BS 2077. As per tables 4.1 and 4.2, the percentage of students receiving various types of scholarship is nearly 50 percent of the total student population. About 70 percent of the total students of Grades 1–5 have received one or another type of scholarship. However, the non-economic criteria and the low rate of most scholarships have limited the attraction and effectiveness of most scholarships (DOE, 2075).

TABLE 5.3.1: VARIOUS TYPES OF RESIDENTIAL SCHOLARSHIPS

S.N.	Types of scholarships	Number of students	Annual amount
1	Feeder hostels for girls	420	A total of NPR 40,000 per
2	Students with disabilities	7,487	student at the rate of NPR
3	Freed Kamlaris (bonded labourers)	303	4,000 a month for 10 months
4	Himalayan hostels	1,736	
5	Children from endangered and marginalized communities	50	
6	Street children and child labours	250	
<b>Total</b>		<b>10,246</b>	

Source: MoEST, Programme Implementation Manual, 2077/078

Among the residential scholarships, the number of Kamalari scholarships is gradually decreasing and will end in a few years, whereas the model school scholarship needs to be linked to students' need and equity. In this way, the number of residential scholarships should be maintained hovering around their current number. The scholarship amount needs to be adjusted with the inflation. The types of scholarships, targeted student number and scholarship amount provided in 2021/22 under non-residential are as follows.

Table 5.3.2: Non-residential scholarships

S.N.	Types of scholarship	Number of students	Annual amount (NPR)
1	Children with a disability: <ul style="list-style-type: none"> <li>Educational materials</li> <li>Transport expenses (if needed)</li> <li>For assistants</li> </ul>	45,116	1,000 3,000 5,000
2	Girl students <ul style="list-style-type: none"> <li>Karnali, Grades 1-5</li> <li>Karnali, Grades 6-8</li> <li>Other (except Karnali), Grade 1-5</li> </ul>	1,573,371	1,000 1,500 400
3	Dalits	831,712	400
4	Children from endangered and marginalized communities	52,639	500
5	Freed Kamalari <ul style="list-style-type: none"> <li>Grades 1-8</li> <li>Grades 9-10</li> <li>Grades 11-12</li> </ul>	290	1,500 1,800 5,000
6	Poverty-focused <ul style="list-style-type: none"> <li>Grades 9-10</li> <li>Grades 9-12 (except science subject)</li> <li>Grades 9-12 (science subject)</li> </ul>		6,000 18,000 24,000
7	Conflict-affected children <ul style="list-style-type: none"> <li>Grades 1-5</li> <li>Grades 6-8</li> <li>Grades 9-10</li> <li>Grades 11-12</li> </ul>		12,000 14,000 16,000 18,000
8	Children of martyrs <ul style="list-style-type: none"> <li>Grades 1-5</li> <li>Grades 6-10</li> <li>Grades 11-12</li> </ul>		12,000 18,000 24,000

Source: MoEST, Programme Implementation Manual, 2077/078

Except for poverty-based scholarships, all other scholarships are groups-based and provided to all the children who belong to the groups concerned so there is no need of selection criteria. Children for poverty-based scholarship are selected according to quota on the basis using Proxy Means Testing (PMT) method for selection. The number of children of Kamalari (former bonded labour), and conflict-affected and martyr families receiving non-residential scholarships is on the decline. A total of 2.6 million children are receiving non-residential and residential scholarships in FY 2021/22 for which NPR 2.7 billion has been budgeted for these scholarships.

As the scholarships provided to Dalit children, children from endangered, marginalized communities and girls amount to only a few hundred rupees a year, it is difficult to identify the purpose and use of such a small amount of money. Their usefulness can be questioned as they are not poverty-focused (DOE, 2075). Moreover, the fact that all Grade 1-5 students receive free midday school meals and Grade 1-10 students receive textbooks and they do not have to pay fee suggests that the purpose of scholarships, the basis of receiving scholarships and the amounts needs to be reviewed.

### **2) Improvement in Learning Environment**

The National Framework on Child-friendly School has developed various standards for making the school environment inclusive and building construction and improvement standards have been developed for making the physical environment of schools gender- and disability-friendly. The National Framework has taken inclusiveness as an important aspect of child-friendly school. The Comprehensive School Equity Strategy has included the minimum competency for learning in school as part of the Equity Strategy. Provision has been made for separate toilets, menstrual hygiene, including distribution of sanitary pads for adolescent girls.

### **3) Curriculum, Textbooks and Learning Activities**

Although a policy has been formulated for making the curriculum and textbooks socially and culturally contextual as well as suitable for persons with various forms of disabilities and gender-sensitive, this needs to be made even more systematic. Topics of CSE and reproductive health have been included in the curriculum. Although efforts have been made for improving the teaching and learning activities by including the topic of equity and inclusiveness in teacher training, additional efforts are needed to further improve teaching and learning. The social studies curriculum includes some topics of civic education and inclusion. Likewise, various aspects of diversity and inclusiveness have also been included in subjects such as health, population, gender studies, law, civic education at the secondary level. The language policy in education provides for carrying out learning activities in the students' mother tongue and/or local language, however, this policy has been implemented only in a few schools. The use multilingual education needs to be made need-based and its expansion made more effective. Preference of English to mother tongues and/or local languages in a multilingual context as medium of instruction has been an additional challenge.

### **4) Provision of Alternative Learning**

Alternative and open learning opportunities have been created for out-of-school children by conducting open learning programme in Grades 6–8 and 9–10. Such programmes offer alternative opportunities of school education to those persons who cannot attend full-time school regularly for various reasons. At present, 121 open schools and 173 non-formal adult schools are in operation for alternative and open learning. There is a need to increase the opportunities for alternative and open learning in school level by extending it to Grade 12. with providing more flexibility and improving their quality.

### 5) Inclusiveness in Teacher Appointment and Management

As mentioned above, 45 percent of the total teachers posts at school level are reserved for various groups. Likewise, selection of at least one woman has been made compulsory among the members selected by parents in the SMC.

### 6) Inclusive and Special Education for Children with Disabilities

Special schools and integrated inclusive schools are in operation for children with disabilities, whereas the policy of making school's physical and educational environment disability -friendly has been adopted. Residential and non-residential scholarships are being provided according to the type of disability, reading materials are being made disability-sensitive, and reading materials are being developed in Braille and other digital modes for the visually impaired. Likewise, provision has been made for inclusive posts in teacher appointments for those with disabilities.

Despite these provisions, among basic school-going age group (5–12) children, nearly 5 percent of children are still out of school. As the dropout rate is significant so is retention rate and measures must be taken to improve the dropout and retention rates. The NER of secondary level shows that 44 percent of the secondary school age population are out of school. Likewise, the educational attainment of about two-thirds of the students who complete schooling of various levels is not satisfactory (ERO, 2018, 2019, 2020, 2020a). Equity and inclusive measures need to be enhanced to address the education needs of children who are out-of-school, children who drop out of schools without completing the full cycle of education, and those who have not been able to attain expected educational achievement.

As per the education policy of Nepal, priority should be given to enrolling and retaining children who are from Dalit, Janajati, endangered communities, remote geographical areas, vulnerable, economically disadvantaged, conflict affected, socially and economically deprived. Likewise, children with disabilities should attend school and the learning environment should be inclusive with the provision of disability-friendly learning environment and materials. It is necessary to make the education system equitable and inclusive by introducing diversity, equity and inclusiveness in the whole education system, including curriculum, reading materials, and teaching and learning process. The scholarship system should be made poverty-centred and needs-based and implemented in an attractive and effective manner by increasing the scholarship amount and focusing on target students. Priority should be given to the use of the mother tongue or local language in the early grades of basic level and shifting to other languages, as needed. Equity and inclusiveness should be promoted by ensuring the impact of stereotypical thinking and behaviours on children and their safety from all forms of bullying and discriminatory behaviours. Suitable programmes should be developed for ensuring inclusiveness and equity in education of school level by carrying out studies on the effectiveness of the implementation of the Comprehensive Equity Strategy and learning from their lessons.

#### 5.3.2 Objectives

1. To increase participation of persons belonging to targeted groups (Dalits, Janajatis, endangered communities, those living in geographically remote areas, vulnerable, physically challenged, economically disadvantaged, conflict affected, minorities, and socially and economically deprived children) in education and improve their learning outcome by providing easy access to school education.
2. To deliver quality educational services by strengthening the school education system by integrating the values of diversity, equity and inclusion.

3. To create an environment conducive to regular attendance, participation and learning of children by ensuring that it is free of any forms of discrimination, abuse and bullying in school.

### 5.3.3 Strategies

#### Equity

1. Continue to implement the Consolidated Equity Strategy for the Nepal School Education Sector, including the actions based on the recommendations from the 2020 independent evaluation of the Strategy.
2. Make school child-friendly, disabled-friendly, gender-friendly, environment friendly and disaster resilient by meeting the physical and educational conditions required for learning in school.
3. Make public declaration of the municipalities that are able to ensure the enrolment and participation of all children of basic education age group as they fulfil the required criteria of compulsory and free education.
4. Expand need-based alternative education programme and extending it to Grade 12.
5. Identify the types and forms of disabilities and arranging for schooling of children with disabilities through appropriate educational approach.
6. Make the provision of scholarships to the targeted groups based on poverty and provide it for the children who are economically disadvantaged, deprived, vulnerable and disabled. Review scholarship amount given to various groups and make it purposeful; revise scholarship administration system with the provision of providing a lump-sum grants to Local Levels by Federal Government; develop a manual that helps Local Levels administer the various scholarship schemes; encourage Local Levels to mobilize additional funds and provide scholarships to the targeted students with possible addition of scholarships amounts and student numbers receiving scholarships.
7. Give priority to providing opportunities for learning through the use of mother tongues and/or local languages in a multilingual context at basic level.

#### *Inclusive Education*

1. Make curricula and curricular materials inclusive and gender, disability, socially and culturally sensitive. Likewise, incorporate topics related to local languages, cultures, geography, history and civic knowledge and skills, comprehensive sexual education and reproductive health in curricula and linking learning to life skills.
2. Update IEMIS by incorporating necessary equity indicators and update the Consolidated Equity Strategy and equity indicators and use them in the formulation, implementation and monitoring of educational plans.
3. Create a child-friendly environment by making the learning activities participatory, maintain diversity with students' needs and make school free of any forms of discrimination, abuse and bullying.

#### 5.3.4 Outcome

Existing disparities based on gender, socio-economic status, disability, ethnicity, province/region, linguistic background etc. are reduced in a number of core education indicators, including student enrolment, class participation, learning achievement.

#### 5.3.5 Outputs, Key Activities and Targets

This section presents the expected outputs, activities and targets related to equity and inclusion in school education. Table 5.3.3 presents the expected outputs, key activities and physical targets for achieving them, and the key responsibility of implementing them.

TABLE 5.3.3: OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO EQUITY AND INCLUSION

Outcomes	Outputs	Key Activities	Physical Targets			Responsibility
			Unit	5-year target	10-year target	
1. Disparities based on gender, socio-economic status, disability, ethnicity, province/region, linguistic background etc. are reduced in a number of core education indicators including student enrolment, class participation, learning achievement.	1.1 Key educational indicators are improved notably as a result of easy access of girls, Dalits, Janajatis, endangered communities, disabled, geographically remote areas, vulnerable, economically disadvantaged, conflict affected, minorities, and socially and economically deprived children to school education.	1.1.1 Identify the causes of being deprived of education and formulate and implement alternative education programmes and support system based on individual needs (see also 4.2.5 1.1.3)	Frequency	1	2	Local Levels
		1.1.2 Assess children's disabilities status and classify them accordingly (see also 4.1.52.3.6)	Frequency	5	10	Local Levels
	1.2 The number of schools fulfilling the requirements of basic infrastructures for learning with a child-, disability- and gender-friendly environment are increased.	1.2.1 Revise Child-friendly School Framework and Equity Strategy	Frequency	1		Federal Government, Provincial Governments and Local Levels
		1.2.2 Formulate and implement programmes for equipping all basic schools with physical and educational infrastructures such as buildings, classrooms, furniture, laboratories, toilets, drinking water, libraries, book corner and make them disabled, and gender-friendly, environment friendly and disaster resilient (see also 5.7.5)	Included in the section on physical infrastructure development			
	1.2.3 Establish a mechanism for ensuring that no discrimination, abuse and bullying of any form takes place in school (see also 4.2.5 1.2.2, 5.4.5 3.2.1 & 5.8.5 1.1.2)	1.2.3 Establish a mechanism for ensuring that no discrimination, abuse and bullying of any form takes place in school (see also 4.2.5 1.2.2, 5.4.5 3.2.1 & 5.8.5 1.1.2)	Mechanism	1		Local Levels
1.2.4 Include necessary equity indicators in IEMIS		Included in the section on Monitoring				
1.2.5 Extend the gender networks formed at province level to Local Level and		No. of networks	760	760	Provincial Governments and	

## Nepal: School Education Sector Plan 2022/23-2031/32

	<p>1.3 Equity indicators are improved through the enhancement of diversity, equity and inclusiveness in the education system, including curriculum, curricular materials and teaching and learning process.</p>	<p>mobilise them for implementing awareness programmes on child marriage, gender violence, harmful gender practices and positive masculinity, and enhance the capacities of gender focal persons at school level</p>				Local Levels
	<p>1.3 Equity indicators are improved through the enhancement of diversity, equity and inclusiveness in the education system, including curriculum, curricular materials and teaching and learning process.</p>	<p>1.3.1 Conduct orientation of Local Level and teachers to localize the curriculum in line with the National Curriculum Framework as per the local needs. 1.3.2 Adopt and implement the curriculum that is appropriate for children with disability 1.3.3 Make curricula and learning materials disability- friendly and gender accountable (see also 5.1.5 1.4.1) 1.3.4 Include topics on local language, culture, geography, history, knowledge and skills, civic skills, sustainable development, peace education, gender and comprehensive sexuality in the curriculum and link learning to soft/life skills 1.3.5 Implement the provision of receiving education up to basic level in mother tongues/multi-languages and develop and publish textbooks in mother tongues, as needed (see also 5.1.5 1.6.1 &amp; 1.7.1) 1.3.6 Assess curricula, curricular materials, school environment and learning process from equity and inclusion perspective and improve accordingly</p>	<p>Included in the Curriculum and Evaluation section</p> <p>in the Curriculum and Evaluation section</p>			Local Levels
	<p>1.4 A scholarship system is established to support poor, disadvantaged, vulnerable, marginalized and disabled children to enrol in school, continue</p>	<p>1.4.1 Develop and implement scholarship selection and distribution guidelines 1.4.2 Provide scholarships for uniforms, stationery for economically poor students</p>	<p>Frequency 1</p> <p>Number of students</p>			Federal Government and Local Levels Local Levels

## Nepal: School Education Sector Plan 2022/23-2031/32

	schooling and participate in learning	<ul style="list-style-type: none"> <li>• Non-residential scholarship, Grades 1-8</li> <li>• Non-residential scholarship, Grades 9-12</li> </ul>	(annually)	895,000 140,000	910,000 151,500	
		1.4.3 Arrange residential facilities for children from remote areas and other targeted groups 1.5.1 Establish and operate special schools 1.5.2 Operate resource classes	Number of students (annually)  No. No.	20,600	23,400	Federal Government and Local Levels
	1.5 Children with disabilities of various forms identified and need-based inclusive or special learning (residential or non-residential) opportunities are available		No.	48		Local Levels
			No.	380		Local Levels

### 5.4 Cross-sectoral priorities in education

Ensuring inclusive access to quality education requires a cross-sectoral approach to planning programming and implementation. Key indicators, such as enrollment, participation and learning outcomes are, to a large extent, dependent on children's health, nutrition, access to water, sanitation, hygiene and the extent to which they are safe at home, in school and while moving between the two. Schools are also one of the main entry points into households and communities when it comes to providing children and adolescents with skills and knowledge and modelling good practices to mitigate harmful practices and introduce routines that do not just improve the overall quality of life of the child but of their family and society.

The Constitution has guaranteed the special protection of children and given priority to the child's best interests, and mentions child rights to survival, protection, development and participation (Article 39). The constitutional provisions are enshrined in legislation, such as the 2018 Children's Act, which specifies the right to education and the specific right to protection of children of vulnerable groups. The right to education is further specified by the 2018 Act relating to compulsory and free education (MoEST 2018) that confirms that the government is to 'make provisions to provide compulsory education up to the basic level to every child who has completed four years but not completed thirteen years of age', which includes at least one year ECED/PPE. In line with this, Local Levels are to ensure that education is safe and protects children to the extent possible from the effects of natural disasters, accidents, violence and other incidents. The National Strategy on Disaster Management 2009 and Strategic Plan of Action (2018-2030) has stipulated special provisions and highlighted the special priorities given to highly vulnerable population, including children, while developing disaster risk reduction special programs.

In line with Nepal's commitment to the SDG 2030 goals and given the holistic, interlinked nature of these sustainable development goals, the SESP requires an integrated approach to its planning and implementation. The federal institutional setup of the nation facilitates this by having social development sectors consolidated at Provincial Governments and Local Level, as well as a strong record of cross-sectoral planning over the past decade. This allows further strengthening of a holistic approach, based around the education needs of children and the intersectional aspects these have with other sectors. The extent to which the needs are being met is largely defined by the resilience of the child and its household, thus increasing their ability to face risks without this affecting their ability to continue their education and learning.

There are elements of education sector planning where a cross-sectoral approach is of essence, such as early childhood development, disability inclusive education and equity-based/pro-poor targeted programming. However, linkages with health, nutrition, WASH and protection should not be dealt with on a case by case basis but rather by integrating the planning, management, monitoring and implementation of the education sector plan. This requires the institutional setup and appropriate coordination and collaboration mechanisms to be established to facilitate this as part of this plan. Nepal has also a strong foundation of cross-sectoral planning and programming in response to disasters and emergencies through its cluster structure, such as in response to 2015 earthquake and the COVID-19 pandemic most recently.

In the coming years, the sector policies, structures and programs on health, nutrition and school feeding, WASH in schools, and school safety, that have been initiated under the previous education sector plans and have multi-sectoral coordination mechanisms at the different levels of government, will need to be further strengthened and institutionalized. For this, there is a need to review the implementation structures and processes, as well as the overall responsibility and accountability system. This will require an integrated approach where budget allocations and programs to improve infrastructure, implementation and monitoring mechanisms at school level are met with capacity strengthening of Local Levels. This will ensure that resources and facilities (hardware) are utilized properly, maintained and lead to behavioural changes that improve education outcomes and overall quality of life of children and adolescents.

### 5.4.1 Current Situation and Challenges

School health and nutrition (SHN) programmes; water, sanitation and hygiene (WASH) programmes, and midday meal programmes for children of certain grades and regions are being implemented in Nepal. An analysis of the status of the health and nutrition and midday meal programme in Nepal's schools found that it was in line with the Focusing Resources on Effective School Health (FRESH) framework that was recommended by the Education for All Conference held in Dakar held in 2000 (World Bank, 2000). This framework mainly comprises four aspects: (i) determining school health policies, (ii) building safe school environments with safe water, sanitation and hygiene, (iii) providing skill-based health education to students, and iv) providing school-based health and nutrition services. The following sub-sections describe the status of Nepal's health, nutrition, protection, water, sanitation and hygiene are presented below accordingly.

#### i. Nutrition

A World Food Programme-supported midday meal programme began in selected basic schools in Nepal in 1974. This programme continues to be implemented in eight districts in Karnali and Far-Western provinces in 2020/21. The government's Food for Cash programme, which was launched in selected basic schools and communities in 2008, has been scaled up to provide midday meals for all ECED to Grade 5 students in community schools in FY 2077/78. The government has scaled up its investment in midday meals to NPR 8 billion in FY 2077/78. The ongoing Fifteenth Plan and the main strategy papers on the education and health sectors give priority to the provision of midday meals, while the SSDP proposed the school health and nutrition programme, with midday meals, to support student learning and retention in school. Studies and analyses have shown that the midday meal programme has made noteworthy achievements on education, health, nutrition and social security over the past four decades by targeting the parts of the country that suffer from food insecurity and poverty.

Although the government has made significant achievements by providing midday meals for all public-school students from ECED to grade 5, many issues and challenges related to policy and legal provisions, fiscal adequacy and sustainability, appropriate organizational provision for the programme, development of appropriate programmes and programme implementation and management hinder the effectiveness of this programme. Although a recent analysis of Nepal's School Meal Programme conducted by the WFP found good progress in the programme's financial capacity and community participation, the policy and regulatory frameworks, organizational structure and coordination, and programme design and implementation aspects were seen as weak (WFP 2020).

The midday meal programme is implemented based on the Annual Budget and Programme Implementation Manual prepared by the MoEST, while the Standards on midday Meal in Community Schools and Programme Facilitation Manual 2076, published by the CEHRD, lays down standards and procedures for programme implementation, but there is the need for policy guidelines document with strong legal back-up. According to a study legislation is needed to arrange for midday school meal for all school children with parents' involvement, if needed (WFP 2020). Concerning the funding of the programme, most schools have not allocated necessary budget for improving the required physical infrastructure, materials, management and capacity development aspects, including for cooks. And the currently earmarked NPR 15 per meal is insufficient given the increasing cost of nutritious foods. Modifications are needed in the organizational structure from the school to the federal level, forms of vertical and horizontal coordination and collaboration, and scope of work related to midday meals. Priority should be given to using local produce in midday meals and preparing meal options that contain essential macro and micronutrients. The involvement of small farmers, local businesses and parents should be increased in cereals production and distribution. Although the use of local produce in midday school meals has been pilot tested at a few places, these experiences have not been replicated and institutionalized. The midday meal programme needs to be implemented to strengthen students' overall nutrition status.

### ii. School health and nutrition

Up to 2016, about 17 percent of the country's school-aged children (6–19 years) had participated in school health and nutrition programs. Hunger and malnutrition were identified as main barriers to regular attendance and learning for students from households from the lowest socio-economic quintile. About 10.6 percent of children (5 years and under) and 7.1 percent of adolescent girls (10–19 years) had iron-deficiency anaemia, which can cause a loss of 6 points of IQ per child. Less than half of all school-aged children received minimum dietary diversity in their meals, and many went to school hungry. Within this, girls were found to be disproportionately affected (MoHP et al. 2018).

There is growing evidence that student health and nutrition is an important factor for high attendance and low dropout rates. Recent studies of school meal programmes in Nepal have found that such programmes have a positive impact on attendance and enrolment rates and reduce dropout rates. Students receiving school meals were more likely to have additional years of schooling than students who did not. There is evidence that school meals increase the number of years of schooling a child can expect to receive by up to one year (World Vegetable Centre 2017).

In response, the Government has drastically scaled up its midday meal program over the past five years. In FY 2015/16, 648,190 students received meals, however increased budget allocations enabled scale up to all children in school from ECED/PPE to grade 5 (3,028,937 students) in FY 2020/21. The scheme operated through a partnership where the Federal Government supports Local Levels' implementation in 70 of the 77 districts, and the remaining 7 districts are covered by school-based feeding schemes supported through WFP/USDA. The MoEST has also issued nutrition standards and requirements to guide the provision of these meals, as well as guidelines for standardising school meal infrastructure and procurement.

Beyond school meals, the SSDP objectives include increasing the provision of other health and nutrition services in schools. These consist of deworming, and supplementary iron and folic acid tablets to prevent anaemia among adolescent girls and gender-separate WASH facilities and availability of free menstrual hygiene management to minimize the risk of girls dropping out. Local Levels have been given guidelines developed by MoEST for the financing and operational aspects of school meals. A meal planner and associated guidelines were developed in 2019, although there are reports indicating that water deficiencies in many schools undermines hygiene (Sofreco 2020). Enhancing coordination between MoEST and Local Levels for improving school infrastructure, and ensuring local compliance with MoEST guidelines, would further strengthen the quality of these services.

Despite the government's investments in student health and nutrition services, per capita funding remains low. Increasing funding for these services would require building the capacity of Local Levels to complement federal funding. Further major challenges include managing the school feeding program effectively, linking and integrating it with the health and nutrition of school children, developing an efficient and sustainable organizational set up, and ensuring adequate and sustainable financing. There is also a need to strengthen local capacity, particularly as Local Levels are now responsible for implementing and carrying out related policy functions.

### iii. Water, Sanitation and Hygiene

The Constitution of Nepal has guaranteed basic level water and sanitation facilities as a fundamental right (article 30). This has been confirmed with the mandate to ensure adequate access to WASH facilities as a concurrent right across Federal Government, Provincial Governments and Local Levels. Over the past decade, sanitation has been taken as an integral part of nation building and its perimeter has broadened with the foundation of dignity, health, development activities, livelihood, social empowerment and prosperity. The COVID-19 pandemic further elevated

the importance of sanitation and hygiene within schools as an important measure to curb transmission. Improving the quality of drinking water is a government priority with forthcoming policy advances that include guidelines to monitor water quality and the pioneering promotion of 'water safe communities', as well as improved coordination among WASH sector agencies. To facilitate this, the Government of Nepal has formulated the guidelines for WASH in Schools and Total Sanitation to achieve the total sanitation target in the post ODF (open defecation free) context. Furthermore, the government WASH Sector Development Plan (SDP), that is currently being finalized to present a roadmap up to the 2030 SDGs, flags that significant additional resources are needed to achieve the SDG and national targets on water, sanitation and hygiene.

WASH facilities are included as one of the five Prioritized Minimum Enabling Conditions (PMECs) and the SSDP's program result framework included monitoring the percentage of schools that have gender segregated toilets. As the Government of Nepal declared Nepal as an ODF country in 2019, it is necessary to ensure sustainable sanitation services in schools. The current access to toilet facilities in government schools is 81.3 percent; separate toilets for girls are found in 67.6 percent of schools; and adequate drinking water facilities are available in 79.7 percent of schools. As well as being a condition for an enabling learning environment, WASH facilities are a dominant factor to ensure gender parity in participation. Research shows that many girls being unable to manage their menstruation confidently and effectively because of inadequate menstrual hygiene facilities in schools; prevailing negative socio-cultural restrictions and practical and logistical reasons such as: shortage of soap and water, sanitary products, sanitation and waste disposal facilities in school environments (Sommer et al. 2016).

Despite achievements made in the WASH sector, Nepal has had to overcome major challenges and issues. These include (but are not limited to) (i) poor drinking water quality, (ii) functionality of water supply systems, (iii) equity/regional disparity in access to WASH services (including schools) for the disadvantaged and marginalized population, (iv) poor hygiene practices especially around handwashing with soap, menstrual hygiene and child faeces management, and (v) lack of resilience and adaptation of WASH infrastructure to climate changes and disasters.

#### **iv. Protection**

There are three key themes of child protection that are considered in regard to education: (i) protection of school-going children from natural disasters and diseases, (ii) protection from conflict, and (iii) protection from violence, exploitation and abuse. One of the main types of violence that children and adolescent can encounter is gender-based violence (GBV), especially (but certainly not limited to) violence experienced in and on the way to and from school. The rapid expansion in smartphone use, which further accelerated in 2020 due to the COVID-19 pandemic, has seen the emerge of online sexual harassment and bullying, as well as so called grooming of minors for exploitation.

Physical, emotional and sexual forms of bullying are prevalent in schools in Nepal. Available data (GSHS 2015, NASA 2019) indicate that approximately half of children aged 13-17 experience some form of bullying, with boys being more likely to report this than girls.

To address violence in schools, the National Education Policy (2019) includes statements against GBV and there are relevant strategies in the SSDP. Efforts are being made to operationalize a functional GBV reporting and response system in schools through the Complaint Response Mechanism (CRM). Efforts to include GBV awareness in the curriculum and teacher training have been accomplished to an extent.

Sexual violence is a hidden problem in and around schools. Both girls and boys report witnessing and experience sexual harassment and abuse at the hands of peers, and adults (especially men) within their household,

community and schools. Analysis of reported incidents shows that girls are targeted significantly more often than boys. Recognizing the efforts made under CRM, further institutionalisation is required to enable children to report incidents of GBV and refer them if necessary. Furthermore, practical guidance is needed to mobilise schools and communities to address different forms of GBV and coordinate the various interventions that are practiced at the school level. Finally, there is limited engagement with parents in the community to address GBV in and around schools outside of projects, and GBV is not yet reflected in local and co-curricular activities.

### 5.4.2 Objectives

1. To ensure that education takes place in safe learning environments that respond to needs of students related to their health and physical/mental well-being.
2. To improve children's participation and retention rates in school by ensuring that students in every school receive local produce-based healthy and nutritious food daily by improving the provision of midday meal.
3. To improve children's nutrition and health and subsequently their learning achievements by improving the quality of health, WASH, nutrition services by strengthening the coordination and participation of parents, Local Levels and other stakeholders.
4. To establish mechanisms that ensure adequate linkage between education and other sectors (WASH, health, nutrition, protection) to facilitate cross-sectoral planning, programming and budgeting in the education sector.

### 5.4.3 Strategies

#### Overall

1. Develop a National School Health, Nutrition and Water, Sanitation and Hygiene policy and strategy at the federal level and associated integrated plans at the Provincial Governments and Local Level. And establish a clear responsibility and accountability and collaboration mechanism based on the strategy and identify a single unit to manage program implementation. Implement all the components of the policy and strategy of school feeding, nutrition and health, water supply, sanitation, hygiene, and health education, in an integrated way at schools.

#### Health and nutrition

1. Revise and/or develop the policy and regulatory framework to govern school health and nutrition including school feeding and WASH.
2. Strengthen financial sustainability for the multi-year funding of school feeding programs, increase the standard per capita school feeding cost, expand the program to cover higher age-group children and develop infrastructure and management capacity.
3. Enhance collaboration with the government's specialized/technical agencies, including the Department of Food Technology and Quality Control (DFTQC), the Department of Health Services (DoHS), at national and sub-national levels for improving the quality, diversity and safety of school feeding and other health and nutrition services.

4. Increase engagement with the Ministry of Agriculture and Livestock Development for a coordinated effort to strengthen local markets by supporting local smallholder farmers and cooperatives to produce for the school meals market.

### WASH

1. Develop a costed WASH in school program as part of the SESP program with annual targets on establishment accessible, clean, lockable, age, gender and disability friendly toilets with a consistent water supply, hand washing facility with soap and water and waste disposal; availability of menstrual management supplies and logistic arrangements to ensure stocking; pain management and private spaces to rest available for girls when required; availability of safe drinking water supply; MHM education, monitoring and accountability, operation and maintenance arrangement with necessary resources to ensure functional WASH facilities at all times for all;
2. Awareness and curricular modules to challenge negative associations and harmful social practices, including responsive teaching guidance in gender disaggregated and age-appropriate classes and resources to the teachers so that they feel equipped and confident in answering questions and providing accurate information;
3. Capacitate Local Level inter-sectoral mechanisms to develop local guidance on integrated health, nutrition and WASH to identify and mobilize resources to support schools to implement integrated school health, nutrition and WASH packages. Including MHM, WASH classes with behaviour change communication and focal teachers in schools.

### Protection

1. Update the CSS minimum package to include indicators and minimum standards to ensure safety from transmission of COVID-19 and from violence based on gender, caste and ethnicity.
2. Include the CSS minimum package as one of the overall minimum enabling conditions with annual targets of percentage of schools that is to meet these.
3. Review and adapt the complaint response and referral mechanism to be rolled out across the country.

#### 5.4.4 Outcomes

Cross-sectoral outcomes are envisioned across the following areas:

#### Health and Nutrition

Children can participate in school and lead healthy lives, with adequate nutrition, which are free of serious preventable diseases.

#### WASH

While in school, children have access to safe and functional WASH facilities that are adequate and appropriate to their needs regardless of age, gender, religion or disability status.

### Protection

Children of all backgrounds learn in educational settings where protection and violence prevention are embedded in policies, systems and curriculum. No child experiences violence and exclusion in and around schools and is supported to access services.

#### 5.4.5 Outputs, Key Activities and Targets

This section describes the expected outputs related to midday meal, health, WASH and nutrition for achieving the objectives of this plan. Table 5.4 presents the expected outputs, key activities and physical targets for achieving them, and the major responsibility of implementing them.

TABLE 5.4: EXPECTED CROSS-SECTORAL OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS

Outcomes	Outputs	Key Activities	Physical Targets		Responsibility	
			Unit	10-year target		
1.Children can participate in school and lead healthy lives, with adequate nutrition, which are free of serious preventable diseases.	1.1 The School Health and Nutrition Strategy (2006) is updated and revised to clarify the roles and responsibilities for school health and nutrition, providingmidday meals, and regulatory frameworks and standards and operating procedures for implementation are developed and implemented.	1.1.1.1 Develop legal and regulatory framework documents (revise the health and nutrition strategy; revise the JAP); strengthen legal provisions formidday meals; develop health, nutrition, sanitation and hygiene standards and local implementation models)	Number	5	5	Federal Government, Provincial Governments and Local Levels
		1.1.2 Develop programme implementation manuals onmidday meals, health, nutrition for schools and Local Levels	Number	2	2	Local Levels and schools
	1.2 First aid kits are distributed and replenished to schools; students' periodic health check-ups are carried out for physical and mental health screening; deworming tablets are provided to the students;	1.2.1 Carry out periodic health check-ups; distribution of deworming tablets	Students	25 million	50 million	Local health facilities and schools
1.2.2 Distribution and replenishment of first aid kit to schools		Percentage of schools	100	100	MoHP/local health facilities	
1.3. Basic education on health (including CSE), nutrition, and food security, are received by students at schools.		1.2.3 Develop mechanisms for school-based psychosocial and psychological first aid.				
		1.3.1 Provide education on health (including CSE), nutrition, and food security.	Percentage of schools	100	100	Local health facilities and schools

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets		Responsibility		
			Unit	10-year target			
	1.4 All community school students in ECED to Grade 8 have received healthy, nutritious and local product-based midday school meals through Local Levels (see also 4.1.5 output 2.1 & 4.2.5 output 2.5)	1.4.1 Make the provision of kitchens, stores, utensils and other materials for cooking midday meals	Percentage of schools	100	100	Provincial Governments and Local Levels	
		1.4.2 Provide healthy and nutritious midday meals for all entitled students	Student (annually)	3,500,000	3,800,000	Included in basic and ECED sections	
		1.4.3 Develop capacity for preparing menu and other periodic activities	Place	753	753	Local Levels	
		1.4.4 Provide training and support for local agricultural cooperatives and farmer groups that supply food for midday meals	Place	753	753	Local Levels (in coordination with local agricultural development units)	
		1.4.5 Study of programme effectiveness, efficiency and per unit cost and study of various modalities of midday school meals	Number	2		Federal Government, Provincial Governments and Local Levels	
		1.5 Human resources with adequate capacities and sound implementation mechanisms and institutional arrangements are in place in all tiers of government for the implementation and management of the health and nutrition programme with midday meals, and schools have the mechanism and	1.5.1 Identify, establish and operate, structures related to midday meals, health, nutrition and sanitation and hygiene in MoEST, Provincial Governments, Local Levels and schools with necessary human resources	Level	761	761	Federal Government, Provincial Governments and Local Levels
			1.5.2 Provision of a health worker for students in each school	Percentage of schools	75	100	Provincial Governments and Local Levels

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets		Responsibility	
			Unit	10-year target		
2.All schools have functional and safely managed WASH facilities and that all will use them in schools.	capacity to implement these programmes in an integrated manner, including the provision of health workers services at school					
	2.1 Each school has the provision of sufficient accessible separate toilets and urinals for girls and boys with adequate water, cleaning materials proportionate to the number of students in all schools; changing room for adolescent girls; the proper disposal of waste and sanitary pads; the provision of hand-washing areas, clean drinking water, cleaning in and around classroom and school premises.	2.1.1 Ensure basic WASH facilities by constructing separate accessible toilets and urinals for girls and boys with adequate water and cleaning materials proportionate to the number of students in all schools, establish hand-washing area, arrange changing rooms for adolescent girls; disposal of waste and sanitary pads, clean drinking water, cleaning in and around classroom and school premises.	Percentage of schools	92	99	Local Levels and schools
	2.2 Sanitary pads are distributed regularly to adolescent girls and disposed safely.	2.2.1 Provide sanitary pads to adolescent girls of Grade 6 to 12 for menstrual hygiene and ensure adequate waste- and disposal management	Students	5 million	10 million	Local Levels
	2.3. Basic education on sanitation and hygiene are received by students at schools, and adolescent girls are provided with education on menstrual hygiene.	2.3.1 Provide education on hygiene for students in schools and education on menstrual hygiene for adolescent girls	Percentage of schools	100	100	Local health facilities and schools
2.4 WASH in School Guideline reviewed in the context of		2.4.1 Review the existing institutional set up at different	Number	1	Federal Government,	

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets		Responsibility
			Unit	10-year target	
3. Children of all backgrounds learn in educational settings where protection and violence prevention are embedded in policies, systems and curriculum, where children experiencing	institutional set up in the federalisation and implemented	level considering federalisation			Provincial Governments, Local Levels
		2.4.2 Review the indicators based on learnings if required	Number	1	Federal Government, Provincial Governments, Local Levels
		2.4.3 Dissemination and capacity building of all three tier of government and stakeholders	Number	1/7/753	Federal Government, Provincial Governments
		2.4.4 Local Levels to achieve and maintain quality WASH facilities in their schools <sup>10</sup>	Number	500	Local Levels
		2.4.5 No of school meeting basic/advanced WASH in school standards	Number	20,674/5,000	Schools
3.1. Each school has the provision of sufficient boundary walls.	3.1. Each school has the provision of sufficient boundary walls.	3.1.1 Construct boundary walls.	Percentage of schools	100	Local Levels and schools
		3.2 Local Levels facilitate coordination between schools, education units and other relevant organisations to ensure issues affecting children's safety are referred and addressed.	Mechanism	1	Local Level

<sup>10</sup> The standards for quality WASH facilities in schools have been based on the 'Three-star approach', which refers to the system of standardizing WASH services, behaviours and institutional set up in the school whereby schools conduct self-evaluation of existing water and sanitation facilities, ensures hygiene practices, ensures institutional strengthening, and sustainability based on prescribed indicators; and, as certified by a committee designated by the rural municipality or municipality on the recommendation of the school management committee, classify schools as one, two or three star.

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets		Responsibility
			Unit	10-year target	
Violence and exclusion in and around schools are supported to access services.		1.2.3, 5.4.5 3.2.1 & 5.8.5 1.1.2)			
		3.2.2 Extend the gender networks formed at province level to Local Level and mobilise them for implementing awareness programmes on child marriage, gender violence, harmful gender practices and positive masculinity, and enhance the capacities of gender focal persons at school level	No. of networks	760	Provincial Governments and Local Levels
		3.2.3 School safety assessments are undertaken, including of risks to students moving to and from school.	Local Level	350	Local Levels
		3.2.4 Schools nominate a child safeguarding lead person, for orientation on policies, codes of conduct, CRM and protection referral processes.	Local Level	350	Local Levels
		3.2.5 Local Level to facilitate inter-sectoral working group on child protection and safeguarding	Local Level	350	Local Levels

## 5.5 Information and Communication Technologies in Education

The efficient and effective use of ICT in education helps improve student learning; make learning relevant; motivate students towards learning; and achieve good governance by improving educational management. The development and use of ICTs in education helps narrow the digital divide by extending access to ICTs to all students; improves learning by using ICTs for teaching and learning; extends equitable access of all to education; and guarantees good governance by making the management and governance approach to education efficient and effective (MoE, 2013). The Master Plan of Information and Communication Technology in Education 2013 has identified four priorities: (i) preparing ICT structures (connectivity, materials, data); (ii) developing human resources; (iii) developing digital materials; and (iv) improving teaching methods and management. The masterplan has defined strategies, activities, and targets in these four areas. As they are equally relevant in the present context, the strategies, activities, and targets have been updated and revised in line with the current needs and they are included in this plan.

The COVID-19 pandemic reaffirmed the need for the effective use of ICTs in school education. ICTs can give continuity to teaching and learning during disasters and pandemics. Although efforts were made to continue learning using ICT (including online and offline) insufficient capacity and structures restricted their coverage. This calls for developing ICTs in education to improve access.

### 5.5.1 Current State and Challenges

#### i. Policy provisions

Various policy provisions related to ICT in school education have been introduced. Nepal introduced the Broadband Policy 2071 that provides policy clarity on ICT connectivity and safety in school. Likewise, Nepal's Information and Technology Policy 2072 has laid down the policy on extending access to ICT infrastructure, including the implementation of the Master Plan on ICT in Education. The Digital Nepal Framework 2076 calls for providing ICT education, geospatial and GIS education in schools and campuses, developing capacities of ICT related education and providing literacy in information and communication technology to all.

The National Education Policy 2076 and the Science and Technology Promotion Policy 2076, approved call for building ICT infrastructure in schools and educational institutions, extending connectivity, managing necessary materials and human resources for using ICTs in teacher training, teaching, and learning and management. These documents provide a policy basis for ICTs in education while the ICT Master Plan, 2013 outlined specific strategies, programmes, and targets.

#### ii. Plan and Programmes

The ICT Master Plan for 2013–2017 outlined a number of strategies, among others, for extending the use of ICTs in school education, which among others include, developing and using ICT infrastructure and the internet for teaching and learning in 10,000 schools; expanding the use of ICTs by teachers and other school personnel in their work; establishing digital data centres in all resource centres; making arrangements for continuous learning; including the ICT in the curriculum; preparing interactive digital learning materials; establishing a platform for sharing digital materials with all resource centres; digitizing the educational information and management system; and developing resource centres as ICT hubs. Strategies and goals were set in the master plan for implementing programmes.

Likewise, ICT activities were included in the SSDP: installing the facilities to use ICT for teaching in schools; developing schools' ICT infrastructure and providing teaching and learning materials; designing e-materials for teaching science, mathematics and English in schools; establishing ICT learning centres in model schools; implementing computerized government accounting software (CGAS); and developing the IEMIS.

### iii. State of Policy and Programme Implementation

Several policies and programmes related to the development and use of ICTs in education are being conducted. Although some progress has been made in the ICT structure, including access to electricity and computers, internet connectivity, development of and access to digital learning materials, human resource development, including teacher capacity, and application of ICTs in teaching and learning and management, improvements are needed.

Although the rollout of ICT facilities to schools is improving year by year, and most secondary schools have ICT facilities, many of these facilities are inadequate and very few schools use them for teaching and learning. Many schools randomly acquire ICT equipment from individuals and organizations. The 2022 Flash report shows that, 61.1 percent of the 27,890 community schools that were operating had electricity supplies, 42.3 percent of them (nearly 12,000 schools) had computer facilities and 21.6 percent (nearly 5,400) have internet connection..

Since 2019/20 (BS 2076), the Nepal Telecommunications Authority has been developing IT laboratories in 1,000 schools by soliciting proposals through the Rural Telecommunications Development Fund and working to connect all secondary schools to the internet. In addition, several organizations and companies are supporting the development of IT laboratories in some schools. Despite these efforts, the challenge of expanding and managing basic ICT-related facilities, including internet connectivity, in all schools remains.

Along with ICT infrastructures, the development and availability of digital resources are a challenge. There has been very limited progress in establishing digital libraries, data centres and digital studios. The CDC has prepared a few digital resources in maths, science and English subjects for Grades 6, 7 and 8 under the SSDP. Similarly, a few private sector organizations are also developing digital resources in various subjects. A few textbooks are being digitized for the visually impaired. Since the outbreak of COVID-19 pandemic, such digital resources have been uploaded in a separate portal. The e-copies of the resources developed by the CDC are also being uploaded in the web site. To give continuity to learning during the COVID-19 pandemic, classes are also being conducted through virtual mode. Even if digital resources are available to some extent, they are not available in adequate quantities and the existing resources are not interactive and not easily accessible for various reasons. Furthermore, there are challenges in producing materials suitable for children with various types of disabilities.

Although training is being given to trainers, teachers and staff in the use of ICTs, it needs scaling up. Capacity-building programmes on use of ICTs in learning need to be conducted for teachers.

The IEMIS has been linked to the web, but it is not yet fully operational due to the lack of ICT resources, including computer, and internet connectivity. In the same vein, as there are different educational information systems for schools, technical education and vocational training and higher education, interlinking them is difficult. IEMIS has been established and an online SUTRA has been developed for financial reporting. Similarly, several tasks such as applying for various information and services have been made online. Further work is needed to streamline schools' accounting system and make tasks such as those related to examination forms online based.

Other challenges in regard to the use of ICTs in schools are the lack of basic structures for ICT such as electricity and internet connectivity in most schools and insufficiency of ICT equipment even in those schools that have access to electricity and internet connectivity and lack of capacities for their operation and use. Furthermore, most schools have not adequately used computer in teaching and learning. Lack of capacity among teachers, poor availability of digital resources, lack of materials suitable for children with different forms of disabilities are some of the constraints in this regard. This has posed a host of challenges in narrowing the digital divide. The lack of an integrated national system with a central level data centre, digital laboratory and digital library for ICT in school education; the inability to expand e-governance in education service delivery and management have made use of ICT in education difficult. Challenges are also faced in ensuring coordination and collaboration between the three tiers of government and internet service providers and in increasing capacities and improving the quality.

### 5.5.2 Objectives

1. To expand the use of ICTs in teaching-learning to improve the pedagogy and enhance the quality and relevance of learning. To extend the use of ICT-based education for all students, including those with disabilities.
2. To make different education-related services easily available, efficient and affordable through ICT solutions to reach out to children with quality education.
3. To make overall education management effective, efficient, transparent and equitable by using appropriate ICTs.

### 5.5.3 Strategies

1. Provide basic ICT facilities and equipment to all schools.
2. Establish an integrated educational ICT centre at the federal level.
3. Develop the capacities of all teachers to use ICT for teaching and ensure that newly appointed teachers have basic digital skills.
4. Develop interactive digital materials for different school grades, prioritizing key subjects and upload repositories of school curricula and reading materials available online through the learning portal.
5. Integrate the use of basic ICT skills in different subjects, and include it as a separate subject so that all school students have basic skills in ICT.
6. Introduce integrated programmes and budgets across all three tiers of government for the provision and maintenance of basic ICT infrastructure in all schools, and maintain coordination and collaboration between all concerned agencies to provide the necessary resources and means regularly.
7. Manage the CEHRD Learning Portal more systematically and develop and use useful mobile applications for learning.
8. Develop user-friendly digital materials for students with various types of disabilities.
9. Expand the use of ICTs in teacher training and support and feedback system.

10. Integrate community learning centres and community libraries and make their services easily available and effective via ICTs.
11. Manage the IEMIS more systematically and expand the use of different education services and information management and communication systems.

### 5.5.4 Outcomes

1. Schools are able to provide technology-enabled teaching and learning through the improved provision information and communication technologies and increased use of technologies both by teachers and students.
2. The quality and efficiency of education planning, management and governance is enhanced as a result of increased access to and use of IEMIS.

### 5.5.5 Outputs, Key Activities and Targets

This section describes the expected outputs related to ICTs in education for achieving the objectives of this plan. Table 5.5 presents the expected outputs, key activities and physical targets for achieving them, and the main responsibility of implementing them.

TABLE 5.5: EXPECTED OUTCOMES, OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO ICT IN EDUCATION

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Unit	5-year target	10-year target	
1. Schools are able to provide technology-enabled teaching and learning through the improved provision of information and communication technologies and increased the use of technologies both by teachers and students.	1.1 A central data centre and digital laboratory are established and operated for the effective use of ICT in education	1.1.1 Establish an ICT centre (including a central digital learning platform, digital laboratory and data centre)	Number Operational	1 Continuous	1	Federal Government
	1.2. All community schools and students have access to basic ICT facilities, and the use of ICT in learning and school management is expanded	1.2.1 Expand ICT structure in schools 1.2.2 Extend internet connectivity to all schools	Number of schools % of schools	Included in the section on Basic and Secondary Education 43%		Local Levels
	1.3. ICT-based teacher	1.3.1 Develop the capacity of all training	Number of training centres	Included in the section on Teacher Management and Development		

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets		Implementation Level	
	support system are developed and operated	centres as ICT hub(structure and human resources)				
		1.3.2 Incorporate ICT in teacher development and preparation courses	Level	3	3	Federal Government
		1.3.3 Enhance the capacity of teachers and school management on using ICT	Percentage of teachers	60	80	Federal Government and Provincial Governments
		1.3.4 Conduct teacher and employee training in blended mode	Included under teacher development (Section 4.5)			
		1.3.5 Change the course by making basic ICT skills mandatory for teacher selection	Level	3	3	Federal Government
4. Interactive digital materialsare	4.1 Develop interactive digital	Grade	1–8	1–12	Included in the section on Curriculum and Evaluation	

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level
			Grade	1-8	1-12	
	developed for various grades and subjects and students have easy access to these materials	materials for various grades				Included in the section on Curriculum and Evaluation
		1.4.2 Develop interactive digital materials in a way that are appropriate for persons with various types of disabilities	Grade	1-8	1-12	
		1.4.3 Make digital copies of the curriculum and curricular materials easily available for all	Grade	1-12	1-12	
		1.4.4 Integrate the use of basic ICT skills in the curriculum and learning and develop a curriculum for teaching ICT	Grade Grade	10-12 1-12	10-12 1-12	Included in the section on Curriculum and Evaluation

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets	Implementation Level
2. The quality and efficiency of education planning, management and governance is enhanced as a result of increased access to and use of IEMIS.		1.4.5 Streamline the education portal and develop mobile apps	Frequency 2	2 Federal Government
	2.1. The information technology-based IEMIS is improved and strengthened	2.1.1 Strengthen and Streamline the IEMIS 2.1.2 Develop a system to make various information and services efficient, affordable and effective by using ICT	Frequency 1	2 Included in the section on Monitoring and Evaluation
	2.2. The use of information technology in community learning centres is expanded	2.1.2 Enhance ICT capacity of Community learning centres	Frequency 1	2 Included in the section on Monitoring and Evaluation
			Frequency 1	2 FEDERAL GOVERNMENT, Provincial Governments and Local Levels

## 5.6 Education in Emergencies and Crises

The Government of Nepal is committed to safeguarding children's right to education during emergency and crisis situations caused by wars, conflicts, pandemics or natural disasters. The main aim of education in emergency and crisis situations is to protect the lives of children, individuals, families and communities; manage the crises caused by disasters; protect children from social conflict, violence and abuse; and design and implement programmes that enable the education sector to keep functioning. All this encompasses preparedness against hazards, immediate response for minimising damage and post-disaster recovery.

The three main types of crisis situations in Nepal are related to the following:

- a) **Natural disasters:** To give continuity to safety and learning in situations of earthquakes, floods, landslides, hurricanes, heavy snowfall, avalanches, fires, lightning, drought, and extreme cold and heat.
- b) **Pandemics and epidemics:** To protect health and give continuity to learning in situations of dysentery, black fever, cholera, viral fever, dengue, typhoid, hepatitis, bird flu, influenza, tuberculosis, leprosy, measles, swine flu, COVID-19 and other diseases.
- c) **War, conflict, displacement and migration:** To safeguard children's right to education during civil and external wars and conflicts, communal, religious and political strife, and the resulting exploitation, abuse, displacement and internal and external migration of citizens.

### 5.6.1 Current Situation and Challenges

The policy and programme context related to emergency and crisis situations and the challenges observed are described below.

#### iv. Policy and programme-wise status

The 2019 National Education Policy (BS 2076) calls for development of physical and humanitarian response management and implementation standards for safe learning environments; incorporating disaster readiness, response, reduction and recovery programmes in SIPs. This is to be achieved by imparting theoretical and practical knowledge of disaster management to stakeholders; and developing schools into child-friendly, gender-friendly, disability-friendly and safe, violence-free and fear-free learning centres. Programmes include collaboration with students, teachers and communities to reduce non-structural disasters and risks, including bullying, violence, insecurity, fear, terror, humiliation, and discrimination in schools.

The National Framework on Schools as Zones of Peace and its Operational Guidelines (BS 2068) are aimed at ensuring learning continuity by keeping schools free from the impacts of armed activities and other forms of violence; partisan politics and other interferences; and discrimination, abuse, neglect and exploitation. Likewise, the National Framework on Child-friendly Schools (BS 2067) outlines minimum and expected standards on the nine main areas of school effectiveness to provide education in emergencies and crises. The Safe School Minimum Standards under the Comprehensive School Safety Minimum Package 2018, by focusing on the impact of natural disasters on the education sectors, lays down minimum standards on the three pillars of school safety, i.e., safe learning facilities; strengthening of school disaster risk management; and disaster risk reduction and resilience education for stakeholders and communities, and envisages their school-based implementation.

The Comprehensive School Safety Master Plan 2017 and Comprehensive School Safety Minimum Package 2018 provide guidelines on the implementation of minimum standards of school safety. The package was introduced to aid the implementation of the Comprehensive School Safety Minimum Package envisioned by the SSDP and the Comprehensive School Safety Master Plan. The package recommends activities to protect teachers and students from death and injury; to give continuity to schooling after disasters; to safeguard funding in education; and to reduce disaster risks and develop resilience through disaster risk reduction education. It provides the basis for managing the impacts of natural disasters on the education sector.

The SDG 4 National Framework for 2030 calls for a number of measures to keep schools safe and manage disasters for creating conducive learning environments by reviewing and revising policies; developing and implementing national and international standards and research-based promotional programmes; developing minimum standards for internal and external environments to school learning; and promoting rights-based gender-sensitive, safety concerns, child-friendly and violence-free schools in line with international humanitarian law. The Fifteenth Plan has a chapter on cross-cutting issues for developing capacities for natural disaster management and resilience. It lays down the foundation for safe schools by enhancing the capacities of all related government entities.

The SSDP prioritised disaster risk reduction and responses as a cross-cutting issue and focused on the safe rebuilding, repair and maintenance of schools in earthquake-affected districts; and safe building and retrofitting of school buildings in other districts. It adopts the three pillars of comprehensive school safety. It stresses ensuring safe learning environment for students as well as conducting school safety and disaster risk reduction programmes in schools.

According to the 2016 Post-Disaster Recovery Framework report (BS 2073), 7,923 schools and 49,689 classrooms were damaged by the earthquakes of 2015. Central Project Implementation Unit was established in MoEST for reconstructing damaged schools. Schools are being reconstructed under its supervision in collaboration with different partners. However, a number of challenges remain such as providing for resources for constructing and reconstructing schools by addressing the needs of all damaged schools within the stipulated timeframe in a well-coordinated manner, utilizing the constructed physical infrastructures to the maximum and ensuring their conservation and sustainable use.

### **v. COVID–19 Pandemic and its response**

Activities have been implemented over the last two years or so to mitigate the negative impacts of the COVID–19 pandemic on the education sector. The global pandemic has adversely affected Nepal's society and economy. On 17 March 2020, the government suspended all education institutions, including teaching and learning, and all examinations and programmes related to education to keep the education sector safe from the pandemic. Around 40,000 education institutions and 8.7 million students from ECED/PPE to higher secondary levels were affected.

Policy and programmatic efforts are being made to reduce the effects of COVID–19 on student learning by teaching through alternative mediums. An education sector contingency plan was prepared in 2020 to reduce educational loss by minimizing the effects of COVID–19 and to give continuity to the teaching and learning. The following documents were issued: the 2020 Guidelines on Student Learning Facilitation (BS 2077); the 2020 Emergency Plan of Action on School Education (BS 2077); the 2020 School Reopening Framework (BS 2077); the 2020/21 Reading Material Integration Framework (BS 2077); and the 2020/21 SEE Result Publication and Certification Procedure and Guidelines (BS 2077). The second wave of COVID in April 2021 led to the further closure of education institutions only three months after the January 2020 reopening, again disrupting in-person learning.

In 2020, online and offline learning materials were prepared focusing on the school curriculum and made available on websites. Lessons were and are being broadcast on the radio and television for Grades 1 to 10. On 15 June 2020, the government called upon all concerned to start teaching through alternative mediums. The government also broadcast messages on the need to observe COVID-19 safety measures and to reduce the psychosocial effects on students and teachers. Some Local Levels, NGOs, teacher professional organizations and thematic networks and schools conducted teacher capacity development programmes to support alternative education modalities. It is necessary to extend these arrangements to provide access to quality teaching and learning for all students and to enhance their effectiveness.

Technology-based methods were the major modes among the diverse modes of alternative learning that were developed, managed and operated for giving continuity to learning in this period. The main among them were printed learning materials, materials broadcast on the radio, materials broadcast on television, materials uploaded on various websites and electronic media, online portals such as CEHRD's learning portal and e-library, materials developed by other organizations, virtual learning (synchronous and asynchronous). Although many educational institutions used information technology to continue learning following disruption of in-person learning, a large number of students could not benefit from it due to the lack of access.

Among the COVID-19-induced challenges to school education are minimizing losses to children's learning; maintaining teachers' motivation and dedication; giving continuity to learning by using alternative modes of learning suitable for various places and various groups and developing capacities for conducting various educational programmes at all levels (UNICEF, 2021). To this end, it is necessary to develop and implement a recovery plan by appraising the impact of COVID-19 on the education sector and the subsequent loss to learning to mitigate the COVID-19-induced educational losses, recover losses and continue teaching and learning. Likewise, the educational system needs longer term development to make it resilient to similar future pandemics. For this, the availability and use of information technologies or other learning systems should be expanded. Each school should carry out an appraisal of losses and prepare a plan based on it and implement it to recover the losses due to COVID-19. Furthermore, special or extra learning should be managed for all, or certain students of the class based on the state of each student's learning. All or some students of the class may not have had learning opportunities during the COVID pandemic period and, despite some opportunities, they may not have fully understood many basic concepts or acquired foundational skills or may be facing difficulties in particular subjects. In such situations, extra or supplementary classes may have to be conducted or different groups of students may have to be formed and class conducted; extra or supplementary study materials managed; accelerated learning and worksheets managed; additional exercises or assignments or other needed learning plan may have to be developed and put into practice.

To this end, the GoN, in collaboration with Development Partners, developed the ReAL which aligns and operationalises aspects of this SESP. This plan draws on experience and research during the pandemic to scale successful interventions that identify and address learning loss, and furthermore, to institutionalise new practices that have been proven to accelerate learning. The framework of the REAL Plan are grouped into five policy actions, which are being developed into actionable strategies. These policy actions are:

1. Reach every child and retain them in school
2. Assess learning levels regularly
3. Prioritise teaching the fundamentals
4. Increase catch up learning
5. Develop psychosocial health and wellbeing

The plan has two phases: In the first two years of the SESP program, the REAL plan will roll out interventions to improve basic literacy and numeracy using a Teach at the Right Level (TaRL) approach that assesses students' needs and provides targeted support. These interventions will be around eight weeks in duration. The second phase of REAL will identify school and classroom practices that are proven to be highly effective and ensure their institutionalisation across the education system. This scaling up of best practices will assist education providers with contextually appropriate and sustainable strategies to accelerate learning and improve system wide learning outcomes.

Considering the possibility of students dropping out of school due to being absent from school for a long time and lagging behind in learning, special arrangements will be made for identifying such students and bringing them back to school and continuing their education. Even though emergency situations caused by natural disasters, pandemics or other sociocultural causes can be forecasted to some extent, depending upon place, setting and conditions, the time, form and magnitude of their occurrence cannot be forecast with certitude. Likewise, many disasters, pandemics and crises cannot be predicted. Hence, how to include education in crises is a main issue. It covers issues in terms of required resource and timeframe and on roles and responsibilities.

There are some challenges for addressing education in emergencies and crises. The main challenges are: whether to address education in emergencies as a cross-cutting or separate subject; whether to prepare a separate plan or include it as a part of every component of the plan; whether to focus just on the risks from natural hazards or also address epidemics and socio-political conflicts; whether to prepare a long-term or short-term plan, and what should be the basis for preparing a long-term plan; how to reduce the negative effects of COVID-19 on the education sector and recover the losses; and which type of plan should be prepared.

The crisis situations mentioned above strongly demonstrate the need for developing educational facilities, physical infrastructure, learning environments, resources for learning, management and professional capacities for giving continuity to learning during emergency situations and a robust system of readiness, response and resilience.

### 5.6.2 Objectives

1. To prepare an early warning and preparedness environment through formal and non-formal education to mitigate the potential risks to schools and children from future crises.
2. To prepare physical, human and financial resources for a resilient school education system capable of facing potential crises in the future, and to minimise damage by ensuring children's safety, health and learning with the help of short-term and long-term recovery by preparing a crisis response mechanism and framework for Nepal's schools.
3. To mitigate learning losses by reducing the negative impact of COVID-19 on children's learning.

### 5.6.3 Strategies

1. Predict the direct and indirect impact of disasters and crises on the education sector and assess and analyse their scale and vulnerabilities.
2. Develop the capacity of every Local Level to prepare a comprehensive prediction and response plan based on the assessment of vulnerability and enable every school to formulate its own response plan.

3. Revise acts, laws, curriculum and education-related policies and integrate the current standards, processes and guidelines on education in disasters and crises.
4. Implement programmes and campaigns on 'green schools', climate change and sustainable development and other issues to mitigate natural disaster risks.
5. Build and reinforce disaster-resistant school infrastructure.
6. Manage stocks of machinery, equipment, medicine, foodstuffs, clothing and other relief materials to enable the continuity of education services after disasters.
7. Develop the capacity of students, parents, SMC/PTA members and all three tiers of government on disaster, emergency and pandemic preparedness, prevention, response and recovery.
8. Mobilize the participation and support of the non-governmental sector and development partners on schools' preparedness for disaster management, response and recovery.
9. Develop and implement technology-friendly teaching and learning.
10. Manage alternative learning to minimise and recover the losses to students' learning caused by COVID-19 and increase access to and capacities of information technology. For this, identify students' learning conditions; prepare and implement a supplementary or alternative learning plan; systematically manage health and safety measures; identify the situations of children who have not been able to attend school and bring them to school; increase access to and capacity of ICTs in learning; and encourage self-learning and independent learning, and so on.

### 5.6.4 Outcomes

1. Schools are able to ensure learning continuity even in emergency and crisis situations, including the pandemics, guaranteeing children's right to receive education at all times.
2. Each Local Level has identified both short-term and long-term effects of COVID-19 on school education and is able to address them.

### 5.6.5 Outputs, Key Activities and Targets

This section describes the expected outputs related to education in emergencies and crises for achieving the objectives of this plan. Table 5.6 presents the expected outputs, key activities and physical targets for achieving them, and the main responsibility of implementing them.

TABLE 5.6: EXPECTED OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO EDUCATION IN EMERGENCIES & CRISES

Outcomes	Outputs	Key Activities	Physical Targets			Implementation Level	
			Unit	5-year target	10-year target		
1. Schools are able to ensure learning continuity even in emergency and crisis situations, including the pandemics, guaranteeing children's right to receive education at all times.	1.1 A readiness, response and recovery plan is formulated for management of natural disasters in schools and whole education system and capabilities are built.	1.1.1 Review and implementsafe school policy and standards	Frequency/continuous	1	2	Federal Government, Local Levels, and schools	
		1.1.2 Formulate a plan based on vulnerability appraisal at Local Level	LOCAL LEVEL	753	753	Federal Government, Local Levels, and schools	
		1.1.3 Compile different standards, guidelines and operational manuals related to education in emergencies and crises	Frequency	1	1	Federal Government and Local Levels	
	1.2 Schools and education system are resilient, with management of required physical, human and economic resources	1.2.1 Build awareness with whole school approach for resilience	Percentage of schools	—	100	100	Local Levels
		1.2.2 Train teachers and SMC members	Persons		70,000	105,000	Local Levels
		1.2.3 Construct DRR-resilient school buildings(see also 5.7.5 1.4.3)	Included under the section, physical infrastructure				
		1.2.4 Developand retrofit school physical infrastructure (see also 5.7.5 1.3.1)	Included under the section, physical infrastructure				
		1.2.5 Expand information and communication technology in school	Included under the section, information technology				
		1.2.6 Promote green, clean,	Percentage of schools		100	100	Local Levels and schools

Outcomes	Outputs	Key Activities	Physical Targets			Implementatio
		peaceful and safe school(see also 5.7.5 1.3.3 & 5.8.5 1.2.3)				
	1.3 Management and service delivery/learning , with healthcare, are continued during pandemics	1.3.1 Make provision of health teacher/worker, along with health facilities in school	Percentage of schools	100	100	In coordination with all three tiers
		1.3.2 Form and mobilize task forces composed of teachers and students in emergencies and crises for continuous and safe learning	Percentage of schools	100	100	Schools
2. Each Local Level has identified both short-term and long-term effects of COVID-19 on school education and is able to address them.	2.1 REAL plan to minimize and recover for the COVID-19 losses is prepared and implemented	2.1.1 Form task force for response to and mitigation of COVID-19 at Local Level	Local Level	All	All	Local Levels
		2.1.2 Identifystudents ' learning status	Percentage of schools	100	100	Schools and Local Levels
		2.1.3 Identify status of children who have not been able to attend school and bring them to school	Percentage of Local Levels	100	100	Schools and Local Levels
		2.1.4 Provide health and psychological counselling services for students	Percentage of Local Levels	100	100	Schools and local health facilities
		2.1.5 Prepare and implement an action plan for minimizing and recovering for the COVID-19-induced	Percentage of Local Levels	100	100	Local Levels and schools

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets			Implementatio
		losses				
		2.1.6 Increase access to and capacities of IT-based learning	Included in the section on IT in education			

## 5.7 School Physical Infrastructure Development

Schools need safe buildings, safe classrooms that provide suitable environments for teaching and learning and ensure playgrounds, safe and resilient water, sanitation and hygiene facilities. The 2002/03 Education Rules (BS 2059) stipulate that each ECED and lower basic (Grades 1–5) student should have an area of 0.75m<sup>2</sup> and upper basic level and secondary students 1m<sup>2</sup> to study comfortably. The 2019/20 National Education Policy (BS 2076) calls for providing physical infrastructure such as buildings, classrooms, furniture, laboratories, toilets, water, libraries and book corners in all schools; making all schools safe, child-friendly, green schools and making them disaster risk-resilient. Drawing on the policy of safe physical infrastructure development and expansion embraced by the National Education Policy as well as the and practices so far, this education sector plan outlines the physical infrastructure development programmes under the SESP.

### 5.7.1 Current Situation and Challenges

There are 34,816 schools in Nepal, of which 27,890 are community schools. Of these schools, only 11,976 have computer facilities, 6,018 have internet facility, 22,212 have toilets, 20,246 have drinking water, and 6,869 have library rooms.

The April and May 2015 earthquakes damaged 49,681 classrooms in 7,923 schools, of which 6,085 were rebuilt as of B.S. 2077 while 1,468 schools were being built or rebuilt. Prior to the federalization of the country, physical infrastructure work in schools was the responsibility of a dedicated section in the Department of Education. The actual works were managed by district education office technicians. This work is now the responsibility of Local Levels, while building standards and criteria are set at the federal level.

The analysis of school infrastructure development has identified the following challenges that this plan aims to address during its implementation period:

- There has been significant progress against the existing PMECs with many schools that have sufficient classrooms and separate toilets for girls. Building on that success, the PMECs will be reviewed to assess if they cover the adequate minimum infrastructure for Nepal's schools over the coming ten years.
- Further clarification of the 2019/20 National Education Policy (BS 2076) is required, specifically: what physical infrastructure (classrooms, workshops, laboratories, libraries, extra-curricular rooms, sports rooms, school halls, stages, gardens, computer rooms, and staff and head teacher rooms) are necessary based on the level and the number of students, and whether infrastructure development is the responsibility of the Federal Government, Provincial Governments or Local Levels.
- Infrastructure data is being reported into the IEMIS, however, further technical and objective estimates of Nepal's school infrastructure are needed to inform systematic and equitable development. There is a need to align the cost estimate processes for school construction. For example, the SSDP budgeted NPR 3.6 million to build a 4-room school building, while the CLPIU currently has a standard cost estimate of NPR 6–7.2 million.
- There is a need to strengthen building codes to ensure they are contextual and enforceable. The methods and process of building construction are disputed, and legal questions are being raised. In many locations school construction is piecemeal and not in line with the construction of whole schools. This has resulted in cases where classrooms have been only partially constructed, laboratories and toilets have not been constructed

or only partially constructed, and safe drinking water facilities have not been constructed according to the guidelines, boundary walls and playgrounds have not been built and many structures are not inclusive for people with disabilities. Some planning practices were insufficient leading to the selection of inappropriate construction sites, making their use and management inconvenient, and weakening the resilient capacity, including against earthquakes. Accountability needs to be strengthened by streamlining the infrastructure development and maintenance processes. Coordination and responsibility of a project, or maintenance, must fall under one agency, with clear costing processes.

Overall, the quality of methods and process of school infrastructure development need to be enhanced, including their transparency and accountability. Large amounts of arrears are seen every year due to reasons such as work completion reports not being prepared, delay in programme approval and sanctioning of budget and non-completion of construction in time.

### 5.7.2 Objectives

1. To develop safe school infrastructures by developing and implementing the standards for school education infrastructure.
2. To develop, repair and maintain and retrofit infrastructures for ensuring the physical facilities need for learning in all schools.

### 5.7.3 Strategies

1. Prepare standards for school infrastructure development based on the projected number of students and local geography and climate.
2. Develop all the required infrastructure for each school at the same time rather than in a piecemeal way over time, including classrooms, head teacher and administration rooms, water facilities, toilets as per the number of students and their ages, kitchens and canteens and hand washing stations in the designs of schools and build additional structures in constructed schools in a single round.
3. Develop a resources management framework for school infrastructure development with cost sharing by Federal Government, Provincial Governments and Local Levels, and arranging for implementing it through the Local Level with the partnership of stakeholders.
4. Retrofit, re-build, repair and maintain school infrastructure to make school safe.
5. Develop green schools as well as the three star schools.
6. Develop an integrated system for school safety and environmental aspects and the constriction of school infrastructure.

#### 5.7.4 Outcomes

All schools have sufficient physical infrastructure with child friendly, disability-friendly, disaster resilient and safe environment.

#### 5.7.5 Outputs, Key Activities and Targets

This section describes the expected outputs related to school physical infrastructure development for achieving the objectives of this plan. Table 5.7 presents the expected outputs, key activities and physical targets for achieving them, and the main responsibility of implementing them.

TABLE 5.7: OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO PHYSICAL INFRASTRUCTURE DEVELOPMENT

Outcomes	Outputs	Key Activities	Physical targets		Implementation level		
			Unit	5-year target		10-year target	
1. All schools have sufficient physical and accessible infrastructure that are child friendly, disability friendly and ensure a safe learning environment.	1.1 A ten-year master plan, along with forms and roles, standards, standardisation indicators are prepared for school infrastructure development.	1.1.1 Define the forms of physical infrastructure to be developed and expanded in school with roles and responsibilities	Frequency	1	1	Federal Government	
		1.1.2 Develop standards and indicators, and model of the master plan to be developed by the Local Level (including various models of physical structures).	Frequency	1	1	Federal Government	
		1.1.3 Prepare master plans for school physical infrastructure development	Number	753	753	Local Levels (Federal Government to provide standards and model)	
	1.2 Necessary physical infrastructure is developed, expanded and upgraded in all schools.	1.2.1 Develop physical infrastructures according to the master plan and according to the concept of 'one school whole infrastructure'	1.2.1.1 Develop physical infrastructures	No.	10,000	13,000	Local Levels
			1.2.1.2 Retrofit schools (see also 5.6.5 1.2.4)	No.	7,660	9,660	Local Levels
	1.3 A system of enhancement, repairing, maintenance and retrofitting of school structures is developed	1.3.1 Formulate and implement an action plan to establish green schools with quality WASH facilities (see also 5.6.5 1.2.6 & 5.8.5 1.2.3)	1.3.2 Enhance and repair and maintenance school infrastructure structures (including management of furniture)	No. of schools	20,000	30,000	Local Levels
			1.3.3 Formulate and implement an action plan to establish green schools with quality WASH facilities (see also 5.6.5 1.2.6 & 5.8.5 1.2.3)	Percentage of schools	50	50	Local Levels
			1.3.4 Construct separate toilets for boy and girl students and provision of water, sanitation and hand washing facilities (see also 4.2.5 2.1.1)	No. of schools	20,000	25,000	Local Levels
	1.4 Schools become safe and are disabled- and girl student-friendly.						

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical targets		Implementation level	
			Unit	5-year target		10-year target
		1.4.2 Construct separate toilets for ECED classes including water, sanitation and hand washing facilities (see also 4.1.5 1.3.2)	No. of schools	10,000	20,000	Local Levels
		1.4.3 Implement Comprehensive Disaster Risk Management and Resilient Plan (see also 5.6.5 1.2.3)	Level	760	760	Provincial Governments and Local Levels

### 5.8 School Safety

School safety in terms of ensuring a safe learning environment for children from natural disasters, conflict, and violence, as is described under section Education in Emergencies - 5.6. However, it is equally important to ensure that a school is a space that is free from violence, harassment among others, as this is a minimum condition to allow children to learn.

#### 5.8.1 Current Situation and Challenges

The 2011 National Framework on Schools as Zones of Peace and its Operational Guidelines (BS 2068) are aimed at ensuring learning continuity by keeping schools free from the impacts of armed activities and other forms of violence; partisan politics and other interferences; and discrimination, abuse, neglect and exploitation. Likewise, the 2010 National Framework on Child-friendly Schools (BS 2067) outlines minimum and expected standards on the nine main areas of school effectiveness to provide education in emergencies and crises. The 2017 Comprehensive School Safety Master Plan (BS 2074) includes the Comprehensive School Safety Minimum Package that provides a framework to monitor the implementation of minimum standards of school safety across the pillars of safe learning facilities; strengthening of school disaster risk management; and disaster risk reduction and resilience education for stakeholders and communities, and envisages their school-based implementation. The package was introduced to aid the implementation of the CSSMP across the country. The package recommends activities to protect teachers and students from death and injury; to give continuity to learning after disasters; to safeguard funding for education; and to reduce disaster risks and develop resilience through disaster risk reduction education. It provides the basis for managing the impacts of natural disasters on the education sector.

The SDG 4 National Framework for 2030 calls for a number of measures to keep schools safe and manage disasters for conducive learning environments by reviewing and revising policies; developing and implementing national and international standards and research-based promotional programmes; developing minimum standards for internal and external environments to school learning; and promoting rights-based gender-sensitive, safety concerns, child-friendly and violence-free schools in line with international humanitarian law. The Fifteenth Plan also outlines strategies on cross-cutting issues for developing capacities for natural disaster management and resilience. It lays down the foundation for safe schools by enhancing the capacities of all related government entities.

#### 5.8.2 Objectives

1. To create necessary minimum physical infrastructure in schools to ensure children's safety while on the school site.
2. To promote safety and address concerns about children's safety, when in school or moving between home and school, through functional policies, procedures and systems.
3. To build the capacity of the education workforce with the knowledge, skills and awareness to be guardians of child safety.

#### 5.8.3 Strategies

1. Simplify the monitoring of people on school sites with the construction of adequate boundary walls.
2. Improve the safety of school buildings through retrofitting and maintenance programs.

3. Develop capacity of education staff and stakeholders to implement existing policies related to child safety.
4. Institutionalise mechanisms to report and address safety concerns including discrimination, bullying and abuse.
5. Raise awareness among school staff, stakeholders and students to recognise and address all types of intimidation, bullying, discrimination, exclusion and abuse.
6. Address gaps in teachers' capacities to promote a safe and productive learning environment with appropriate rewards and non-corporal or humiliating sanctions.

### 5.8.4 Outcomes

Children of all backgrounds learn in educational settings where protection and violence prevention are embedded in policies, systems and curriculum, where children experiencing violence and exclusion in and around schools are supported to access services.

### 5.8.5 Outputs, Key Activities and Targets

This section describes the expected outputs related to school safety for achieving the objectives of this plan. Table 5.8 presents the expected outputs, key activities and physical targets for achieving them, and the main responsibility of implementing them.

TABLE 5.8: OUTPUTS, KEY ACTIVITIES AND TARGETS RELATED TO SCHOOL SAFETY

Outcomes	Outputs	Key Activities	Physical Targets		Responsibility
			Unit	10-year target	
1. Children of all backgrounds learn in educational settings where protection and violence prevention are embedded in policies, systems and curriculum, where children experiencing violence and exclusion in and around schools are supported to access services.	1.1 The number of schools that are free from all types of fear, discrimination, violence and abuse is increased	1.1.1 Revise and implement the child-friendly school framework(see also 4.2.5 1.2.1 & 5.3.5 1.2.1)	Freq Included in Basic level education	1 All	Federal Government and Local Levels (as per teacher management development activities)
		1.1.2 Conduct training, workshops and awareness programmes to educate against all forms of discrimination, bullying and abuse in schools and set a complaint response mechanism in schools.(see also 4.2.5 1.2.2, 5.3.5 1.2.3 & 5.4.5 3.2.1)	% Local Levels Included in Basic level education	100	Local Levels and school (as per teacher management development activities)
	1.2 School infrastructure meets minimum requirements to protect children and keep them safe	1.2.1 Boundary walls are constructed and maintained in schools(see also 4.2.5 2.1.1 and 4.3.5 3.1.3.)	Included in Equity and Inclusion	1	Local Levels
		1.1.3 Establish a mechanism for ensuring that no discrimination, abuse and bullying of any form takes place in school(see also 5.3.5 1.2.3)	Level-wise courses	3	Federal Government and universities concerned
		1.1.4 Incorporate positive behaviour management techniques into new pre-service and in-service teacher training curricula.(See also 5.2.5 1.4.1 and 1.4.2)	Schools Included in	30,000	Federal Government and Local Levels (as per school physical improvement

## Nepal: School Education Sector Plan 2022/23-2031/32

Outcomes	Outputs	Key Activities	Physical Targets		Responsibility
			Unit	10-year target	
					programme activities)
		1.2.2 Retrofit school physical infrastructure (see also 5.6.5 1.2.4 and 5.7.5 1.3.1)	No. schools	7,660	Local Levels
		1.2.3 Promote clean, green and peaceful schools (see also 5.6.5 1.2.6 and 5.7.5 1.3.3)	% of schools	100	Local Levels and schools

## 6. Governance and Management of School Education

Governance and management provides the main basis for the operation and development of a competent and robust national education system. Effective governance and management of all the three tiers of government and the education institutions across the nation are critical for realizing the SESP's main goal of contributing to social and economic transformation of the nation by ensuring an inclusive, equitable and quality education for all children. It is only through good governance and management essential public services such as education can be made robust, efficient and result-oriented. Generally, governance refers to the structures and processes that are developed to help achieve objectives of the plan by ensuring accountability, transparency, sense of responsibility or answerability, the rule of law, equity, inclusiveness and wider participation. Good governance is critical in creating enabling conditions in which all the three tiers of government, schools, communities, NGOs and development partners are able to exercise their respective roles in the educational process to realize the objectives of the plan.

Nepal's Constitution provides a framework for the governance and management of education, which also specifies the exclusive and concurrent rights of each tier of government: local, provincial and federal. For effective implementation of this SESP, it is essential to establish appropriate institutional structure from the Federal Government to the Local Level, with the provision of capacity development of institutions and individuals. It also calls for a clearly articulated implementation arrangements along with well-defined roles and responsibilities and an appropriate system of monitoring and evaluation. For the actualization of the above-mentioned three aspects of good governance and management, careful considerations should be made to the objectives, intended results and programme structure, the responsibilities of different levels of government in the federal set-up as per the constitutional provision, including the recent changes that have taken place in knowledge and technology, norms and values, and outlooks. This chapter presents a detailed outline of the plan's implementation arrangements within the framework of these three aspects.

### 6.1 Institutional Structure and Capacity Building

To ensure that each tier of government effectively performs its role in the delivery of education service, the current institutional structure of the school education sector has been prepared by making extensive adjustments in the existing organizational structure and staff management. It is imperative to bring about necessary reforms in the governance structure, processes and institutional and individual capacities in order to effectively implement activities planned in the SESP and ensure good governance of school education under the federal system. To this end, it is necessary to promote good governance by developing institutional structure and capacity keeping in view of the rights and duties vested to the three tiers of government according to the federal structure. In this context, this chapter proposes the strategies and activities that will be undertaken to strengthen institutional structure and governance processes and develop institutional and individual capacities.

#### 6.1.1 Current Status and Challenges

At the federal level, MoEST is responsible for education administration and management of school education. Its principal responsibilities are to formulate national education policies; determine national standards and norms related to education; and develop-, monitor- and evaluate federal education plans. The CEHRD, the CDC and the ERO are the main central-level agencies under MoEST, each of which has a designated mandate. Likewise, the

National Examination Board (NEB) and the TSC function as autonomous bodies. In addition, there is a Council for CTEVT for technical and vocational education and a UGC, universities and other institutes for higher education.

At the province level, there are ministries to look after education affairs. Likewise, the erstwhile Regional Education Directorates have been transformed into Education Development Directorates under the Provincial Education Ministries, while seven of the 29 ETCs that existed under the erstwhile NCED are now functioning as Provincial ETCs after having been transferred to the province. The remaining ETCs have now been dissolved. The erstwhile District Education Offices (DEOs) have been reorganized into EDCUs, which operate under the Federal Ministry of Education, Science and Technology. At the Local Level provision of a Division of Education has been made. These Divisions are headed by officials that belong to the education service cadre within the civil service. In the context of federalization, it will be necessary to review the existing structure, job profiles and capacity to make education administration and management effective, efficient and result-oriented..

The Local Level Operations Act 2074 has defined 23 school education related tasks under the purview of the Local Level. The EDCUs continue to exist for any additional education-related tasks that are beyond the 23 tasks assigned to the Education Divisions under Local Levels. Several Provincial Governments have started setting up offices to deliver province-level education services.

A federal-level National Examinations Board has been established to carry out examination-related tasks that were previously undertaken by the Office of the Controller of Examinations and the Higher Secondary Education Council. However, there is a need to further clarify the institutional arrangements and guidelines to enable Local Levels and Provincial governments to undertake Grade 8 and Grade 10 examinations respectively, as well as the Grade 12 examinations at the Federal Level.

Likewise, in the TVET sector it is necessary to resolve the type of institutional structure needed at the federal- and provincial level to effectively manage and coordinate the many polytechnics and trade schools that run under CTEVT, technical streams operating at the school level, including the various TVET programmes run by the private sector.

The provincial-level structure is to be further defined for conducting and managing the activities of the Teacher Service Commission, which is involved in recommending teachers for appointment to the permanent posts and issuing teaching licenses. The services previously provided by school supervisors and resource persons have been phased out . As a result, the institutional capacity for supervising and supporting teachers is not able to meet the large demand required for the quality education transformation envisioned. Therefore, this SESP includes provision for alternative teacher support and supervision in the short term, and a mechanism in the long term.

As many entities are involved in the governance of education from Federal Government to the Local Level, there is a need to improve accountability for student performance by improving collaboration and coordination between the three tiers of government. Each tier of government needs to develop its own institutional structure, functional capacity, ability to implement and a foundation of service culture, including the propensity to work in the same wavelength and pace with others.

### 6.1.2 Objectives

1. To enhance good governance in education by clearly articulating the roles and responsibilities of Federal Government, Provincial Governments and Local Levels; institutionalising mechanisms that strengthen inter-relationships, coordination and collaboration between the three levels of government and by developing systems that make officials working at different levels accountable for performance and answerable for results.
2. To develop the capacity of human resources and institutions working in all the structures and mechanisms of education, including personnel and key stakeholders at the Local Level
3. To strengthen school management so as to make it accountable for results.

### 6.1.3 Strategies

1. Formulate necessary legislations that define the roles and responsibilities of Federal Government, Provincial Governments and Local Levels, including the mechanisms that facilitate collaboration, coordination and communication amongst the three levels of government.
2. Ensure the representation of Provincial Governments and Local Levels in the National Education Council by making necessary changes in its composition and forming appropriate structures, such as implementation or action committee as required to deepen the relationship between the three tiers of government.
3. Reorganize the existing local and provincial institutional structures as necessary, redefining the roles and responsibilities of district education development and coordination units, and creating appropriate structures for coordinating and operating Grade 8 and 10 exams at the local and provincial levels respectively.
4. Review the organizational structure and staffing arrangements that relate to school level education at all levels of government.
5. Enhance the capacity of officials and institutions working in various structures and administrative apparatuses of all the three tiers of government, with a particular focus on education planning at local- and provincial levels.
6. Improve the existing system of head teacher selection, training and career development to strengthen head teacher's leadership role at the school level and make them accountable for results.

### 6.1.4 Outcomes

All three tiers of government have an appropriate organizational structure and adequate numbers of competent human resources required for smooth delivery of education services and there is a system in place that makes each school responsible for and accountable to student learning.

### 6.1.5 Output, Major Activities and Targets

In order to realize the objectives related to good governance and management, institutional structure and capacity building, a number of activities will be implemented consistent with the strategies proposed above. These activities and targets that are expected to be achieved under the plan are presented in Table 6.1.

TABLE 6.1 MAJOR ACTIVITIES AND TARGETS FOR INSTITUTIONAL STRUCTURE

Outcomes	Output	Major activities	Physical targets			Implementation Level
			Unit	5-year target	10-year target	
1. All tiers of government, including the Local Level, have an appropriate organizational structure and adequate numbers of competent human resources required for smooth delivery of education services and there is a system in place that makes each school responsible for and accountable to student learning.	1.1 All agencies participating in the governance and management of school education have clearly defined roles, responsibilities and rights, as a result of which an accountable system is established.	1.1.1 Develop necessary legal provisions and standards (in accordance with the Federal Education Act and Rules and as mentioned in the various sections of the SESP, Federal Government to develop integrated standards and formulate and enforce education-related laws and operational guidelines at province and Local Levels)	Number	761	761	Federal Government, Provincial Governments and Local Levels
		1.1.2 Study different models of municipal school governance and prepare an appropriate model for Nepal)	Model	1	1	Federal Government
		1.1.3 Develop standards and processes for the management of educational outcomes at Local Level, including outcome indicators and outcome measurements for monitoring	Standards and processes	1	1	Local Levels
1.2 Necessary institutional structures and human resources are developed for the	1.2.1 Restructure the National Education Council and form an operational implementation committee, if necessary		Frequency Regular	1	1	Federal Government

governance and management of all three tiers of government and schools.	1.2.2 Re-form District Education Development and Coordination Unit and strengthen its capacity to provide technical support to schools and local education units	77	77	Federal Government and Provincial Governments		
	1.2.3 Conduct an organisation and management survey of organisations related to education at Federal Government, Provincial Governments and Local Levels and review the existing provision of organisation and human resources	2	1	Federal Government, Provincial Governments and Local Levels		
	1.2.4 Develop mechanisms for planning, management, implementation and monitoring of non-formal education and life-long learning at various levels	761	761	Federal Government, Provincial Governments and Local Levels		
	1.2.5 Develop appropriate mechanisms for coordination and effective delivery of services and coordination for school health and nutrition, sanitation and hygiene, disaster and epidemic at various levels and in schools	761	761	Federal Government, Provincial Governments and Local Levels and schools		
	1.3.1 Develop mechanisms and technology for improving and strengthening reporting and data systems	2	1	Federal Government, Provincial Governments and Local Levels		
1.3 Education service delivery is participatory, responsible towards work performance, accountable for students' learning,			System	10,000	10,000	Local Levels, in first
	1.3.2 Develop an accountability	10,000	Number of	10,000	10,000	Local Levels, in first

## Nepal: School Education Sector Plan 2022/23-2031/32

	equitable and inclusive, and work performance is objective, effective and efficient.	system that makes school head teachers accountable for student through contractual arrangements	principals			phase, schools and, in second phase, schools running Grades 1-8
	1.4 A system is established to build the capacity of all agencies and human resources participating in the governance and management of education	<p>1.3.3 Develop and implement a system where teachers and the whole school education system are accountable for student learning</p> <p>1.4.1 Build the capacity of human resources and structures of all three tiers of government for education-related work (especially focused on development, implementation and monitoring for the Local Level education staff)</p>	System	1	1	Local Levels and schools
			Level	761	761	Federal Government, Provincial Governments and Local Levels

### 6.2 Implementation Arrangements

Appropriate and robust implementation arrangements are needed to transform the plan's goals and objectives into results and tangible outcomes. Implementation arrangements generally include necessary organizations and structures, human resources, policies, laws and standards, as well as responsibility and accountability structures. It also includes mechanisms for formulating annual plans and budgets, activity setting and implementation, fiscal management, and monitoring and evaluation. This section discusses implementation arrangements that will be made operational for the implementation of this plan.

#### 6.2.1 Current Status

The federal MoEST formulates overall education policy and planning and coordinates and collaborates with the National Planning Commission, Ministry of Finance and other related line ministries. MoEST is also responsible for collaborating and coordinating with development partners as well as for overall monitoring and evaluation of plans and programmes. MoEST has the following departmental agencies with specific responsibilities:

As the central-level implementing agency, CEHRD is responsible for developing strategic plans for the school education sector, coordination, developing standards, monitoring and management of educational statistics/information, developing teacher training curricula, and developing the capacity of staff of education services.

The main responsibility of the Curriculum Development Centre is to develop curriculum, textbooks and supplementary reading materials and define the standards of student evaluation.

The Education Review Office undertakes assessment of learning achievement of students at various grades, carries out performance audit of schools and educational institutions and conducts impact evaluations of programmes and policies and research studies on various educational issues so as to inform policy development and system reform. It also helps in the identification of reform measures by studying the achievements and impact of educational methods, policies and programmes.

The TSC is responsible for managing teacher selection, promotion and teaching licensing-related work. The Teacher Records Office under the MoFAGA is concerned with all the services related to retired teachers, including their records and pensions. The NEB conducts public examinations for Grade 10 and 12 students. Grade 10 examinations will eventually be administered by the respective provinces in coordination with the NEB.

Each of the seven provinces has an education ministry and under the ministry there is an education development directorate and a training centre. The education development directorates formulate, implement and monitor and evaluate plans for education development within their jurisdiction. These directorates also help in managing SEE examinations, conducted presently through the NEB, and teacher selection examinations, conducted by the Teacher Service Commission. The provincial ETCs carry out teacher professional development programmes as per the approved national curriculum framework.

At the Local Level, education divisions or sections are in place within each municipal government. These education sections develop education plans and programmes, implement and monitor and evaluate programmes for school education at the Local Level. Each school has a SMC and a head teacher, who is assigned responsibility for managing everyday affairs of the school.

In addition, every district has a district education development and coordination unit, making a total of 77 units throughout the country. Following the federalization, erstwhile district education offices have been transformed into district education development and coordination. Their human resources have been downsized and are placed under the MoEST. As the school support and supervision system has not been systematic at the Local Level because of lack of human resources, it is necessary that current organization and scheduled posts are reviewed. To address the problems caused by the non-replacement of the dissolved resource centre system, it is necessary to develop a local teacher support system. Furthermore, as the previous 29 ETCs have been reduced to seven, the capacity of these teacher training institutions is not sufficient to serve the entire teaching force of the nation. So, the number of the centres needs to be increased. The organizational structure and human resources, which were altered for functioning in accordance with the federal structure, need to be restructured. In the context of school education, the role and job descriptions of Provincial Governments need to be made clear and implementation mechanisms defined accordingly. Likewise, it should be made clear from whom and how Local Levels are to receive technical assistance and support on the question of school education and how Provincial Governments and the Federal Government can partner and coordinate with Local Levels on different issues of education.

The formulation, implementation and monitoring system of education development plans at Local Level needs to be strengthened by integrating, apart from the conditional grants made by the central government, the grants and the budget received from the incomes of Provincial Governments and Local Levels. Similarly, there is need for strengthening coordination and collaboration between the Federal Government, Provincial Governments and Local Levels, and finding ways of communication to share and exchange necessary information. It needs to be ensured that monitoring reports are easily available to the governments of all tiers and stakeholders.

### 6.2.2 Plan Implementation Arrangements

It is necessary to clearly determine areas of responsibilities and accountability for each institutional entity, along with necessary improvements in implementation arrangements, based on the experience gathered during the implementation period of the plan. One key element of the implementation management relates to vertical and horizontal coordination and communication, implying vertical coordination and communication within the education sector and horizontal coordination between the Ministry of Education and other relevant line ministries and national institutions that have a role in education.

Since most of the budgets allocated to Provincial Governments and Local Levels by the Federal Government are in the form of conditional grants, spending of these grants often requires compliance to the prescribed norms. Provincial Governments and Local Levels should manage education funding from their own funds and other sources to promote access, participation, quality, equity and inclusion in education. Provincial Governments and Local Levels should develop annual budgets and programmes by including, in addition to the conditional grants made by the Federal Government, other grants and budgets managed through their own sources.

For the overall implementation process of this SESP, the following arrangements will be made at different levels:

#### Federal level

- For enhancing policy-level coordination, inter-governmental relationships and promote collaboration and cooperation between different tiers of government, it is advisable to ensure the representation of provincial ministers with the portfolio related to education affairs, chiefs or vice-chiefs of and Local Levels in the National Education Council(NEC). A secretariat should be established to support and facilitate the work of the NEC.

- The MDAC will review the implementation status and outcomes of the programme at its quarterly reviews and ensure coordination amongst central level agencies and help ensure coordination between and/or among the three tiers of government. The NDAC will ensure inter-ministerial and inter-governmental coordination and collaboration involving different line ministries and the three tiers of government.
- Form a Plan Implementation Committee chaired by Education Secretary with membership of the chief of MoEST's Planning Division, the chiefs of central level agencies of MoEST, NPC and Ministry of Finance, and the secretaries of provincial social development ministries. Representatives of development partners may also be invited to attend the committee meetings as observers.
- MoEST will manage financial transfers to Provincial Governments and Local Levels through its annual federal budgets and programmes and coordinate between agencies concerned for implementation. CEHRD will develop an annual project implementation manual, the IEMIS and prepare annual status reports on plan implementation.
- The CDC and ERO will undertake curriculum and assessment -related programmes respectively in coordination with Provincial Governments and Local Levels and provide technical assistance to provinces and Local Levels for the implementation of activities within their areas of jurisdiction.
- MoEST's Planning and Monitoring Division will coordinate with development partners for managing development aid.
- A coordination mechanism will be established for inter-ministry and inter-agency coordination and collaboration.
- An institutional structure will be established to implement the newly developed National Qualification Framework.
- The TSC will be reorganised to regularly and effectively conduct teacher selection and promotion activities.
- MoEST's Planning Division will formulate monitoring indicators annually in collaboration with CEHRD based on the KPI, programme result indicators (PRF) and annual programmes and budgets and prepare regular monitoring reports.
- MoEST will review programme implementation annually with the participation of development partners and government agencies concerned and make suggestions and manage the formulation of action plans for making improvements.
- MoEST will organise orientation sessions for the Federal Government, Provincial Governments and Levels stakeholders to the fundamentals of the SESP through workshops, interactions and different media at Provincial Governments and Local Levels. An introductory booklet on this will be published and made available to stakeholders at various levels.
- The implementation of any education reform plan requires people's interest and participation. Therefore, for effective implementation of the plan, teachers, parents, managers, politicians, non-government sector and the public at large will be made aware of the objectives, targets, activities, and output of the plan, including the role of various stakeholders. For this, a communication system and programmes will be developed and implemented, taking the role of the media into account.

### Provincial level

- Provincial education-related ministries will carry out coordination within the province through provincial education development directorates. Teacher training centres (29) will implement specified programmes.
- Provincial education-related ministries will prepare integrated annual plans and conduct programmes using funds received from various sources, such as the Federal Government's conditional grants, other grants and province's own internal sources.
- Furthermore, provision will be made for regular reporting on the status of implementation through the IEMIS. Appropriate structures will be established for planning and administering Grade 10 examinations.

### Local Level

- Local Levels will prepare local-level periodic plans for the development of the education sector.
- Local Levels will prepare annual education budgets and programmes to use the conditional grants, funds received from Federal Government and Provincial Governments, other grants, and funds from their own sources.
- Local Levels will formulate education laws, standards and directives for programme implementation within their jurisdiction.
- Local Levels will form committees for programme implementation by strengthening the capacity of local education units.
- Local Levels will regularly monitor and facilitate programme implementation, issue policy guidelines and coordinate the effective implementation of programmes in schools and for solving problems.
- Local Levels will regularly prepare reports on programme implementation and report results through IEMIS, review and use them to improve planning and implementation functions; and ensure that relevant reports are easily available at Federal Government and Provincial Governments.
- Local Levels will develop and run local teacher assistance systems, with local teacher and expert groups supporting teaching and learning in local schools.
- Local Levels will form school management committees and parent-teacher associations and facilitate in developing and implementing school improvement plans.

### Schools

- Schools will prepare school improvement plans (SIP) and update them annually.
- School management committees will formulate their annual programmes and budgets to use the funds received from their Local Level and their own sources and implement them.
- Principals will be made responsible and accountable for implementing programmes related to school improvement. School principals will be empowered and their capacities will be strengthened for school management.

- Schools will monitor and implement standards on fiscal management, procurement, teacher management, and teacher's time spent in classroom and performance.
- Schools will organize parents' meetings to interact and collaborate with them and other stakeholders and enhance the effectiveness of social audits of school performance.
- In collaboration with Local Level units concerned, local CBOs and NGOs and resource persons, schools will form committees or build structures for imparting skills on nutrition, health, sanitation and hygiene, and the continuity of education during disasters and crises.
- Schools will assign responsibilities and work plans for students to participate in extra-curricular activities and community work, along with subject-wise learning.

### Community learning centres

Community learning centres will conduct literacy, post-literacy, continuous education, alternative education, income-generation and skill development programmes for learners of all age groups and will also serve as life-long learning centres. In coordination with Local Levels, community learning centre management committees will formulate annual plans to use the grants they receive from Local Levels and from other sources and implement these plans. These centres will implement programmes in collaboration with different local thematic units, CBOs, NGOs, and communities and assist in running and managing community libraries.

### 6.2.3 Collaboration with Non-Governmental and Civil Society Organizations

MoEST has been closely working with a number of international organizations, donor agencies, UN agencies, bilateral and multilateral organizations that have been supporting Nepal's education development for the past few decades or have expressed their interest to do so. A practice of jointly convening, coordinating, and monitoring the support received in the education sector from development partners through sector-wide approach has been in place over the years. Towards this end, institutional capacity for coordinating foreign assistance has been developed within MoEST. A mechanism has been developed and is functioning actively for jointly working with all involved in the partnership for education development. Local education clusters comprising various stakeholders and development partners have played a crucial role in the development of this plan. The SESP will further improve these ongoing practices and existing structures during the plan implementation period to make them more representative, participatory, transparent and effective.

In the Annual Reviews, attended by, among others, development partners and other stakeholders, discussions will be held on the programmes and budget proposed for the next year. The Joint Annual Reviews will hold discussions on the performance and results of the plan as well as on the problems experienced during implementation and solutions will be explored. The CEHRD will prepare periodic reports on the targets and progress based on the achievement details and indicators of the activities accomplished during the specified period. The practice of making this report easily available to various stakeholders, development partners, government agencies, NGOs, civil society, etc. will be further strengthened.

NGOs, CBOs and civil society working in various sectors in the country will have active participation and involvement in the implementation of this plan. A number of organizations have contributed by taking part in the formulation of the SESP and local-level education plans and will participate in its implementation in various ways. NGOs, CBOs, civil society, and private sector will contribute to the implementation of many other programmes, including ECED,

nonformal and lifelong education, use of ICTs in education, teacher training, etc. MoEST will prepare guidelines for local and provincial education bodies on engaging with these organizations.

Citizen participation and social accountability are integral parts of the effectiveness of educational service delivery. Only a strong sense of citizen participation and social accountability can reduce the distance between the government as a service provider and citizens as service recipients or consumers. Therefore, an environment that assures citizen participation and social accountability of educational service at each level from community/school level to local-, provincial- and federal level institutions/agencies must be built. Dissemination of information on the SESP alone cannot fulfil citizen participation and social accountability. Opportunities should be created for voicing the concerns and feelings of the weakest sections of society with respect to the effectiveness of policies and programmes in an organized manner. Towards this end, arrangements will be made for the participation of parents and citizens beginning from the development of a plan to its implementation and monitoring and evaluation.

### **6.2.4 Communication Strategy for Plan Implementation**

This plan for designed for the development of Nepal's school education has created opportunities for developing sense of ownership, dedication and commitment among all stakeholders, teachers, students, parents, NGOs, citizens, and the general public, apart from the various levels and agencies of Federal Government, Provincial Governments and Local Levels towards the interventions proposed by it as well as the overall education system. The first and foremost condition of plan implementation is dissemination of the essential elements of the plan and make all stakeholders aware of the reform agenda. Considering the high importance of communication, right from the plan formulation stage, regular dialogues and information exchanges were held with the stakeholders concerned. The changes in education administration and management brought about by the federal restructuring have made it necessary to make all actors and stakeholders aware of their roles, responsibilities and jurisdictions of different levels.

With regard to plan implementation, it is necessary to ascertain the stakeholders associated with education at various levels and assess how they are linked to education, what their subjects of interest could be, and how they can support plan implementation. As all stakeholders do not share the same interests, capabilities and stakes, it is necessary to undertake an analysis to identify who the end consumers or service recipients are. It is important that everyone is aware of the fact that eventually the plan should work to the best interests of children, parents, guardians, and communities.

In this context, the following strategies and processes will be adopted in relation to communication in the course of implementation of the plan. It is necessary to develop spirit of improvement, openness, partnership and understanding about internal communication between the MoEST and agencies of different levels under it. The current protocols and practices of internal communication will be analysed, and initiatives will be taken to make the current protocols and practices of internal communication smart, easy and timely. Apart from regular meetings, online/virtual modes of communication will be adopted to frequently inform the progress, develop uniform views, understanding and commitment about the plan and to share the experiences gained in the course of implementation.

- The National Education Council and its secretariat will coordinate and assist in two-way communication about this plan from Federal Government to Provincial Governments and Local Levels.

- The MDACs will coordinate between federal agencies by reviewing the implementation status and outcomes of the plan in its quarterly reviews and also assists in coordinating between governments of different tiers, whereas the NDAC will assist in coordinating between inter-ministries and governments of different tiers.
- The Plan Implementation Committee to be formed in the chairpersonship of the Education Secretary which will play an important role in the coordination and communication between concerned line ministries, central agencies and provincial education ministries.
- All tiers of government and education-related agencies will designate a liaison or communication officer for public relations and communication under the current policy of the GoN. Their main function will be to disseminate information about the plan and its implementation.

The CEHRD has been informing stakeholders about the plan by employing conventional and modern means of communication while implementing the SSDP. Drawing on the experiences and the foundation built in the course of implementing SSDP, the practice of informing all about the plan and its implementation will be made more systematic, advanced and effective. Online meetings that use alternative and electronic communication media will be further streamlined and made effective. The practice of contacting and communicating with stakeholders will be organized and strengthened by signing up social media accounts.

Conventional and online media will be deployed to collect the views and opinions of stakeholders on various issues related to plan implementation. Promotional materials, pamphlets, brochures, booklets will be published, covering the SESP's values, key messages of education reform, objectives, programmes and implementation arrangements, etc. and these will be widely distributed.

Stakeholders, service recipients and other general public will be made aware of the plan by widely employing the conventional means of mass media, such as the radio, national and FM radio, television, newspapers, etc.

Various meetings, workshops, discussions, seminars, and programmes will be organized not only to inform the different associations, organizations and groups about the SESP but also to obtain their views and opinions on a range of issues related to education reform and its implementation. The website of the CEHRD will be improved and developed as a medium for disseminating materials and information on the SESP. The website will be updated regularly so that information on the progress of implementation of various programmes.

### **6.3 Monitoring and Evaluation**

Monitoring is the process of undertaking regular or periodic oversight, inspection, observation, and review of targets and progress of programme implementation to determine how resources are being allocated and distributed across the various educational programmes; whether funds flow is taking place in an appropriate manner; whether there are weaknesses in the programme implementation process; whether educational activities are being carried out in a timely manner according to the stipulated timetable and whether the funds are directed towards the attainment of intended results. Monitoring informs stakeholders about the progress and status of programmes.

Evaluation is the process of appraising and judging the relevance, appropriateness, effectiveness and efficiency of educational programmes in a systematic and objective manner. It is focused on results and impact. Generally, monitoring is conducted during the programme implementation phase, whereas evaluation is undertaken in the mid-course of programme implementation as well as upon completion of the entire programme. Monitoring and

evaluation help to ensure that investments made in educational programmes are producing desired results and the plan is being implemented in a transparent, result-oriented, responsible, and accountable manner.

Drawing on the lessons learned, and experiences gained in the course of implementing SSDP, this section analyses the status, challenges and problems of monitoring and evaluation and presents the issues related to the frameworks, processes, tools, resources and reporting of monitoring concerning all tiers of government, agencies, and programmes for the development of a monitoring and evaluation system in the SESP in accordance with the federal system of governance.

### 6.3.1 Current Status

A range of structures have been institutionalized for the monitoring of Nepal's development programmes. For the monitoring and evaluation of all development programmes at national level, NDAC, chaired by prime minister, and MDACs, chaired by ministers concerned, have been formed. These committees meet on a quarterly basis to carry out quarterly progress reviews of development programmes. The Monitoring and Evaluation Section under MoEST's Planning and Monitoring Division prepares quarterly and annual monitoring reports on development programmes.

Monitoring and evaluation of education programmes are carried out, at the federal level, by MoEST, CEHRD and other agencies; at province level, by ministry(ies) that takes charge of education and provincial education development directorates; at district level, by education development and coordination units; and, at Local Level, by local education divisions/sections. The Education Review Office carries out performance audits of educational institutions and assessments of student achievement. Whereas, in the past, school supervisors and resource centres used to provide on-site technical support on pedagogy for teachers along with the inspection and supervision of schools and teaching and learning, since the dissolution of resource centres, no alternative institutional arrangements have been made for supervision.

Monitoring and evaluation activities are undertaken against the indicators developed for measuring the target of the national framework by Nepal for the implementation of education-related SDG 4, SSDP, current periodic plan, and GoN's policy, programmes and budget. The Programme Implementation Manual prepared by MoEST to implement annual programmes contains provisions related to monitoring.

In order to find out the strengths and weaknesses observed in the course of implementing SSDP and identify gaps between the targets and the status of implementation, information is collected in accordance with the results framework. IEMIS is taken as the main source of information on schools, students, teachers, classrooms, and infrastructure. Data are also collected on students' educational achievements, teachers' and students' social and linguistic backgrounds, and other subjects. Mid-term and final evaluations of SSDP are carried out by independent evaluation teams. Existing IEMIS is used for formulating, implementing and reviewing educational plans at school-, local-, provincial- and federal government levels. In addition, joint review meetings, participated in by government and development partners, also serve as a monitoring mechanism in SSDP.

Assessments of student learning achievements conducted by the Education Review Office and performance audits of schools at certain time intervals and studies and research on various subjects and issues carried out by agencies under the ministry, different development partners, NGOs, INGOs, and research centres form the basis for evaluating the different aspects of the plan. Likewise, education-related data and indicators included in the reports of surveys and studies like National Census, National Living Standard Survey (NLSS), National Demographic and Health Survey (NDHS), Human Development Reports are used for monitoring and evaluation.

Despite the aforementioned provisions, the monitoring and evaluation system needs to be further streamlined and made results-oriented as per the federal structure and made self-operational for all three tiers of government to obtain results in real time. For this, existing IEMIS needs to be improved to enable all three tiers of government to extract necessary information through an integrated information system. It is equally important to streamline the system of improving programmes based on the results of monitoring and evaluation.

It is necessary to make monitoring effective, develop national standards for educational monitoring and evaluation, set locally and nationally useful measurable indicators, and develop personnel who are familiar with and skilful in using monitoring indicators. Furthermore, it is also crucial to maintain regularity and uniformity in monitoring, make adequate resources available for monitoring and evaluation tasks, and develop a system that uses feedback obtained from monitoring and evaluation for programme implementation and decision-making.

There is need for updating results indicators by ensuring that they are compatible with SDG 4 indicators. It is also necessary for developing an integrated reporting system by collaborating and coordinating with the three tiers of government on monitoring and evaluation. Likewise, a participatory and collective monitoring and evaluation system should be ensured, and the use of ICTs should be expanded and streamlined in monitoring and evaluation.

Likewise, there is need for strengthening assessments of student achievement and improving learning based on assessment results ; managing the practice of school improvement based on the findings of institutional performance audits of schools and strengthening the audit systems; and developing a well-managed system of carrying out independent evaluation of the implementation and effectiveness of programmes. A sound feedback system should be developed to ensure that the results of national assessments and performance audits are used in reforming education policy and practice.

### 6.3.2 Objectives

1. To develop a coordinated and integrated system of monitoring and evaluation of educational programmes to be undertaken by all three tiers of government in line with the requirements of the federal education system.
2. To make the school education monitoring and evaluation system results-based.
3. To achieve expected outcomes by addressing the problems and challenges experienced during the plan implementation phase in a timely manner.

To undertake systematic evaluations of the impact of various programme components of SESP and use the findings and conclusions of evaluations for evidence-based planning and programme improvement.

### 6.3.3 Strategies

1. Develop a system of integrated educational monitoring and evaluation that uses technologies and networking facilities so as to make M&E activities more systematic, effective and efficient and formulate required guidelines for its implementation.
2. Strengthen the web-based integrated educational information management system so that it supports and complements to the education monitoring and evaluation and reporting functions;

3. Strengthen IEMIS and make it fully-automated, with necessary indicators; making KPIs and PRF the main basis for developing indicators; developing and using group-wise or disaggregated indicators in monitoring and evaluation, especially to measure inclusiveness and equity.
4. Developing and, if necessary, identifying Local Level performance indicators on a number of policy objectives of education related to access and participation, equity and inclusion, student achievement, teacher management, school physical foundation or learning environment, education administration and management, accountability and transparency and, based on them, preparing an index of performance levels of Local Levels.
5. Strengthen the existing system of national assessments of student achievement and school performance audits to make it more systematic and regular and use the results and findings of assessments for improving the various aspects of the education system, especially teaching and learning.
6. Strengthen the report card and social audit system to enhance plan planning and implementation, and make teacher supervision and support system functional to enhance the quality of learning.

### **6.3.4 Outcome**

To ensure effectiveness and efficiency in plan implementation through establishment of a results-based monitoring and evaluation system.

### **6.3.5 Output, major activities and targets**

The outputs, major activities and targets related to the monitoring and evaluation of the plan are shown in Table 6.2.

TABLE 6.2: OUTPUT, MAJOR ACTIVITIES AND TARGETS OF MONITORING AND EVALUATION

Outcomes	Output	Major Activities	Physical targets			Implementation Level
			Unit	5-year target	10-year target	
1. To ensure effectiveness and efficiency in plan implementation through establishment of a results-based monitoring and evaluation system.	1.1 Institutional structures and capacities of monitoring and evaluation are developed.	1.1.1 Developtegrated educational monitoring and evaluation guidelines, along with monitoring responsibilities	Frequency	1	1	Federal Government
		1.1.2 Improve the IEIMS and integrate and organize it in a way that all three tiers of government can access information in time	Improvements-frequency Implementation continuous	1	1	Federal Government
		1.1.3 Build capacity to strengthen the monitoring, evaluation and reporting system	Level	761	761	Federal Government, Provincial Governments and Local Levels
		1.1.4 Local Levels develop and implement a	Frequency Level	1 753	1 753	Local Level

Nepal: School Education Sector Plan 2022/23-2031/32

1.2 A result-based monitoring system is established and a plan and programme monitoring system is strengthened.	monitoring system	1.2.1 Prepare and update indicators for the result-based monitoring system	Frequency	1	2				Federal Government and Local Levels
		1.2.2 Each programme implementing government and agency to monitor the programmes they have implemented	Implementing agency Continuous						Federal Government and Local Levels
		1.2.3 Carryout quarterly and annual review of programme implementation and preparing reports	Frequency	15	30				Federal Government, Provincial Governments and Local Levels
1.3 Student achievement assessments and school performance audits become more systematic and regular and the practice of using the results to improve their performance is	1.2.4 Prepare status reports	1.2.4 Prepare status reports	Frequency	5	10				Federal Government, Provincial Governments and Local Levels
		1.2.5 Conduct joint review meeting	Frequency	5					Federal Government
		1.3.1 Undertake assessments of learning achievements of students	Grade	3, 5 and 8	3, 5 and 8				Federal Government and Local Levels
	1.3.2 Undertake performance audits of schools	School Percentage	100	100				Federal Government and Local Levels Running grades 1-	

	established.	1.3.3 Makeschool social audits effective and regular	School Percentage	100	100	8/10/12, 9-12
		1.3.3 Carry out audits of school accounts	School Percentage	100	100	Local Level, schools
	1.4 Periodic evaluations of outcomes and impacts of different programmes are carried out.	1.4.1 Carry out study and research on different subjects and issues	Number	44		Federal Government and Provincial Governments
		1.4.2 Undertake periodic evaluations of different programmes	Programme	7		Federal Government and Provincial Governments
		1.4.3 Carry out overall impact evaluations of SESP	Frequency	2		Federal Government

## 7. Financing and Resource Management

This chapter provides with estimates of the cost of SESP programmes for the 5 years period from FY 2022/23 to FY 2026/27. It further presents an estimate of potential school education budget that could be made available and compares it to the cost of SESP programmes to assess a financing gap. The chapter is organized in five sections:

- Section 7.1 provides with an overview of the current situation of the funding of education and specifically school education sub-sector.
- Section 7.2 provides with the estimates for projected costs of SESP planned activities (in sub-section 7.2.1). On the resource side, it provides with a projection of a potential school education budget that could be made available in the Federal budget (sub-section 7.2.2). The financing gap is then assessed (sub-section 7.2.3) and the financing of SESP programmes is discussed considering contributions from Federal and sub-national levels, and from DPs' support.
- The final section 7.3 provides with more detailed information about financing mechanisms, specifically about financing transfers between Federal and sub-national levels
- The financing gap is assessed in section 7.4; the financing of SESP programmes are discussed considering contributions from Federal and sub-national levels, and from DPs' support
- The final section 7.5 provides with more detailed information about financing mechanisms, specifically about financing transfers between Federal and sub-national levels

Some important initial considerations have to be made since the funding of school education is a shared responsibility of federal and sub-national levels of Government. The funding responsibilities are not based on a division in funding specific activities but rather on a complementary basis. For a similar purpose, including remuneration of staff or constructions, Local Governments are expected to provide funding from their non-earmarked resources, in addition to the earmarked grants received from the Federal level.

SESP programmes have been designed based on a vision of improvements in equitable access, quality and efficiency of the school education sub-sector. Together with the previous consideration, one consequence of the co-financing patterns between the three tiers of Government is that many of SESP planned activities could be funded partly by Federal or Local Budgets.

SESP programmes are also designed in a perspective of guiding the Ministry of Education and its partners for the next 5 years. In this perspective, the financing focus in this section is more on providing a framework for Federal budget requirements. De facto, the baseline for action is the current situation of funding from federal budget.

The programmatic vision for the development of the school education sub-sector and the costing perspective seen as a financial planning exercise for federal budget are not fully aligned. The ambiguities are difficult to avoid as the funding responsibilities between tiers of Government could evolved (see section 7.5). Those issues and their implications in the SESP cost and financing perspectives are discussed in sections 7.2 (projected costs) and 7.4 (funding gap and financing)

### 7.1 Introduction

Nations make public investment in children's education help accelerate economic and social transformation towards building a prosperous nation and an advanced society. Investing in public education provides an important basis for developing the quality of human resources in the future. Investment in education enables long-term development of individuals, society and the State as well as enhances their capabilities to compete in a globalized economy. Both developed and developing countries of the world have adopted education as the backbone of their socioeconomic development and accorded high priority to education development. While determining State financing in education, a number of considerations need to be taken into account. These are: ensuring educational opportunities and participation of all children and citizens; ensuring the quality and relevance of education; and ensuring equitable distribution and utilization of resources.

In consideration of the global trend of investment in education and national aspirations for education and development, public investment has significantly increased in education in Nepal over the past few decades. A number of factors determine the level of state funding in education, which include development aspirations and needs of the society, global commitments and norms related to education, potential contribution of education to the Sustainable Development Goals, and the nation's commitment at both national and international levels, as well as the current state of country's economic development and resource mobilization capacity.

The Constitution of Nepal and various policy documents provide a basis for investment in education. The Constitution recognizes education as a public service and a responsibility of the State. However, the expansion of educational access alone cannot attain the objectives of social and economic development. For education to be a key driver of economic development, prosperity and social advancement, it is imperative to increase public investment in education for quality enhancement, while ensuring that the distribution of resources is equitable and based on social justice. In view of these, global norms call for allocating at least 4 to 6 percent of a country's GDP or minimum 15 to 20 percent of national budget to the education sector. The Incheon Declaration, ratified by the World Education Summit, held in Incheon in South Korea in 2015, has also strongly urged nations to comply with this international norm. The 2022 Transforming Education Summit (TES) held in New York under the aegis of the United Nations strongly has strongly urged nations to mobilize domestic financing for education; diversify sources of financing and explore opportunities for innovative financing. It also asks donor countries and international aid agencies to increase financing for education.

As stated earlier, the Constitution of Nepal has the provision of compulsory and free basic education and free secondary education recognizing education as a fundamental human right. The 2018 Compulsory and Free Education Act (BS 2075) has been enacted to ensure that citizens are able to enjoy their constitutional right to education. Likewise, the government has approved the 2020 Compulsory and Free Education Rules (BS 2077) to facilitate the implementation of the Act. As per prevailing constitutional and legal provisions, providing quality education, along with equitable access to school education, is a concurrent responsibility of the Federal Government, Provincial Governments and Local Levels. To this end, it is important that arrangements are made for the identification, prioritization and equitable allocation of resources; effective implementation; monitoring and evaluation and reporting.

As envisioned in the Constitution, it is important that a partnership is ensured between the Federal Government, Provincial Governments and Local Levels for the financial management of school education. The Constitution has made the provision of fiscal transfer in the form of conditional, equalization, supplementary, and special grants from federal sources to Local Levels. Local Levels also mobilize and use their own resources for education. Local Levels are also authorized to raise domestic borrowings as part of resource mobilization.

The nature of various grants made available by the Federal Government varies. For example, the conditional grants are transferred to the local and provincial governments for spending on the specified objectives or programmes based on the criteria developed by the federal ministry concerned. Apart from the federal grants, Local Levels and Provincial Governments also allocate their resources to the education sector from the budget based on their own resources as well the budget received from revenue sharing. Despite the provision, the practice of domestic borrowings by local and province levels is not in operation at the moment.

While on one hand, Nepal's Constitution envisages an equality and justice-based and socialism-oriented State and recognizes school education as a public service to be financed through state funding, on the other hand, the private sector involvement in the education sector is progressively increasing. The fact that both institutional and community schools have been charging various types of formal and informal fees, it poses a serious challenge in education financing. In the context of gradual transitioning of the State to a federal structure, the question of how to utilize the federal-, provincial- and local financing in a well-coordinated, objective, useful, and result-oriented manner is of paramount importance. This chapter analyses the status of public investment in education and presents potential availability of sources for this plan and estimates resources for proposed programmes. With these arrangements, it is expected that, through improved financial management, all levels of governments will be able to increase investment in education, ensuring public investment in education comparable to the international norms.

## 7.2 Status

One positive aspect in the financing of school education is that there is a common understanding within the country that public investment needs to be increased in the education sector. The unanimity among all about the need for increasing investments can be considered an important basis for efforts to increase investments. The general election manifestos of Nepal's almost all political parties state that at least 20 percent of the national budget should be set aside for the education sector.

### 7.2.1 Status of State's investments to the education sector

In Nepal, in FY 1992/93 (BS 2049/50), the State allocated about 8.5 percent of the national budget to the education sector. In FY 2010/11 (BS 2067/68), during the implementation phase of the Education for All campaign, this percentage increased to 17.1 percent. This percentage then decreased to 9.9 percent in FY 2017/18 (BS 2074/75) but gradually increased to 11.7 percent in FY 2020/21 (BS 2077/78). In the past decade (2011/12 to 2020/21), on average, the government allocated 13.2 percent of the total national budget to the education sector. The government allocation to the education sector in the past five years has remained around 4.2 percent of GDP. Foreign assistance also makes up an important share in the financing of Nepal's education sector. In the last five years (2016/17 to 2020/21), foreign assistance provided an average of 10.68 percent of the total education budget (Table 7.1). The form of budget of the education sector in the past five years is presented in Table 7.1.

## Nepal: School Education Sector Plan 2022/23-2031/32

**TABLE 7.1: NEPAL'S EDUCATION BUDGET IN THE LAST FIVE YEARS (BUDGETS IN NPR 10 MILLION)**

Fiscal years	Education budget	Foreign assistance amounts	Percentage of foreign assistance	Percentage of annual budget increments	Share of education budget in total federal budgets	Percentage of GDP of education budget
2016/17 (BS 2073/74)	11,636	1,034	8.88	17.96	11.1	4.1
2017/18 (BS 2074/75)	12,664	1,096	8.65	8.84	9.9	4.2
2018/19 (BS 2075/76)	13,451	1,287	9.57	6.21	10.2	4.1
2019/20 (BS 2076/77)	16,376	1,746	10.66	21.74	10.6	4.4
2020/21 (BS 2077/78)	17,171	2,451	14.28	4.86	11.7	4.3
2021/22 (BS 2078/79)	18,004	1,719	9.60	4.85	10.93	4.2

Source: Ministry of Finance (budget booklets for fiscal years)

Education sector budget of Nepal follows a SWAP, which provides a framework for joint financing arrangements (JFA) with the development partners. Only a small share of the funds is spent based on project approach. Analysis of the last five years of education sector budget reveals that on an average about 69.5 percent of the overall education budget has been earmarked for school sector on an annual basis. Of this amount, the share of the GoN is 90.2 percent and that of foreign assistance is 9.8 percent. Table 7.2 shows the trends of the SSDP budgets over the last five years, including the share of foreign assistance.

**TABLE 7.2: GOVERNMENT AND FOREIGN RESOURCES IN SCHOOL SECTOR DEVELOPMENT PLAN BUDGET**

Fiscal year	Total SSDP budget (in NPR 10 million)	SSDP budget as proportion of education budgets	Foreign assistance amounts (NPR 10 million)	Foreign assistance percentage
2016/17 (BS 2073/74)	8,598	73.89	770	8.96
2017/18 (BS 2074/75)	9,306	73.48	783	8.41
2018/19 (BS 2075/76)	9,293	69.09	918	9.88
2019/20 (BS 2076/77)	9,884	60.36	1,089	11.02
2020/21 (BS 2077/78)	12,125	70.61	1,328	10.95
2021/22 (BS 2078/79)	12,669	70.37	942	7.43

Source: Ministry of Finance (budget booklet of the fiscal years concerned)

### 7.2.2 Family and private sector investments in the education sector

Studies have shown that families make significant investments in their children’s education. All expenses, including monthly or annual fees, are borne by the families of students in institutional schools, while in community schools, families pay for their children's stationery and school uniforms. An analysis has estimated that more than a half of the money invested in school education (55.6 percent) is private investment comprising 48.9 percent invested by families, 4.6 percent from educational institutions' own resources, and 2.1 percent from NGOs, while the remaining other 44.4 percent being public investment (MoEST, 2021). Table 7.3 shows the results of a study report on per student cost from public and private funding in both community and institutional schools. Per student public cost has been calculated on the basis of the expenditures incurred by different tiers of government at various levels of education each year, while per year per student private investment has been calculated on the basis of the direct and indirect expenses incurred by parents who send their children to community schools and all expenses incurred by parents of children who go to institutional schools.

**TABLE 7.3: COMPARISON OF PER STUDENT PER YEAR COST IN NEPAL**

Levels of education	Average per student cost (NPR)		
	Public funding	Private funding	Total
ECED/PPE	2,370	4,644	7,014
Lower basic level (Grades 1-5)	9,450	6,008	15,459
Upper basiclevel (Grades 6-8)	7,651	8,831	16,482
Lower secondary level (Grades 9-10)	9,973	17,111	27,083
Higher secondary level (Grades 11-12)	6,613	28,914	35,528

Source: UNESCO/UIS, 2016

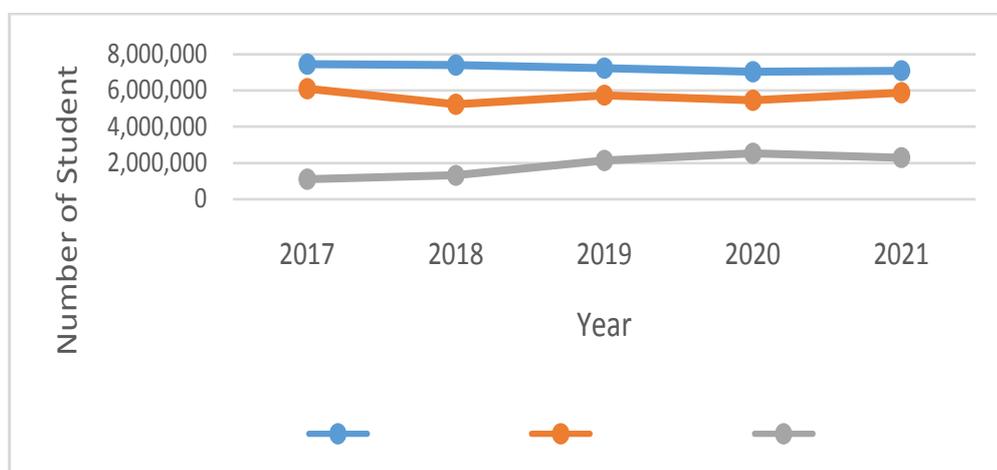
As shown in the table above, per student spending at levels other than basic level (grades 1–5) is more from private sources than public sources. Furthermore, private investments far exceed public investments in ECDE and secondary levels (grades 11–12). The fact that families invest about half of the total expenses of school education presents a grave concern because financing responsibility for this level of education is supposed to be borne by the State as per the Constitution and international commitment. Although the investment patterns made by families at this level indicate higher level of family commitment towards children’s education as well as increasing popular demand for education, this practice does not seem to be consistent with the free education policy proclaimed by the Constitution. From an equity perspective, the practice of families spending half of their family income on children’s education is unjust, particularly for low-income families. This adds to the huge financial burden of poor families. The tendency not to enrol in school and if enrolled, to drop out of school soon before completing the full cycle of an education level, repeat class and fail to secure expected level of learning achievement normally occurs due to huge financial burden that parents must bear in the course of educating their children. This shows, on the one hand, the need for increasing the current level of government funding to fully implement the State’s obligation of free school education, and, on the other, the need for mobilizing additional resources for providing quality education for all by improving the efficiency of the whole education service delivery.

7.2.3 Status of enrolment in public and private schools

In 2019/20 (BS 2076), more than 25 percent of all students in Nepal were enrolled in private sector-run institutional schools. In the same year, more than 50 percent of ECED/PPE students were enrolled in privately-run schools.

The total number of school (Grades 1–12) level students declined from 2016/17 to 2019/20 and slightly increased in 2020/21, which was still less than that of 2016/17, 2017/18 and 2018/19 (Figure 7.1). Although the overall enrolment of students in public schools has been declining, in 2018/19 and 2020/21 it increased slightly compared to the previous years.

FIGURE 7.1: NUMBER OF STUDENTS IN COMMUNITY AND INSTITUTIONAL SCHOOLS, 2016/17–2020/21(GRADES 1-12)



Source: Flash reports and educational highlights of Ministry of Education

That the management of education up to school level is the responsibility of the State, the question of how to involve the private sector in education should be carefully considered. It indicates the need to invest in education by being sensitive about the policy adopted by the country and the constitutional guarantee of education as a fundamental and civil right. At the same time, there is a need for taking into account of the projected ratio of students enrolment in institutional and community schools while estimating the resource need. The investment has been estimated based on the projection of slight increase in the number of students in community schools. This projection of enrolments is made with the analysis of the enrolment trends of institutional and community schools as well as estimated change in enrolment pattern due to the result of the efforts made to improve community schools during the plan period.

Efforts are being made to explore and manage resources in a coordinated manner to conduct various programmes on enhancing quality and access at all levels of education. However, additional investments are needed to bring all school-age children into and retain them in school and ensure the minimum conditions for learning in a large number of schools. Additional investments are needed to implement the policies on enhancing inclusive education by increasing the access to and participation of Dalits, women, children living in difficult conditions,

other disadvantaged and poor children, and children with disabilities in school education. The results of the performance audits of education institutions and schools and assessments of student achievement carried out by the Educational Review Office show the need for increasing funding in improving the quality of school education. These discussions have shown that, on the one hand, the current budget for school education is not sufficient and, on the other, there is need for maximizing student output through equitable distribution and efficient use of the current investments in education.

#### 7.2.4 Status of investment in different sub-sectors of school education

Teacher supply and management (expenditures on teachers) occupy the highest share in the financing of public education. Physical infrastructure and structure, textbooks and educational materials, administrative expenses, scholarships, and school meals are other major areas of investment. In Nepal, teacher salaries account for more than 65 percent of the total school sector expenditure.

The status of financing in sub-sectors of education over the two fiscal years is shown in Table 7.4. The share of basic education is the highest, followed by secondary education and educational management. As basic education has been established as a citizens' right and its financing recognized as a State responsibility, generally public investment in this sub-sector remains high.

TABLE 7.4: SUB-SECTORAL FEDERAL INVESTMENTS IN EDUCATION

Subsector	2019/20		2020/21		2021/22	
	Budget (NPR 10 million)	Percent	Budget (NPR 10 million)	Percent	Budget (NPR 10 million)	Percent
ECED/PPE	273.32	1.67	293.80	1.71	484.26	2.72
Basic level	6,807.28	41.57	8,497.43	49.49	8,003.39	44.91
Secondary level	2,834.84	17.31	3,313.41	19.30	3,786.27	21.25
Technical education	47.72	2.49	955.89	5.57	1,176.24	6.60
Higher education	1,763.40	10.77	1,762.44	10.26	2,037.06	11.43
Non-formal education and life-long learning	134.52	0.82	58.47	0.34	60.70	0.34
Educational management	4,154.07	25.37	2,289.78	13.33	2,272.08	12.62
<b>Total</b>	<b>16,375.59</b>	<b>100</b>	<b>17,171.22</b>	<b>100</b>	<b>1,782,000</b>	<b>100</b>

Source: Ministry of Finance (budget booklets)

### 7.3 Proposed Programme and Budget Estimates

The budget is estimated in accordance with the proposed SESP programme, taking the country's commitments and constitutional provisions on providing inclusive access to quality education into account. Furthermore, costing has been undertaken to ensure the budget supports the Government's aim to meet the Basic Learning Conditions (BLCs) in all basic schools within the five years of the SESP costed programme, and in all secondary schools within the ten-year plan period.

Major areas of planned investment under the SESP are physical infrastructure development and teacher development for improving the quality of school education. Similarly, a significant proportion of budget is proposed

## Nepal: School Education Sector Plan 2022/23-2031/32

for strengthening the relevance of the curriculum, including the updating and enhancement of textbooks, for expanding the availability and use of ICTs in schools.

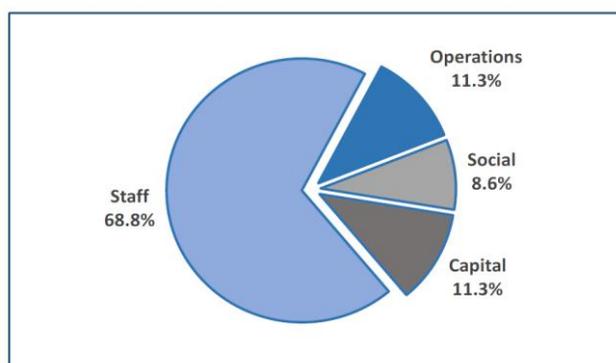
providing midday meals for all basic-level students, providing residential schooling and scholarships for children with disabilities and scholarships for economically poor children and children living in difficult situations to improve equity and inclusion. In addition, funding is also included for school-based health and nutrition and sanitation and hygiene programmes (including menstrual hygiene for girl students of Grades 6–12) and preparedness for education in emergencies and vulnerable situations. As the table 7.5 shows, a total of 978,3 billion (US\$ 8,157.43 million) is required for the first five years of plan implementation.

**TABLE 7.5: SESP COST BY BROAD COMPONENT AND ORIENTATION**

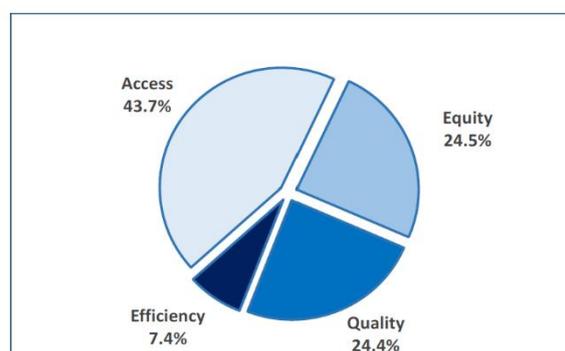
	2022/23	2023/24	2024/25	2025/26	2026/27	Total 5 years
Total (NPR billion)	<b>162.3</b>	<b>182.7</b>	<b>203.8</b>	<b>210.4</b>	<b>219.0</b>	<b>978.3</b>
By broad component						
Staff	110.3	121.9	139.4	147.2	155.1	673.9
Operations	21.3	21.9	22.3	22.1	22.4	110.0
Social	15.9	16.4	16.8	17.1	17.6	83.8
Capital	14.8	22.6	25.3	23.9	23.9	110.6
By orientation						
Access	129.5	148.7	168.7	175.0	182.9	804.7
Equity	14.2	14.6	15.0	15.2	15.6	74.6
Quality	14.6	15.0	15.5	15.5	15.7	76.3
Efficiency	4.0	4.4	4.6	4.7	4.9	22.7

Table 7.8 provides an overview of the SESP cost by broad components and orientation. As can be seen in the table and the Figures below, the staff makes up the majority of the cost (68.8%) in terms of broad component and the Access and Equity combined make up 68.2% of the cost by orientation.

**FIGURE 2; SESP COST BY BROAD COMPONENT**

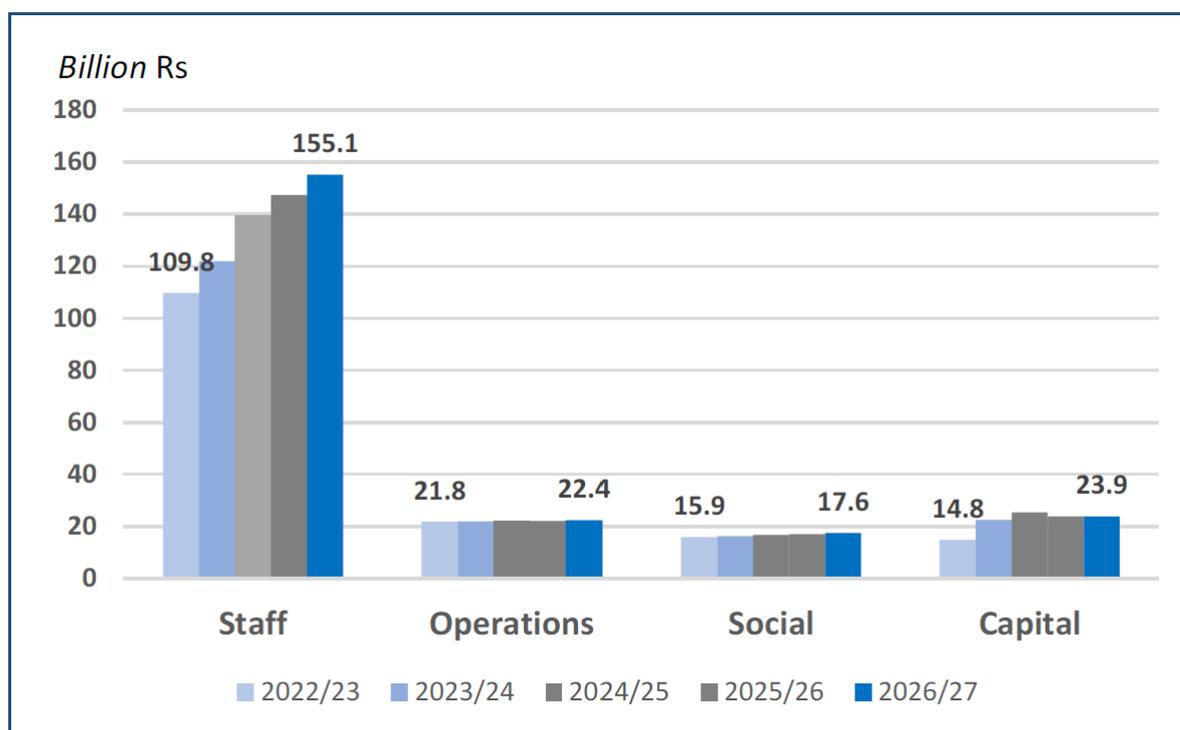


**FIGURE 3; SESP NON-STAFF COST BY ORIENTATION**



As is shown in figure 7.2 and 7.3, expenditure for staff remuneration is the category of expenditure with the highest absolute increase over the period (NPR 45.3 billion). Operations costs and social costs are almost stable over the year, while capital cost increases by NPR 9.1 billion. Increased staff costs and capital costs are the major reasons for the increasing trend in expenditure.

FIGURE 4; SESP COST BY FISCAL YEAR AND BROAD COMPONENT



Detailed expenditures for staff remuneration are provided in the table 7.9 and Figure 7.5 below. Several measures are progressively planned:

- increase in the number of positions covered by conditional grants at basic and secondary levels progressively starting with 2022/23 for a total in 5 years of 3,922 positions at Lower Basic level, 24,401 at Upper Basic and 24,835 at Secondary and higher secondary levels;
- increase in the average salary for lower basic teachers in 2024/25;
- increase of 7,500 ECED teachers over 5 years and remuneration of caretakers starting in FY 2023/24.

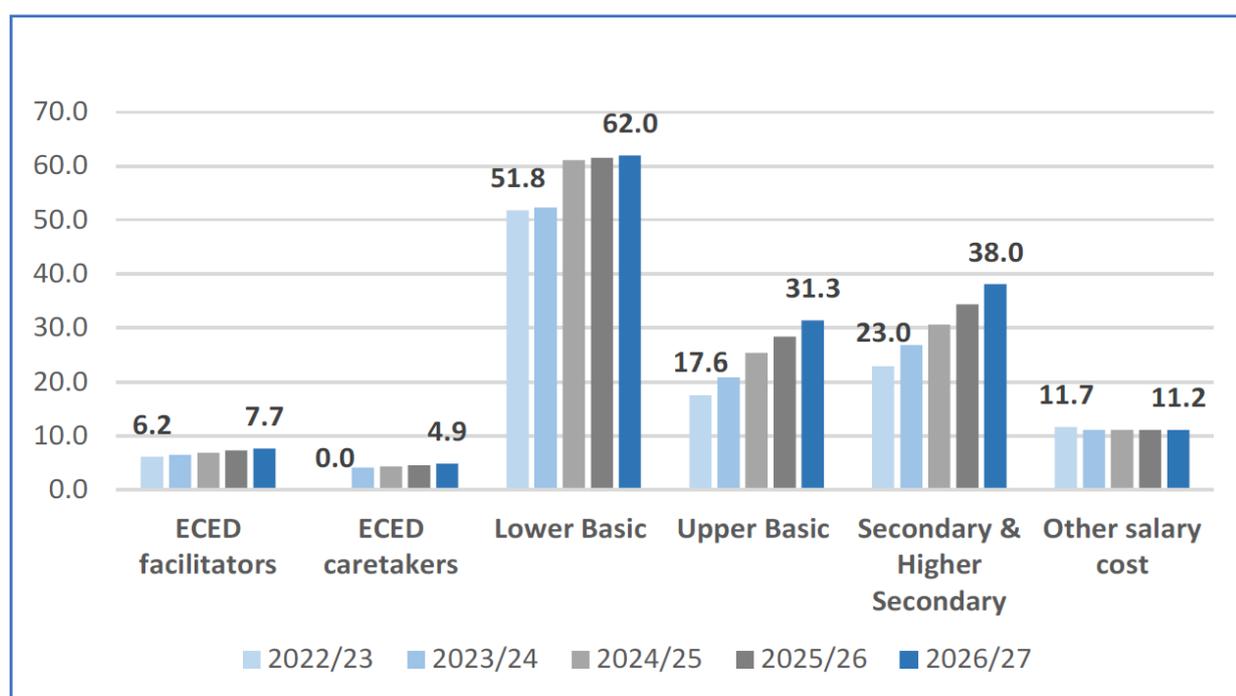
The increase of positions covered by conditional grants at Upper-Basic- and Secondary levels account for the majority share in the increase of SESP projected salary cost.

## Nepal: School Education Sector Plan 2022/23-2031/32

**TABLE 7.6: STAFF POSITIONS AND SESP EXPENDITURE FOR REMUNERATION**

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
<b>Reported in all community schools (EMIS)</b>							
Lower Basic 150,193	150,193						
Upper Basic 38,618	38,618						
Secondary and Higher Secondary	41,299						
<b>Positions included in SESP projected costs</b>							
ECED facilitators		30,039	30,039	31,914	33,789	35,664	37,539
ECED caretakers			0	31,914	33,789	35,664	37,539
Lower Basic (permanent, temporary and Rahat)	102,054	102,045	102,829	103,613	104,397	105,181	105,967
Upper Basic (permanent, temporary and Rahat)	25,862	25,832	30,712	35,592	40,472	45,353	50,233
Sec & Higher Sec (permanent, temporary and Rahat)	25,379	25,471	30,438	35,405	40,372	45,339	50,306
<b>Projected SESP salary costs (NPR billion)</b>							
ECED facilitators		6.2	6.2	6.5	6.9	7.3	7.7
ECED caretakers		0.0	0.0	4.1	4.4	4.6	4.9
Lower Basic		51.4	51.8	52.3	61.1	61.5	62.0
Upper Basic		14.8	17.6	20.9	25.3	28.3	28.3
Secondary & Higher Secondary		19.3	23.0	26.8	30.5	34.3	38.0
Other salary costs		11.7	11.7	11.2	11.2	11.2	11.2
<b>Total</b>		<b>103.3</b>	<b>110.3</b>	<b>121.9</b>	<b>139.4</b>	<b>147.2</b>	<b>155.1</b>

**FIGURE 5; PROJECTED EXPENDITURE FOR REMUNERATIONS BY SUB-SECTOR**



### 7.3.1 Projected Federal budget for school education

Maintaining a balance between commitments, aspirations on the one hand and projected availability of resources on the other hand are key to ensure the SESP programme's budget is realistic. For this, it is necessary to properly assess resources in order to ensure rights enshrined in the Constitution and Acts are adhered to, and other national- and international commitments are honoured. Simulation of costing based on context and targets will provide an evidence-base for projecting the available financing.

Projection of resources for school education should be made by paying attention to the specific sectors of expenditures. As per the Constitution, the State is obligated to provide free- and compulsory Basic education and free Secondary education. As every child in Nepal has the right to enter grade one with school readiness, the State should provide budget for ECED/PPE under Basic education. Similarly, in order to ensure access and participation of all, targeted incentives are needed, especially for the economically deprived and children in difficult situations and children with disabilities. Apart from compulsory and free Basic education and free Secondary education, it is necessary to ensure funding for other core elements of the SESP programme, including non-formal and continuing education, technical- and vocational education at school level, curriculum and textbooks, teacher management and development, ICT, physical infrastructure, disaster management, and school meal, school health and nutrition, and sanitation and hygiene. In addition to these, funding is needed to manage the monitoring and evaluation and management of this plan and capacity building at various levels.

The plan's budget is estimated based on the present investment ratio and the availability of resources with some activities prioritized to match available resources. In doing so, keeping in view of resource availability, priority is given to a number of most essential activities. This involved estimating the resources that may be available from the three tiers of government, NGOs and development partners while identifying capabilities by analysing the availability of resources. Resource estimates also give consideration to the level of student participation in private sector schools and future enrolment estimates in such schools, which will ultimately affect the size of government financing in public sector schooling.

**Estimated resource availability** - The likely available school education sector budget for the SESP five-year (2022/23 to 2026/27) programme period has been estimated based on expected increments in the GDP and the national budget. While estimating the budget, the need for increasing the ratio of public investment in education to some extent has been kept under consideration and how it will lead to consecutive increases in the education sector budget as a proportion of the GDP. Although the three-year projection of Nepal's MTEF, the estimated five-year GDP of the Fifteenth Plan and the likely share in the government's budget are the main basis for this resource assessment. The projected GDP and economic growth are reviewed in the context of the negative impact that the COVID-19 pandemic has had on the economy. In view of the current state of economy and potential growth in the economy, resource estimates have been made taking account of the high-, medium- and low growth scenarios. The resource estimates for the school education sector presented below are based on the projected medium rate of economic growth, whereas estimates based on high- and low growth rates are shown in Annex 6.

## Nepal: School Education Sector Plan 2022/23-2031/32

**TABLE 7.7: POTENTIAL BUDGET ALLOCATION FOR SCHOOL EDUCATION**

	Description	2020/21		2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
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**Values at current prices**

1	GDP growth (%)	2.7		4.1	6.1	5.7	5.2	5.3	5.2
2	GDP prices (% annual increase)	3.6		5.8	5.8	5.6	5.5	5.4	5.4
3	GDP current prices (NPR billion)	4,164		4,587	5,148	5,747	6,378	7,074	7,845
4	National budget as percentage of GDP	28.5		31.0	31.2	30.9	30.5	30.0	30.0
5	NI budget expenditure (NPR billion)	1,186		1,423	1,609	1,777	1,944	2,124	2,351

**Values at 2020-21 prices**

6	<b>GDP 2020/21 prices RPR billion)</b>	<b>4,163</b>		<b>4,336</b>	<b>4,601</b>	<b>4,862</b>	<b>5,117</b>	<b>5,387</b>	<b>5,669</b>
7	Budget for education as % of GDP	4.1		4.3	4.4	4.5	4.7	4.8	4.9
8	<b>Budget for education (NPR billion)</b>	<b>171,7</b>		<b>186,4</b>	<b>202,5</b>	<b>218,8</b>	<b>240,5</b>	<b>258,6</b>	<b>277,8</b>
9	% school education in total education	70.6		70.6	70.6	70.6	70.6	70.6	70.6
10	<b>Budget to be available to school to school education NPR billion)</b>	<b>121,3</b>		<b>131.6</b>	<b>143.0</b>	<b>154.5</b>	<b>169.8</b>	<b>182.6</b>	<b>196.1</b>

Source: CBS 2021; projections based on, among others, IMF 2021 and NPC 2019

As shown in Table 7.10, it is estimated that the school sector could receive sums of Rs 143.0 billion, Rs 154.5 billion, Rs 169.8 billion, Rs 182.6 billion, and Rs 196.1 billion consecutively for five years from 2022/23 to 2026/27. Projections are based on federal budget figures and do not include the investments that the provincial and local governments are likely to make from their own non-earmarked resources. Table 7.11 presents the education expenditures of local and provincial governments in the year 2019/2020. Sub-national Governments were able to mobilize NPR 17.2 billion in addition to the earmarked transfers from Federal level.

TABLE 7.8: EDUCATION BUDGETS OF PROVINCIAL AND LOCAL GOVERNMENTS, FY 2019/20

Sources of funds	Local Governments Education budget	Provincial Government education budget	Notes
Conditional education grants	99.5	4.3	Based on budgets of 730 local governments and all 7 provinces
Other federal education grants	0.9		
Equalization grants	4.9		
Revenue sharing	3.1	6.5	
Local sources	2.7		
<b>Total</b>	<b>111.0</b>	<b>10.8</b>	

Source: Prepared on the basis of MoEST (2021) and Education Sector Analysis.

In addition to the amounts received from the federal budget, provincial and local governments invest funds in education from their own incomes in which there exist large variation of educational investment among provinces and local levels due to the lack of definite criteria for investment. Under the federal structure, it is necessary to determine the criteria for investment in education at federal, provincial and local levels and make arrangements to ensure investment from all three tiers. Similarly, it is necessary to make all three tier of governments accountable for investing in education by determining appropriate means of transferring financial resources. Local governments are expected to invest in the education sector at least in proportion to the federal expenditure, with an estimate that the investments from provincial and local governments will increase from their own resources.

### 7.3.2 Financing of SESP programme activities

The total resources required as per the budget estimate for this plan, shown in Table 7.7, are presented by estimating the resources that may be available based on the GDP, as shown in Table 7.10 and the resources that may be available through foreign aid. The estimates of resources expected to be available through foreign aid are based on the current aid received in the school sector as well as the preliminary discussions held with the potential development partners in the education sector.

TABLE 7.9: COMPARISON OF SESP PROJECTED COST AND POTENTIAL BUDGET, FUNDING GAP

	2022/23	2023/24	2024/25	2025/26	2026/27	Total of five years
SESP projected cost (in NPR billion)	162.3	182.7	203.8	210.4	219.0	978.3
<i>Of which cost of additional positions</i>	6.9	18.7	26.2	33.7	41.2	126.6
Potential Budget for school education (in NPR billion)	143.0	154.5	169.8	182.6	196.1	846.0
Funding gap (in NPR billion)	-19.4	-28.2	-33.9	-27.8	-22.9	-132.3

As shown in Table 7.11, out of a total budget of Rs. 978 billion estimated for the first five years of the implementation of the plan, Rs. 846 billion could be funded from the school education allocation within the Federal Budget. The funding gap amounts at NPR 132 billion over 5 years, an average of NPR 26 billion per year.

First it should be said that the funding gap is a consequence of the increase in the number of positions supported by federal conditional grants. Mainly it does not correspond to an increase in the number of teachers and constitutes more a transfer of burden to the federal budget, as most of those teachers are currently working, being paid by Local Governments or schools. Data are difficult to document but the projected increase overpass the real additional cost for the three tiers of Government together. A decrease of the burden on local entities would lead to an increased capacity of LGs to fund other education activities.

As visible in the table, the additional cost occurred by additional positions (ECED caretakers, new position at Basic and Secondary level) amounts at a similar level than the funding gap over the period. All other activities could be funded from federal budget, only by continuing the current number of budget positions.

As already seen, one part of the funding of new or extended activities planned in SESP could be funded from Local or Provincial Governments' own resources, of which equalization grant and revenue sharing mechanism. SESP activities were not designed in a fully federal level perspective. LGs and PGs are spending about NPR 20 to 30 billion per year for education from their own resources. MOEST will have to raise LGs awareness of investing more in education.

The funding by Development partners is already partly included in the projected potential budget for school education. JFPs were financing school education for NPR 13.3 billion in 2020/21 and NPR 9.4 billion in 2021/22. An increased priority of DPs for directing more funding to school education could help in reaching the projected level of Federal GON funding. Some projected activities could be funded directly by DPs through Technical Assistance Support; During the period 2015-2021, Off-budget projects funded by DPS at school education level stand between NPR 1.8 and 3.2 billion per year. In addition, INGOs were funding projects for school education for NPR 2.6 to 3.3 billion annually.

Even with an increased effort of its Development Partners, the key for an adequate funding SESP programme relies on the capacity to mobilize Provincial and Local Governments. Taking over the burden of a substantial additional number of staff would help increasing local funding. From the point of view of the management of the Federal Budget, decisions on the number of permanent and Rahat positions could be the key variable to adjust in the event of insufficient budget allocation

### 7.3.3 Comparison of Proposed Budget and Resources

The total resources required as per the budget estimate for this plan, shown in Table 7.12, are presented by estimating the resources that may be available based on the GDP, as shown in Table 7.6, and the resources that may be available through foreign aid. The estimates of resources expected to be available through foreign aid are based on the current aid received in the school sector as well as the preliminary discussions held with the potential development partners in the education sector.

TABLE 7.10: ANNUAL COMPARISON OF PROPOSED BUDGET AND RESOURCES FOR THE PLAN

Description+	2078/ 79	2070/80	2080/81	2081/82	2082/83	Total of five years
Budget estimate (in NPR billion)	161.24	174.03	197.88	207.52	213.91	954.41
Estimate of resources available through GDP (in NPR billion)	131.84	149.78	169.48	183.56	198.73	833.39
Estimates of foreign resources (in NPR billion)	19.54	19.24	19.88	18.74	15.00	92.4
Deficient resource (in NPR billion)	-9.87	-5.34	-8.53	-5.22	-0.08	-28.63

As shown in Table 7.8, out of a total budget of Rs. 954.41 billion estimated for the first five years of the implementation of the plan, Rs. 833.39 billion is estimated from GDP and Rs. 92.4 billion from foreign resources. In accordance with this estimate, there will be a total shortfall budget of Rs. 28.63 billion for the first five years.

It is estimated that the shortfall in the resources will be met through the funds mobilized by the local and Provincial Governments and contributions from the non-governmental sector. Arrangements will be made for this type of alternative resource funding in the targeted programmes to meet the resource shortfall of about 3.2 percent between the indicative cost and the projection of resources for five years of the plan.

## 7.4 Management of Educational Investment at Local Level

The Constitution of Nepal has provided the responsibility of managing school level education to the Local Level, due to which some crucial and far-reaching changes have been noticed in the management and financing of school education. Given the change in the context of basic and secondary schools, which has transitioned from a centrally managed to a locally managed system, new means, methods and systems have been developed for resource distribution and transfer.

### 7.4.1 Fiscal Transfer System

Nepal's Constitution has made various provisions for equitable sharing of resources between the Federal Government, Provincial Governments and Local Levels by adopting inter-governmental fiscal transfers as an important instrument of fiscal federalism. Although school education is an area of jurisdiction of Local Levels, as this sector entails relatively high costs compared to revenue mobilization capacity of the Local Levels. That education is a responsibility of the State, there is the provision of fiscal transfer from Federal Government to Local Levels. Furthermore, as several sub-sectors of education are concurrent areas of Federal Government, Provincial Governments and Local Levels, Federal Government and Provincial Governments need to invest in education. The Constitution provides various means of revenue sharing and fiscal transfer so that Provincial Governments and Local Levels can successfully discharge their responsibilities. Since there are geographical and demographic diversities, economic and social disparities, and dissimilar physical development conditions, there are dissimilarities in their expenditure needs and revenue mobilization capacities. To minimize possible disparities caused by such dissimilarities there are some provisions of equitable distribution of the available resources of

the State. Under constitutional provisions and prevailing Acts and laws, GoN makes fiscal transfers to local and Provincial Governments mainly through four types of grants.

- 1) Fiscal equalization grant:** Fiscal equalization grant is determined based on the expenditure needs and the revenue mobilization capacity of local and Provincial Governments. This grant is used for filling up the gap between resource needs and resource mobilization capacity. While determining fiscal equalization grant for Provincial Governments and Local Levels, GoN takes HDI, state of balanced development, state of economic, social or any other type of disparity, state of infrastructure development and needs, services to be delivered to citizens, capacity for raising revenue, and expenditure needs as criteria.
- 2) Conditional grant:** It is the grant set aside for any specific purpose or for fulfilling stipulated conditions. National policies and programmes, state of standards and infrastructure, HDI, among others, are considered criteria. There is provision for providing financial resources for any national policies and programmes to be implemented by the GoN that are to be conducted by Provincial Governments or Local Levels through the conditional grant. It includes salaries and allowances of staff and teachers and grants to be provided to various national-level programmes to be implemented by Provincial Governments or Local Levels and programmes being conducted under foreign assistance. The terms and conditions of implementation of programmes for grants to be provided under the conditional grants should be clear, measurable and pre-determined.
- 3) Supplementary grant:** Supplementary grant is provided to Provincial Governments and Local Levels for special projects, including physical infrastructure, based on cost and feasibility. Such grants are provided keeping in mind aspects such as the impact of the project on society, availability of required physical, economic and human resources and the importance of the project.
- 4) Special grant:** Apart from the grants mentioned above, provision has been made for special grants.

Since the federalization of the country, the Local Levels have been significantly exercising the discretionary power concerning the amount and purpose of expenditure. According to the data of the Financial Comptroller General Office (FCGO) for 2018/19, the contribution of the financial equalization grant, including revenue sharing, in the total expenditures of Local Levels is highest, i.e., 55 percent, whereas Local Levels' financing through their own sources is 8 percent. Thus, about 63 percent of Local Levels' financing is non-conditional grants, for which the Federal Government does not attach any strings. Local Levels can exercise their discretion to spend the money at Local Level.

### 7.4.2 Forms of Investment in School Education

The Federal Government transfers the budget for education as outlined in the rules and procedures of the grant system mentioned above. For example, annual budgets are made available to Local Levels in the form of conditional grants for teachers' salaries, expenditures of early child development centres, textbooks, learning materials, various scholarships, capacity enhancement of school management, and other educational expenditures. The equalization grant is provided based on criteria such as poverty, geographical condition, population, service delivery cost, joint investment with Local Levels, whereas the supplementary grant is provided for specific projects, school construction, etc. The GoN makes fiscal transfers to Local Levels and Provincial Governments for investment in school education through means of the four types of grant. Thus, four types of financial sources are available for Local Levels for investing in school education: 1) money raised through various fees and taxes, such as local tax, house tax, land tax; 2) federal equalization grant; 3) federal education conditional grant; and 4) federal special grant made for specific purpose.

According to the data of the FCGO for 2018/19, conditional grants make up 89.4 percent of the various sources of total educational financing of most Local Levels, and fiscal equalization grants has a share of 8 percent in the stated financing. The share of Local Levels' own sources in financing in education is a mere 2.4 percent, whereas other special grants have a negligible (about 0.2 percent) share. Although Local Levels have discretionary power in the revenue collected by them for local financing and in fiscal equalization grants, the trend of local educational financing shows that Local Levels are solely dependent on conditional grants. An analysis of how the conditional grants made by the Federal Government for education are spent indicates that about 74 percent of the amounts go to teachers' salaries and other amounts are spent on scholarships, construction of school buildings, and other purposes.

The amount of budget to be made available for education in the form of conditional grant by the federal grant to the Local Levels mainly depends upon the number of teachers, which again depends upon the teacher scheduled posts allotted to each Local Level by the Ministry of Education, Science and Technology. However, not only the teacher scheduled posts are in surplus in some Local Levels and in shortfall in some others, there are insufficient number of teacher posts, particularly in higher basic level (Grades 6–8) and secondary levels or in surplus for some subjects but insufficient for some other subjects. The allocation of teacher posts needs to be made criteria-based, transparent, equitable and based on educational justification. On the whole, as huge disparities are seen not only between Local Levels but also in per student cost due to the lack of definite justification in the distribution of conditional grants, further efforts are needed to base this on definite justifiable criteria.

While determining conditional grant for Local Levels, the Federal Government shall develop the practice of taking not only the existing teacher–student ratio in that level but also the financial capabilities of the Local Level, need and population density. The MoEST shall implement the task of redistribution or adjustment of teachers by managing it more systematically to further improve the situation. Nevertheless, it has become urgent to objectively review and improve the current grant system to deliver educational services to Local Levels effectively, maintain equity in the distribution of economic resources, reduce disparities between Local Levels, and increase student learning achievement. For this, the following possibilities will be explored during this plan period:

- While determining teacher scheduled posts for Local Levels, student–teacher ratio will be considered the key basis, but special provisions will be made for areas with less dense settlements. Multi-grade teaching will be encouraged for early grades of basic level. It is a method popularly used by both developed and developing nations in thinly scattered populations/communities. Many studies have shown that it is as effective as other approaches if teachers are properly trained and resources are supplied. Special attention will be paid in the distribution of teachers for subjects such as science, mathematics, and English.
- Local education investments that are made through the federal budget will be done on the basis of need and justification. For this, standards will be developed so as to promote equity and quality based on educational indicators. Performance indicators will be developed and implemented for making provision of performance-based grants based on the education outcomes of Local Levels.
- Local Levels are spending only a small part of the fiscal equalization grants on education. As the key criterion of educational financing is the conditional grant, in many cases, Local Levels lack the resources for financing quality education. Therefore, suitable mechanisms will be explored to increase investment in education from the amounts received by Local Levels through equalization grants. Along with the capacity development of Local Levels, the proportion of equalization grants to Local Levels will be increased and that of conditional grants reduced in due time. For this, arrangements will be made for gradually making available the conditional

grant to be provided by the Federal Government to Local Levels on the basis of per student cost under the school sector as fiscal equalization grant after carrying out a risk analysis.

- Local Levels will increase the proportion of financing in education through their own sources, and new avenues or bases of financing will be explored for those Local Levels that do not have sound sources of revenue collection so that they can finance comparable amounts of per student cost borne by other Local Levels.
- Efforts are being made for improving the current grants system so that they are transparent, result-oriented and accountable. In particular, a system will be developed to check whether Local Levels have adhered to the national standards, whether work has been completed as per specifications and whether planned output have been produced.

### 7.4.3 Fund Transfer Process

The recording of public expenditures of all offices under the Federal Government and all Provincial Governments is done in the Computerized CGAS. For this, the offices concerned receive authorization of the federal Ministry of Finance and provincial Ministry of Economic Affairs provide budgets through Line Ministry Budget Information System (LMBIS) and Provincial Line Ministry Budget Information System (PLMBIS) respectively, managed by the FCGO and province Financial Comptroller Office (FCO). All authorizations are entered in CGAS, whereas provision has been made for the body (agency) expending the money to spend it only under budget sub-headings and expenses sub-headings and the details of orders and payments of all expenditures are made through CGAS. This has made budget flow as well as the reporting system of expenditures easy.

Budgets are sanctioned every four months. The bodies expending the money receive additional norms/standards and guidelines required for programme implementation from the ministry concerned. Each body expending the money receives money for expenditures District Treasury Control Offices (DTCOs) and province FCOs that report to the FCGO.

The expenditures to be made in education by the Federal Government and the various grants to be sent to Provincial Governments and Local Levels are also managed in accordance with this procedure. The reporting of the expenditures incurred by Provincial Governments and Local Levels through federal grants is done through CGAS in accordance with the type of grant, but the details of the expenditures of the grants made to schools and others by Provincial Governments and Local Levels are maintained by the school concerned. As some problems have been noted in the task of report preparation by linking budget expenditures to results, they need to be addressed. Another challenge in the federal education budget flow and implementation is the freezing of the entire budgets of a budget sub-heading due to non-fulfilment of indicators in the payment indicator-based budget in time or non-completion of report in time. This process needs to be improved.

## 8. Results Framework of the Plan

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This chapter presents the results framework of the School Education Sector Plan. The Results Framework is an integral part of the SESP, and it will guide the development, implementation and monitoring and evaluation of annual action plans. The Results Framework is structured around three levels. First of all, it outlines the intended impact or destination of the plan as represented by the vision, mission and overall objectives of the plan. Subsequently, the overall outcomes/results and result indicators of the plan have been identified, including the data sources and methods of verification. At this level, efforts shall be made for assessing the impact of the SESP on the status of overall human development as well as social and economic development of the country. The second level of the Results Framework identifies KPIs to determine whether the four objectives proposed by the plan have been attained. For each year of the five-year plan period (2078-2082) targets have been established against each KPI and covering the period (2078-2087) projections have been made for the final year of plan (2087). The KPIs have been carefully chosen to cover the broad objectives of the plan: access and participation, quality and relevance, equity and inclusion, literacy and lifelong learning, and governance reform and capacity building. At the third level of the Results Framework, annual targets have been determined for the monitoring of programme level (sub-sectors and cross-cutting areas of school education). It also proposes programme result indicators to illustrate the outputs for each sub-sector and cross-cutting area of the plan. Annual quantitative targets have been established for the first five years of the plan and for the second phase of the plan (2083-2087) cumulative targets have been projected for each programme level indicator. This Results Framework provides the main basis for measuring the plan's overall and sub-sector level achievements. It also provides a basis for annual planning and programming and presents criteria for monitoring and evaluation of the performance. Regular monitoring of the programme will help obtain feedback on the implementation of the plan and thereby achieve its expected results. The Results Framework will help schools and the entire school education system to be accountable for results. In the course of monitoring, the data will be disaggregated by gender, disability, province, economic condition, language, geographic location, etc. based on the availability and suitability of data for each indicator. This will inform whether people belonging to various groups or sub-groups of the society have actually benefitted from the programme. The Results Framework consists of in three tables. The overall Results Framework is presented in Table 8.1.

School Education Sector Plan Program Result Framework			
Intervention logic	Verifiable indicators	Verification source	Assumptions
<p><b>Vision:</b></p> <ul style="list-style-type: none"> <li>To fulfil the aspiration of a ‘prosperous Nepal and happy Nepali’ through economic and social transformation of Nepal by preparing capable, creative and value-oriented citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Human Development Index (HDI), per capita purchasing power and incomes</li> <li>Trends in average, median, maximum and minimum living standards</li> <li>Trends in productivity in economic sub-sectors</li> <li>Trends in unemployment rates</li> </ul>	<ul style="list-style-type: none"> <li>Integrated information system (IEMIS)</li> <li>Annual [school education sector] status reports</li> <li>Student achievement tests</li> <li>School performance reports</li> <li>Various thematic studies, research, surveys</li> <li>Mid-term and final evaluation [of the SESP programme]</li> <li>Relevant surveys and studies, including the census, Nepal Living Standards Survey (NLSS), Multiple Indicator Cluster Survey (MICS), and Nepal Demographic and Health Survey (NDHS)</li> </ul>	<ul style="list-style-type: none"> <li>Children and adults make use of what they learn to improve their economic activity (productivity) and standard of living</li> <li>Nepal is highly diverse in terms of geography, culture, socioeconomic status, needs and opportunities</li> <li>The level of institutional capacity at Local level to manage school education as per the constitutional mandate continues to significantly vary.</li> <li>The disruption in education and learning caused by the COVID-19 pandemic have impacted or even reversed progress made under the previous plan and disproportionately affected the most vulnerable groups of children in Nepal.</li> </ul>
<p><b>Mission:</b></p> <ul style="list-style-type: none"> <li>To develop a capable, well-governed, accountable and competitive public school education system that is able to ensure citizens’ right to get relevant and quality education comparable to international standards.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy and numeracy rates</li> <li>Average years of education per citizen</li> <li>National and provincial SESP key performance indicators</li> <li>Annual work plans and budgets</li> </ul>		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To ensure equitable access to and participation of all children in school education, especially those who are socially and economically disadvantaged, children from marginalized groups and children with disabilities.</li> <li>To enhance the quality and relevance of overall school education, ensuring minimum learning achievements for each child. To provide all children and adolescents with basic functional skills through alternative pathways and education modalities</li> <li>To ensure effectiveness of education service delivery by promoting good governance across the system, strengthening intergovernmental coordination and collaboration, and developing institutional capacities of all entities in the public school system and across the three tiers of government that are involved in the delivery of school education.</li> <li>Ensure inclusive recovery of the loss of learning caused by the COVID-19 pandemic</li> </ul>			

Nepal: School Education Sector Plan 2022/23-2031/32

S.N.	Result Indicators	Unit	Base year	Targets					Type of indicator	Means of Verification
				2021/22	2022/23	2023/24	2024/25	2025/26		
<b>1. Early childhood development and education</b>										
<b>Expected outcomes: all children of age four have received quality early childhood development and education services and are prepared for Grade 1.</b>										
<b>1.1. Access and participation</b>										
1.1.1	ECED/PPE centres that meet at least three minimum enabling standards <sup>1</sup>	%	39.7	44.0	48.0	52.0	57.0	63.0	99.0	IEMIS
1.1.2	GER in ECED	G	86.0	87.8	89.7	91.7	93.7	95.7	106.5	KPI
		B	93.3	94.6	95.9	97.3	98.7	100.1	107.3	KPI
		T	89.6	91.2	92.8	94.5	96.2	97.9	106.9	KPI
1.1.3	Enrolment rate of 4-year old children in ECED	G	66.9	69.6	72.5	75.5	78.6	81.8	100.0	KPI
		B	71.1	73.5	76.1	78.7	81.5	84.3	100.0	KPI
		T	69.0	71.6	74.3	77.1	80.0	83.1	100.0	KPI
1.1.4	New entrants in Class 1 with experience of ECED	G	74.9	77.0	79.2	81.4	84.0	86.1	99.0	KPI
		B	74.9	77.0	79.3	81.5	83.9	86.3	99.3	KPI
		T	74.9	77.0	79.2	81.5	83.8	86.2	99.2	KPI
<b>1.2. Equity and Inclusion</b>										
1.2.1	Gender Parity Index in NER in ECED	Ratio	0.92	0.93	0.94	0.94	0.95	0.96	1	IEMIS
1.2.2	Enrolment rate of Dalit students in ECED	G	19.3	19.3	19.4	19.4	19.5	19.6	19.9	IEMIS
		B	18.7	18.7	18.8	18.9	19.0	19.1	19.5	
		T	19.0	19.0	19.1	19.2	19.2	19.3	19.7	
1.2.3	Enrolment rate of students with disabilities in ECED	G	0.2	0.2	0.3	0.4	0.5	0.6	1.9	IEMIS
		B	1.0	1.0	1.1	1.2	1.3	1.4	1.9	
		T	0.6	0.6	0.7	0.8	0.9	1.0	1.9	
<b>1.3. Quality and Relevance</b>										

1.3.1	Pre-primary-aged children receiving learning material set	G	315,121	324,724	335,293	344,672	352,273	376,733	305,316	IEMIS
		B	330,009	338,077	347,035	354,644	358,622	376,727	321,616	IEMIS
		T	645,130	662,801	682,328	699,316	710,895	753,460	626,932	IEMIS
1.3.2	ECED teachers/facilitators with 15 days basic training	F	5,846	6,863	8,057	9,460	11,106	13,039	29,083	IEMIS
		M	244	290	345	409	486	578	1,365	IEMIS
		T	6,090	7,153	8,402	9,869	11,592	13,617	30,448	IEMIS

## 2. Basic education

### Expected outcomes (for school education):

- All 5–12 year olds children are enrolled in school and complete the full cycle of basic level of education.
- All students have achieved the expected minimum level of academic achievement and, as a result, there is significant improvement in the students' overall educational achievement.
- Disparities in student enrolment, class participation and learning achievement based on gender, socio-economic status, disability, ethnicity, linguistic background, provincial and regional or any other factor are reduced.
- All schools are able to provide relevant learning, with necessary soft skills, social and civic competencies and information technology skills to every student.
- All schools are staffed with adequate teachers who are qualified, trained, competent, motivated and committed to the profession, and accountable to performance
- All school children have access to safe, joyful and stimulating learning environment and are able to participate in all school activities and there is considerable improvement in their health and nutritional status, learning and social and emotional skills.
- Schools are able to provide technology-enabled teaching and learning through the improved provision and use information and communication technologies.
- All students will be able to study in a school that meets all basic learning conditions.

### 2.1. Access and participation

1.2.1	Repetition rate in Grade 1	G	14.7	10.9	8.0	5.9	4.4	3.2	0.7	IEMIS
		B	13.9	11.0	8.7	6.8	5.4	4.3	1.3	IEMIS
		T	14.3	10.9	8.4	6.4	4.8	3.8	1.0	IEMIS
1.2.2	Dropout rate in Grade 1	G	4.3	3.4	2.8	2.2	1.8	1.4	0.5	IEMIS
		B	4.4	3.7	3.0	2.6	2.2	1.8	0.7	IEMIS
		T	4.3	3.6	2.9	2.4	2.0	1.6	0.6	IEMIS
1.2.3	GER in Grade 1	G	124.9	124.3	123.7	123.2	122.6	122.0	119.2	IEMIS
		B	129.0	127.9	126.8	125.7	124.6	123.6	118.4	IEMIS
		T	127.0	126.1	125.3	124.4	123.6	122.8	118.8	IEMIS
1.2.	NIR in Grade 1	G	95.9	96.3	96.7	97.1	97.5	97.9	100.0	IEMIS

Nepal: School Education Sector Plan 2022/23-2031/32

4		B		96.7	97.0	97.3	97.7	98.0	98.3	100.0		IEMIS
		T		96.3	96.7	97.0	97.4	97.8	98.1	100.0		IEMIS
1.2.5	GER in Grade 1-5	G	%	120.8	120.6	120.4	120.2	120.0	119.8	118.8	KPI	IEMIS
		B		123.1	123.1	123.1	123.0	123.0	123.0	122.8	KPI	IEMIS
		T		122.0	121.9	121.7	121.6	121.5	121.4	120.8	KPI	IEMIS
1.2.6	NER Grade 1-5	G	%	96.5	96.8	97.2	97.5	97.9	98.2	100.0	KPI	IEMIS
		B		97.2	97.5	97.8	98.0	98.3	98.6	100.0	KPI	IEMIS
		T		96.9	97.2	97.5	97.8	98.1	98.4	100.0	KPI	IEMIS
1.2.7	GER in Grade 6-8	G	%	110.4	109.6	108.9	108.1	107.4	106.6	103.9	KPI	IEMIS
		B		111.0	110.5	110.0	109.4	108.9	108.4	105.8	KPI	IEMIS
		T		110.7	110.1	109.4	108.8	108.1	107.5	104.4	KPI	IEMIS
1.2.8	NER in Grade 6-8	G	%	93.0	93.7	94.4	95.0	95.7	96.4	100.0	KPI	IEMIS
		B		93.6	94.2	94.8	95.4	96.1	96.7	100.0	KPI	IEMIS
		T		93.3	93.9	94.6	95.2	95.9	96.6	100.0	KPI	IEMIS
1.2.9	GER in Grade 1-8	G	%	117.1	115.9	114.6	113.4	112.2	111.0	105.2	KPI	IEMIS
		B		118.8	117.6	116.3	115.1	113.8	112.6	106.7	KPI	IEMIS
		T		118.0	116.7	115.5	114.2	113.0	111.8	106.0	KPI	IEMIS
1.2.10	NER in Grade 1-8	G	%	94.4	95.0	95.5	96.1	96.6	97.2	100.0	KPI	IEMIS
		B		95.7	96.1	96.6	97.0	97.4	97.8	100.0	KPI	IEMIS
		T		95.1	95.6	96.0	96.5	97.0	97.5	100.0	KPI	IEMIS
1.2.11	Repetition rate at Basic level (grades 1-8)	G	%	5.1	4.2	3.5	2.9	2.4	2.0	0.8	KPI	IEMIS
		B		5.5	4.5	3.8	3.1	2.6	2.2	0.9	KPI	IEMIS
		T		5.3	4.4	3.6	3.0	2.5	2.1	0.8	KPI	IEMIS
1.2.12	Dropout rate at basic level (Grades 1-8)	G	%	2.9	2.4	1.9	1.6	1.3	1.1	0.4	KPI	IEMIS
		B		3.1	2.6	2.2	1.9	1.6	1.3	0.6	KPI	IEMIS
		T		3.0	2.5	2.1	1.7	1.4	1.2	0.5	KPI	IEMIS
1.2.13	Survival rate to grade 8	G	%	83.8	85.2	86.7	88.2	89.7	91.2	99.3	KPI	IEMIS
		B		83.2	84.6	86.1	87.6	89.1	90.6	98.7	KPI	IEMIS

		T		83.5	84.9	86.4	87.9	89.4	90.9	99.0	KPI	IEMIS
1.2.14	Completion rate at basic level	G		76.6	78.5	80.7	82.8	85.0	87.2	99.3	KPI	IEMIS
		B	%	75.9	77.9	79.9	82.1	84.3	86.5	98.6		
		T		76.2	78.2	80.3	82.4	84.6	86.9	98.9		
<b>2.2. Equity and Inclusion</b>												
2.2.	Gender Parity Index in NER in basic education		Ratio	0.99	0.99	0.99	0.99	0.99	0.99	1		IEMIS
2.2.	Percentage of female teachers in basic education		%	47.2	47.5	47.8	48.0	48.3	48.6	50.0		IEMIS
2.2.3	Share of Dalit students in total enrolment in basic education	G		18.6	18.6	18.7	18.9	19.0	19.1	19.8		IEMIS
		B	%	18.1	18.1	18.2	18.3	18.5	18.6	19.2		
		T		18.4	18.4	18.5	18.6	18.7	18.9	19.5		
2.2.4	Share of students with disabilities in total enrolment in basic –education	G		0.5	0.5	0.6	0.7	0.8	0.9	2.0		IEMIS
		B	%	0.6	0.7	0.8	0.9	1.0	1.1	2.0		
		T		0.5	0.6	0.7	0.8	0.9	1.0	2.0		
2.2.5	Number of students receiving scholarships in basic education	G		19.1	19.1	19.4	19.4	19.6	19.5	20.1		Rapid survey
		B	%	17.9	17.6	18.3	18.4	18.7	18.7	19.6		
		T		18.5	18.6	18.9	18.9	19.1	19.1	19.8		
2.2.6	Residential scholarships(basic and secondary-level) for students from remote areas and targeted groups	G		9,080	9,366	9,789	10,012	10,428	10,606	12,010		IEMIS
		B	No.	8,586	8,857	9,257	9,468	9,861	10,029	11,356		
		T		17,666	18,223	19,046	19,480	20,289	20,635	23,366		
2.2.7	Children from most disadvantaged22 ethnic minorities and castes receiving scholarshipat basic level		No.	50,992	54,545	58,345	62,410	66,758	71,409	100,000		IEMIS
2.2.8	Special schools with facilities for children with disabilities		No.	33	47	47	47	47	47	47		IEMIS/ Rapid Survey
2.2.9	Disability-inclusive general schools <sup>ii</sup>		%	NA	2.0	5.0	8.0	11.0	15.0	30.0	KPI	IEMIS/ Rapid survey
2.2.10	Percentage of schools that undertake early screening on disabilities		%	25	28.08	31.55	35.44	39.81	44.72	80		IEMIS sub systems / Rapid Survey

Nepal: School Education Sector Plan 2022/23-2031/32

2.2. 11	resource teachers trained on disability-inclusive education	No.	152	228	304	380	456	532	2,600	IEMIS sub systems / Rapid Survey
<b>2.3. Quality and Relevance</b>										
2.3. 1	Grade 3 students achieving minimum proficiency	%	47.7		50			53	58	NARN
	Numeracy	%	61.3		63			66	70	
2.3. 2	Grade 5 students achieving minimum proficiency	%	-	-	-	-	66	-	70	NASA
	Numeracy	%	-	-	-	-	52	-	58	
2.3. 3	Grade 8 students achieving minimum proficiency	%	58	-	-	63	-	-	70	NASA
	Nepali	%	43	-	-	47	-	-	55	
2.3. 4	Students receiving complete set of textbooks within the first two weeks of school year at basic level	%	68.4	71.1	73.8	76.7	79.6	82.7	100	IEMIS
2.3. 5	Students receiving freemidday meal by grades	Grades	ECED to grade 5	ECED to grade 6	ECED to grade 6	ECED to grade 7	ECED to grade 7	ECED to grade 8	ECED to grade 8	
		G	1,598,621	1,857,081	2,110,699	2,460,915	2,494,969	2,536,236	2,731,274	
		B	1,566,892	1,820,223	2,068,808	2,373,322	2,401,774	2,434,989	2,602,047	IEMIS
		T	3,165,513	3,677,304	4,179,507	4,834,237	4,896,743	4,971,225	5,333,321	
2.3. 6	Number of Local Levels implementing activities (teacher guides, teacher training, additional reading and numeracy materials) based on integrated curriculum to enhance reading and numeracy proficiencies in grades 1-3	No.	NA	100	300	500	600	753		IEMIS/Rapid Survey
2.3. 7	Basic schools fulfilling Basic Learning Conditions (BLCs) <sup>iii</sup>	%	68.4	71.1	73.8	76.7	79.6	82.7	100	IEMIS
2.3. 8	Basic level teachers receiving TPD training	%	78.4	80.3	82.3	84.3	86.4	88.5	100	
		F								
		M	77.7	79.7	81.7	83.8	86.0	88.2	100	IEMIS
		T	78.1	80.0	82.0	84.1	86.2	88.3	100	
2.3. 9	Basic school that have full complement of Maths, Science and English subject teachers in grades 6-8	%	25.8	30.0	35.0	40.0	45.0	50.0	100	IEMIS

2.3.10	Local Levels conducting BLE using standardized test items	No.	NA	0	250	500	753	753	753	753		
<b>3.Secondary education</b>												
<b>3.1.Access and Participation</b>												
3.1.1	GER in grades 9-10	G	98.5	99.7	100.7	101.8	102.9	104.0	109.8	KPI	IEMIS	
		B	97.2	98.3	99.3	100.4	101.5	102.6	108.2	KPI	IEMIS	
		T	97.9	98.9	100.0	101.1	102.2	103.3	109.0	KPI	IEMIS	
3.1.2	NER in grades 9-10	G	76.5	78.3	80.2	82.1	84.1	86.1	96.9	KPI	IEMIS	
		B	75.6	77.4	79.3	81.2	83.2	85.2	95.9	KPI	IEMIS	
		T	76.1	77.9	79.8	81.7	83.6	85.6	96.4	KPI	IEMIS	
3.1.3	Survival rate to grade 10	G	66.5	68.2	69.9	71.7	73.5	75.4	85.4		IEMIS	
		B	65.8	67.5	69.2	70.9	72.7	74.6	84.6		IEMIS	
		T	66.1	67.8	69.6	71.3	73.1	75.0	85.0		IEMIS	
3.1.4	GER in Grades 9-12	G	77.2	78.5	79.8	81.1	82.5	83.9	91.1		IEMIS	
		B	74.9	76.2	77.5	78.9	80.2	81.6	88.9		IEMIS	
		T	76.1	77.4	78.7	80.0	81.4	82.7	90.0		IEMIS	
3.1.5	NER in Grades 9-12	G	54.3	56.1	58.0	60.0	62.0	64.1	75.7		IEMIS	
		B	53.7	55.5	57.3	59.2	61.1	63.1	74.3		IEMIS	
		T	54.0	55.8	57.6	59.6	61.6	63.6	75.0		IEMIS	
3.1.6	Survival rate to grade 12	G	33.9	35.6	37.4	39.3	41.3	43.4	55.5		IEMIS	
		B	32.2	34.0	35.8	37.8	39.9	42.1	54.9		IEMIS	
		T	33.1	34.8	36.6	38.6	40.6	42.7	55.2		IEMIS	
3.1.7	Average student attendance days (grades 1-10)	Days	181	190	193	196	200	200	200		IEMIS	
<b>3.2.Equity and Inclusion</b>												
3.2.	Gender Parity Index in NER in secondary education(9-	Ratio	1.01	1.01	1.01	1.01	1.01	1.00	1.00		IEMIS	
3.2.	Percentage of female teachers in secondary education	%	20.4	21.4	22.5	23.7	24.9	26.1	33.5		IEMIS	
3.2.3	Share of Dalit students in enrolment rate of Dalit students in secondary level G 9 –	G	11.2	11.2	11.5	11.9	12.2	12.6	14.6		IEMIS	
		B	11.4	11.4	11.7	12.0	12.3	12.7	14.5		IEMIS	

Nepal: School Education Sector Plan 2022/23-2031/32

12	T		11.3	11.3	11.6	11.9	12.3	12.6	14.6		
3.2.4	Share of students with disabilities in total enrolment in secondary level (Grades 9 – 12)	%	G	0.3	0.4	0.4	0.5	0.6	1.5	IEMIS	
			B	0.3	0.4	0.5	0.6	0.7			
			T	0.3	0.4	0.5	0.5	0.7	1.6		
			G	11.2	10.4	10.6	10.3	10.2	10.6		
3.2.5	Students receiving scholarship at secondary level (9-12)	No.	B	10.8	10.2	10.0	10.1	10.0	10.6	Rapid Survey	
			T	11.0	10.2	10.4	10.2	10.1	10.6		
			G	43,841	49,575	56,059	63,392	71,683	81,059		149,873
3.2.6	Students receiving pro-poor scholarship in basic and secondary levels	No.	B	39,754	44,954	50,833	57,482	65,001	73,503	135,902	IEMIS/ Local Level report
			T	83,595	94,529	106,892	120,874	136,684	154,562	285,775	
<b>3.3. Quality and Relevance</b>											
3.3.1	Grade 10 students achieving minimum proficiency	%	Nepali	63	-	-	-	67	72	NASA	
			English	49	-	-	-	53	58	NASA	
			Math	54	-	-	-	61	66	NASA	
			Science	37	-	-	-	44	49	NASA	
3.3.2	Students receiving complete set of textbooks within the first two weeks of the school year at secondary level (9–10)	%		94.9	95.4	95.9	96.4	96.9	97.4	100	IEMIS
3.3.3	Secondary level teachers receiving TPD training	%	F	77.4	79.4	81.5	83.6	85.8	88.0	100	IEMIS
			M	80.8	82.5	84.3	86.1	88.0	89.9	100	
			T	79.1	81.0	82.9	84.9	86.9	88.9	100	

3.3.4	Secondary schools with adequate numbers of subject teachers in core subjects in grades 9-10.	Three core subjects <sup>v</sup>	%	21.0	27.0	33.0	40.0	45.0	50.0	100	IEMIS/N EB
		Five core subjects <sup>v</sup>	%	8.9	11.3	14.4	18.4	23.4	29.8	100	
3.3.5	Community Schools offering science and technical subjects/programs at secondary level (grade 9-12) <sup>vi</sup>	No.	863	922	985	1,053	1,125	1,202	1,675		IEMIS
3.3.6	Students in community schools enrolled in technical stream at secondary level (grade 9-12)	G		6.9	6.7	6.8	6.8	6.9	7.1	8.5	IEMIS/N EB
		B	No.	7.3	7.0	7.1	7.1	7.3	7.4	8.9	IEMIS/N EB
		T		7.1	6.8	7.0	6.9	7.1	7.2	8.7	IEMIS/N EB
3.3.7i	Percentage of students in science stream at secondary level (Grade 11-12) in total students in all types of schools	G		13.6	14.6	15.6	16.7	18.0	19.3	27.3	IEMIS/N EB
		B	%	21.1	22.1	23.1	24.1	25.2	26.3	32.7	IEMIS/N EB
		T		17.2	18.3	19.3	20.4	21.6	22.8	30.0	IEMIS/N EB
3.3.7ii	Percentage of students in science stream at secondary level (Grade 11-12) in total students in all types of community schools	G		7.4	8.2	9.0	9.9	10.9	12.0	19.3	IEMIS/N EB
		B	%	13.0	13.6	14.2	14.9	15.6	16.4	20.7	IEMIS/N EB
		T		10.0	10.9	11.6	12.4	13.3	14.2	20.0	IEMIS/N EB
3.3.8	Secondary schools fulfilling BLCs <sup>vii</sup>	%	59.7	62.9	66.2	69.7	73.4	77.3	100	KPI	IEMIS
<b>4. Non-formal and alternative education</b>											
<b>Expected outcomes: All youth and adults are functionally literate, and opportunities for non-formal education and lifelong learning are increased.</b>											
4.1	Number of open schools that are functional	No.	121	121	121	121	121	121	121	121	IEMIS/R apid Survey
4.2	Number of community learning centres that have been upgraded and are functional	No.	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	Rapid Survey KPI
4.3	Literacy rate of above 5 years	%	78			84				100	Census/ CBS KPI
4.4	Literacy rate of above 15 years <sup>viii</sup>	%	58			95				100	Census/ CBS KPI

## Nepal: School Education Sector Plan 2022/23-2031/32

4.5	Literacy rate of 15–24 years <sup>ix</sup>	%	92			99			100.00	KPI	Census/ CBS
<b>5. Teacher professional development and management</b>											
5.1	Number of basic and secondary levels newly recruited teachers through the TSC receiving job induction training	No.	17,000	6,210	6,210	6,210	6,210	6,210	6,210		
5.2	Of the total basic and secondary levels newly recruited teachers completing one-month capacity development training	No.	10,000	13,210	6,210	6,210	6,210	6,210	6,210		IEMIS/ PETCs
5.3	Number of Teachers at Basic and Secondary levels completing one-month capacity development ICT-based online/offline training for learning improvement	No.	13,000	16,638	21,294	27,253	34,880	44,641	153,295		IEMIS/ PETCs
5.4	Basic level teachers having completed demand-based short-term and refresher online/offline teacher training <sup>x</sup>	No.	10,000	20,000	35,000	45,000	55,000	65,000	100,000		IEMIS/ PETCs
5.5	Number of Local Levels that have established and implemented Teacher Professional Support System (TPSS)	No.	0	100	200	300	375	450	753		Rapid Survey
<b>6. Resilience, recovery and school safety</b>											
<b>Expected outcomes</b>											
<ul style="list-style-type: none"> <li>● Schools are able to ensure learning continuity even in emergency and crisis situations, including the pandemics, guaranteeing children's right to receive education at all times.</li> <li>● Each Local Level has identified both short-term and long-term effects of COVID-19 on school education and is able to address them.</li> <li>● All schools have sufficient physical infrastructure with child friendly, disable friendly, disaster resilient and environmental friendly.</li> </ul>											
6.1	Construction of safe classrooms	No.	1,000	3,400	5,800	8,000	10,200	12,400	14,600		Rapid Survey
6.2	Local Levels that are monitoring and enforcing Comprehensive School Safety minimum standards	No.	200	300	400	500	600	753	753		Rapid Survey
6.3	Schools having quality WASH facilities <sup>xi</sup>		71.6	75.7	79.8	84.9	88.2	91.9	99.0		IEMIS
	Advanced (%)		NA	5.0	8.0	12.0	18.0	25.0	50.0		IEMIS
6.4	No. of Local Levels implementing the REAL <sup>xii</sup> plan	No.	0	753	753	753					Local Level reports

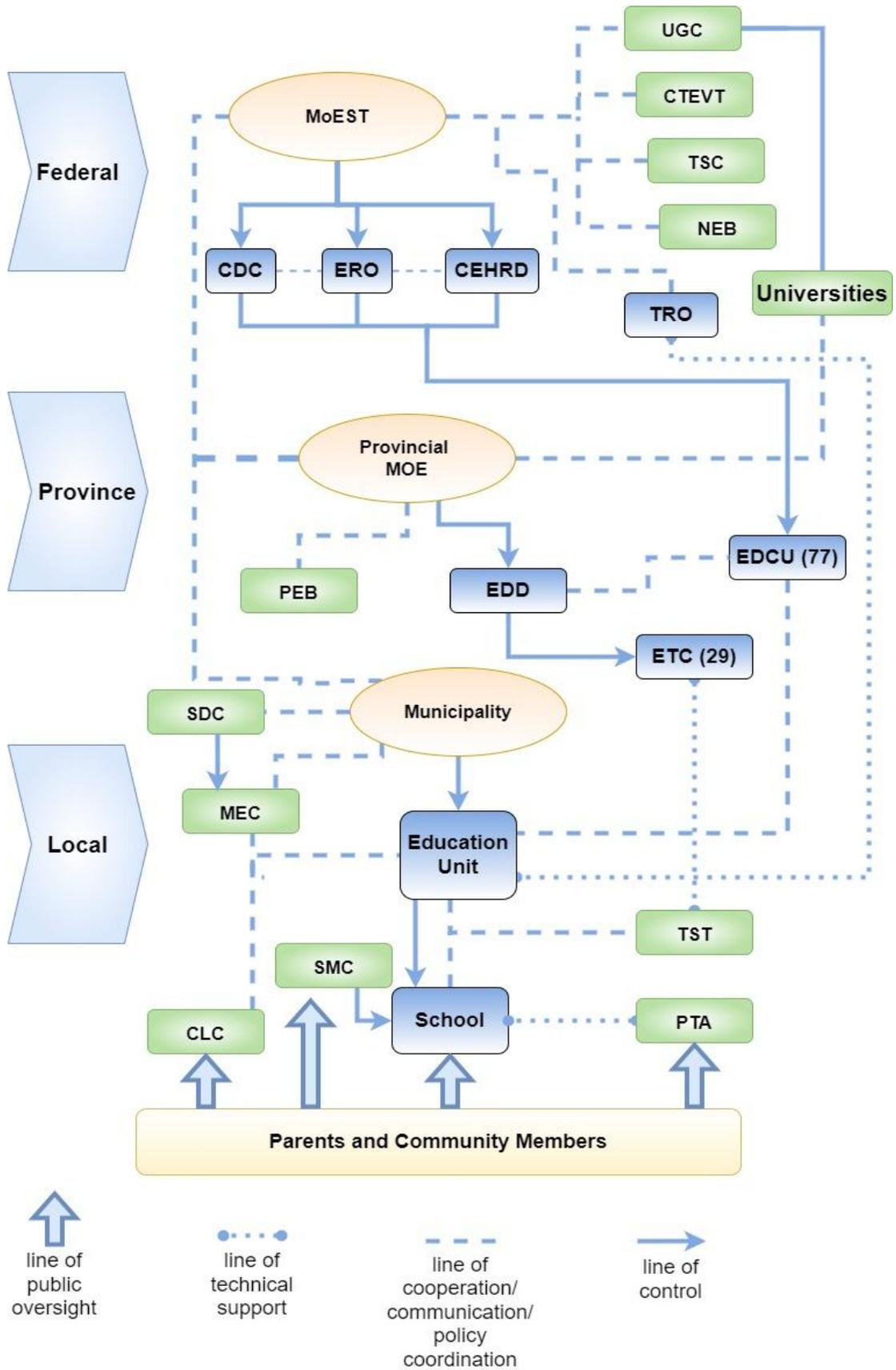
6.5	Schools with ICT equipment and infrastructure	% of Schools	46.8	50.4	54.4	58.7	63.4	68.4	100		IEMIS/ Survey Report
6.6	Schools with access to electricity (including alternative sources)	%	52.6	56.1	59.8	63.8	68.0	72.5	100	KPI	IEMIS
6.7	Schools that have broadband internet connection	%	20.1	30.0	40.0	50.0	60.0	70.0	90.0	KPI	IEMIS
<b>7. Governance, management and efficiency</b>											
<b>Expected outcomes:</b>											
<ul style="list-style-type: none"> <li>Performance of schools are improved significantly</li> <li>An accountable system for the learning of children is established by ensuring an appropriate organizational structure and capable human resources for education services delivery</li> </ul>											
7.1	Local Levels with a confirmed and operational mechanism to facilitate monitoring and reporting on SESP activities and results	No.	100	200	200	253	753	753	753		Rapid Survey
7.2	Capacity Development of SMC, PTA and HT	No. of schools		422	3,500	3,500	7,000	7,000	29,000		Rapid Survey
7.3	Number of schools that are regularly using the learning portal (SikaiChautari) for teaching-learning activities	No.	8,000	12,000	16,000	20,000	24,000	29,000			Rapid survey
7.4	Number of Local Levels that have prepared and approved local education plan as basis for annual budgets	No.	400	753	753	753	753	753			
7.5	Local Levels receiving additional resources to reduce disparities in education outcomes <sup>xiii</sup>	No.	80	100	150	200	200	200	0		
7.6	Equity index in basic education <sup>xiv</sup>	Index score	0.72	0.74	0.76	0.78	0.80	0.82	0.92		IEMIS
7.7	Head teachers completing school management training	%	25.0	40.0	60.0	80.0	90.0	95.0	100		IEMIS/ PETC reports
7.8	Local Levels receiving incentive (performance) grants	No.	NA		50	100	150	200	400		
<b>8. Monitoring and Evaluation</b>											
<b>Expected outcome: Educational planning, governance and management and monitoring and evaluation is enhanced through improved access to and use of IEMIS.</b>											
8.2	Community schools conducting social audit using school report cards	%	42.0	80.0	85.0	90.0	95.0	99.0	99.0		IEMIS
8.3	Number of schools that use the School Accounting System (SAS)	%	7.0	10.0	20.0	35.0	50.0	65.0	95.0		SAS Output

Nepal: School Education Sector Plan 2022/23-2031/32

																			Report
<b>9.Financing of education</b> <b>Expected outcome:All levels of governments have improved financial management and are able to increase their investment in education leading to guaranteed public investment in education which is comparable to the international benchmark.</b>																			
9.1	GDP in investments in education sector	%	4.3	4.4	4.5	4.7	4.8	4.9	5.6	KPI	Economic Survey								
9.2	National budget allocated in the education sector <sup>xv</sup>	%	10.9	11.6	12.3	13.1	13.9	14.8	20.0	KPI	Budget Speech								

## **ANNEXES**

Annex 1: Proposed Education Sector Management Structure



**Annex 2: TOR for Federal, Provincial and Local Level for Education**

Federal level	Provincial level	Local Level
<ul style="list-style-type: none"> <li>• Formulation of a national policy on education; determination of legal provisions; and development and regulation of standards</li> <li>• Development of National Curriculum Framework, curriculum and textbooks of core subjects, standards on curriculum of elective subjects; determination of national standards of student evaluation and examination; conducting of national achievement test; conducting of secondary-level examinations; certification and recognition of qualifications and determination of equivalency</li> <li>• Determining of policies and standards of service terms and conditions and benefits, qualifications and competencies of teachers and staff, and teacher training capacity development</li> <li>• Determining of national policy, curriculum framework, qualifications of technical and vocational education and training; determining, operation and regulation of skill test standards</li> <li>• Standards and regulation of central universities, central-level academies, central libraries; regulation, operation and management of policies, standards, laws, plans of central-level specialized, residential and technical</li> </ul>	<ul style="list-style-type: none"> <li>• Administration, management and regulation of provincial laws, plans and programmes on education subject to national policy and standards on education; projection of provincial human resource requirement; and formulation and implementation of human resource development plans</li> <li>• Coordinating, monitoring and regulation of secondary education; and conducting, management and certifying of grade ten examinations of secondary education</li> <li>• Operation and records management of service terms and conditions and benefits of school teachers and staff; development of curriculum and reading materials on professional development of school-level teachers; and conducting and monitoring of training</li> <li>• Permission, approval, operation, management and regulation of provincial-level special schools; formulation, implementation, monitoring and evaluation of plans and programmes on special education; management of plans and programmes on language teaching; and permission or approval and regulation of institutions</li> <li>• Operation and regulation of laws, plans, and programmes of provincial universities and</li> </ul>	<ul style="list-style-type: none"> <li>• Design, implementation, monitoring, evaluation and regulation of laws, plans and programme on early child development and permission, mapping, adjustment, approval, management and regulation of early child development centres, basic and secondary schools</li> <li>• Grant distribution and budget management to public schools; financial discipline, monitoring and audit; construction, maintenance, operation and management of school educational infrastructure; documentation, security and protection of movable and immovable property of schools</li> <li>• Design, implementation, monitoring, evaluation and regulation of laws, plans and programmes of non-formal education, continuous learning, alternative education, open and distance education, education in mother tongue, parenting education and lifelong learning and community learning centres, local libraries and reading rooms</li> <li>• Redistribution and matching of public school teachers based on national standards; capacity building of teachers and staff; conducting of training, orientation, seminars, and workshops;</li> </ul>

<p>schools</p> <ul style="list-style-type: none"> <li>• Determination, measurement and regulation of educational quality standards; and management of central educational data</li> <li>• Treaties, agreements, conventions, liaison and coordination with national and international organizations for education; and approval, equivalency determination and regulation of policies, laws, and standards regarding educational counselling services, schools or educational institutions operated by diplomatic missions and educational institutions operated abroad based on Nepali curriculum</li> <li>• Facilitation, technical assistance, regulation, and monitoring and evaluation for effective implementation of province- and local-level educational programmes.</li> <li>• Leading study and research on education at the national level, innovative work, overall education system development</li> </ul>	<p>laws; and operation and regulation of provincial libraries and museums</p> <ul style="list-style-type: none"> <li>• Formulation, implementation and regulation of provincial plans and programmes on technical and vocational education and training; permission, approval, operation, management and regulation of technical and vocational training centres; and preparation, implementation and regulation of curriculum and reading materials for technical and vocational education and training</li> <li>• Development of school-level curricula of elective subjects; development, production and distribution of textbooks and reading materials; and approval and regulation of policies and standards regarding selection and use of additional school-level textbooks and reading materials</li> <li>• Academic and innovative research and management of educational data at province level</li> </ul>	<p>management of awards and incentives for school teachers and staff</p> <ul style="list-style-type: none"> <li>• Facilitation of distribution and implementation of textbooks and reading materials developed at federal and provincial levels; development and implementation of local curriculum and reading materials; testing and management of student learning achievement at Local Level; and conducting, management and certification of basic-level examinations.</li> <li>• Formulation, conducting, monitoring, evaluation and regulation of technical education and vocational training plans</li> <li>• Implementation of compulsory and free education; distribution and management of student incentives and scholarships</li> <li>• Formation and management of village and town education committees and school management committees</li> </ul>
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iv. *Source: integrated based on the Constitution of Nepal, Local Level Operation Act 2074, Criteria on Classification and Allocation of Development Programmes and Projects under the Responsibility of Federal, Province and Local Level Projects 2076; discussions with experts and stakeholders, and international practices.*

**Annex 3: Enrolment Projection**

Public Enrolment	2020/2021	2022	2023	2024	2025	2026	2027	2028	2028	2030
<b>Enrolment by Grade</b>										
ECED	593,914	546,293	567,809	587,706	603,476	615,572	620,432	622,968	625,647	628,334
Grade 1	648,207	589,723	556,792	535,496	522,577	508,972	504,069	497,244	492,907	489,047
Grade 2	524,112	531,062	550,178	536,260	526,914	520,545	510,966	507,395	501,897	498,891
Grade 3	496,522	482,774	501,083	519,428	510,324	506,460	505,708	501,832	503,807	503,839
Grade 4	484,283	465,706	461,326	478,550	499,290	494,696	495,385	499,212	499,984	506,620
Grade 5	475,048	449,311	446,515	442,360	461,619	485,438	485,043	489,905	497,973	503,078
Grade 6	451,742	461,339	451,978	446,681	442,265	461,949	486,483	486,859	492,540	501,474
Grade 7	450,371	438,335	443,960	435,163	432,177	430,663	452,940	480,368	484,160	493,302
Grade 8	479,199	432,403	422,193	427,210	420,783	420,602	422,069	447,088	477,592	484,851
Grade 9	449,040	425,062	408,817	403,275	412,212	410,819	415,108	421,211	450,713	486,863
Grade 10	390,168	388,931	409,269	395,564	391,860	402,222	402,688	408,651	416,474	447,469
Grade 11	250,815	280,549	303,312	320,053	311,844	309,932	319,631	322,814	330,441	340,134
Grade 12	236,300	224,765	247,065	268,593	286,616	284,471	287,084	301,340	311,196	325,945
<b>Enrolment by Level</b>										
Basic; 1-5	2,628,172	2,518,577	2,515,894	2,512,094	2,520,724	2,516,111	2,501,170	2,495,589	2,496,568	2,501,474
Basic; 6-8	1,381,312	1,332,077	1,318,131	1,309,054	1,295,225	1,313,213	1,361,492	1,414,315	1,454,292	1,479,627
Basic	4,009,484	3,850,654	3,834,025	3,821,149	3,815,949	3,829,324	3,862,662	3,909,904	3,950,860	3,981,101
Secondary; 9-10	839,208	813,994	818,086	798,839	804,072	813,041	817,797	829,862	867,187	934,331
Secondary; 11-12	487,115	505,314	550,378	588,646	598,461	594,402	606,716	624,154	641,636	666,079
Secondary	1,326,323	1,319,308	1,368,464	1,387,485	1,402,533	1,407,443	1,424,513	1,454,016	1,508,823	1,600,411
Total 1-12	5,335,807	5,169,961	5,202,488	5,208,634	5,218,482	5,236,767	5,287,174	5,363,920	5,459,683	5,581,511
<b>Total enrolment (Public + Institutional)</b>										
<b>Enrolment by Grade</b>	<b>2020/2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>
Grade 1	829,670	830,054	772,160	731,690	703,523	675,115	658,765	640,276	625,343	611,308
Grade 2	712,435	747,488	762,988	732,735	709,361	690,467	667,779	653,346	636,749	623,613
Grade 3	681,093	679,521	694,903	709,736	687,026	671,783	660,907	646,183	639,172	629,799
Grade 4	656,615	655,497	639,769	653,881	672,172	656,180	647,416	642,809	634,322	633,274
Grade 5	642,328	632,420	619,229	604,432	621,457	643,899	633,900	630,826	631,770	628,847
Grade 6	606,400	618,054	600,291	588,138	577,302	597,794	624,114	619,208	621,032	626,843
Grade 7	594,578	587,235	589,642	572,973	564,134	557,308	581,081	610,954	610,465	616,627
Grade 8	615,798	579,288	560,732	562,502	549,260	544,288	541,476	568,626	602,184	606,064

## Nepal: School Education Sector Plan 2022/23-2031/32

Grade 9	563,575	583,494	554,662	540,775	546,326	538,143	537,433	538,987	570,025	608,578
Grade 10	501,240	533,895	555,275	530,435	519,352	526,881	521,353	522,915	526,723	559,336
Grade 11	342,490	385,117	411,518	429,177	413,303	405,987	413,820	413,077	417,915	425,167
Grade 12	337,731	308,540	335,205	360,172	379,867	372,635	371,682	385,598	393,575	407,432
<b>Enrolment byLevel</b>										
Basic; 1-5	3,522,141	3,544,979	3,489,049	3,432,474	3,393,540	3,337,444	3,268,766	3,213,440	3,167,356	3,126,843
Basic; 6-8	1,816,776	1,784,578	1,750,664	1,723,613	1,690,695	1,699,391	1,746,671	1,798,789	1,833,680	1,849,533
<b>Basic</b>	<b>5,338,917</b>	<b>5,329,556</b>	<b>5,239,713</b>	<b>5,156,087</b>	<b>5,084,236</b>	<b>5,036,835</b>	<b>5,015,437</b>	<b>5,012,229</b>	<b>5,001,036</b>	<b>4,976,376</b>
Secondary; 9-10	1,064,815	1,117,389	1,109,937	1,071,210	1,065,678	1,065,023	1,058,785	1,061,901	1,096,748	1,167,914
Secondary; 11-12	680,221	693,657	746,724	789,349	793,171	778,623	785,503	798,675	811,490	832,599
<b>Secondary</b>	<b>1,745,036</b>	<b>1,811,046</b>	<b>1,856,660</b>	<b>1,860,559</b>	<b>1,858,848</b>	<b>1,843,646</b>	<b>1,844,288</b>	<b>1,860,577</b>	<b>1,908,238</b>	<b>2,000,513</b>
<b>Total 1-12</b>	<b>7,083,953</b>	<b>7,140,603</b>	<b>7,096,374</b>	<b>7,016,646</b>	<b>6,943,084</b>	<b>6,880,480</b>	<b>6,859,725</b>	<b>6,872,805</b>	<b>6,909,274</b>	<b>6,976,889</b>

	2020/2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
<b>Share of public Enrolment</b>										
ECED	0.49	0.49	0.49	0.49	0.49	0.50	0.50	0.50	0.50	0.50
Basic; 1-5	0.70	0.71	0.72	0.73	0.74	0.75	0.77	0.78	0.79	0.80
Basic; 6-8	0.74	0.75	0.75	0.76	0.77	0.77	0.78	0.79	0.79	0.80
Secondary; 9-12	0.72	0.73	0.74	0.75	0.75	0.76	0.77	0.78	0.79	0.80

## Nepal: School Education Sector Plan 2022/23-2031/32

### Annex 4: Resource estimation for SESP

	2021/22	2022/23	2023/24	2024/25	2025/26
	<b>78/79</b>	<b>79/80</b>	<b>80/81</b>	<b>81/82</b>	<b>82/83</b>
<b>GDP (Constant price) growth rate %</b>					
Plausible	0.0410	0.0603	0.0608	0.0610	0.0610
High	0.0410	0.0700	0.0800	0.0850	0.0900
Low	0.0410	0.0300	0.0400	0.0350	0.0400
<b>Inflation</b>	<b>0.0512</b>	<b>0.058</b>	<b>0.056</b>	<b>0.061</b>	<b>0.053</b>
<b>GDP growth rate (current price)%</b>					
Plausible	0.092	0.118	0.117	0.122	0.114
High	0.092	0.128	0.136	0.146	0.143
Low	0.092	0.088	0.096	0.096	0.093
<b>GDP in constant price (Rs billion)</b>					
Plausible	4441	4709	4995	5300	5623
High	4441	4752	5132	5569	6070
Low	4441	4574	4757	4924	5121
<b>Education share in GDP%</b>					
Plausible -	4.2	4.5	4.8	4.9	5.0
High	4.6	4.9	5.3	5.4	5.4
Low	3.8	4.1	4.4	4.5	4.5
<b>Education share in GDP (Rs billion)</b>					
Plausible	186.5	211.9	239.8	259.7	281.2
High	204.3	232.9	272.0	300.7	327.8
Low	168.8	187.6	209.3	221.6	230.4
<b>School sector share in education budget %</b>					
	<b>70.6</b>	<b>70.6</b>	<b>70.6</b>	<b>70.6</b>	<b>70.6</b>
<b>School sector share in education budget(Rs billion)</b>					
Plausible	<b>131.72</b>	<b>149.63</b>	<b>169.31</b>	<b>183.39</b>	<b>198.54</b>
High	144.3	164.4	192.1	212.3	231.4
Low	119.2	132.4	147.8	156.5	162.7
<b>Total Government expenditure as % of GDP</b>					
Plausible	29.92	30.042	30.008	29.569	29.508
High	29.92	30.042	29.708	29.569	29.508
Low	29.92	30.042	29.708	29.569	29.508

Nepal: School Education Sector Plan 2022/23-2031/32

Annex 5: Major Programmes and Estimated Annual Budget of SESP

S. N.	Description	Yearly Estimated cost (in RS '000s)				
		2022/23	2023/24	2024/25	2025/26	2026/27
<b>1</b>	<b>ECED</b>					
1.1	Development/revision of minimum standards for the ECED centres					0
1.2	Mapping and redistribution of ECED centres/ (including establishment of new ECED centres based on identified needs)	112,950	0	0	0	0
1.3	midday meal program (Karnali)	235,072.77	243,310.08	249,839.18	254,846.76	327,310
1.4	midday meal program (other regions)	1,655,729.93	1,713,749.28	1,759,736.86	1,795,007.60	2,305,404
1.5	Revision and improvement in curriculum and review and revise early childhood and learning standards					0
1.6	Support to disable students	5,734	5,734	6,102	6,956	8,934
1.7	ECED facilitators	6,157,995	6,157,995	6,157,995	6,157,995	7,908,974
1.8	Caretakers	3,905,070	3,905,070	3,905,070	3,905,070	5,015,447
1.9	Grant for ECED materials and book corner	567,809	587,706	603,476	615,572	790,605
	<b>Total of ECED (in millions)</b>	<b>12,640</b>	<b>12,614</b>	<b>12,682</b>	<b>12,735</b>	<b>16,356</b>
<b>2</b>	<b>Basic education</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
2.1	Salary and allowances for approved and Rahat teachers for Grades 1-5	51,401,189	59,696,325	59,696,325	59,696,325	60,641,173
2.2	Salary and allowances for approved and Rahat teachers for Grades 6-8	14,808,814	16,119,168	16,119,168	16,119,168	16,374,295
2.3	New teacher positions for Lower Basic Level	1,316,701	2,294,370	2,294,370	2,294,370	2,330,684
2.4	New teacher positions for Upper Basic Level	5,595,154	9,135,360	12,180,480	15,226,224	15,467,218
2.5	Salary grant for school staff For Basic level	4,441,120	4,441,120	4,441,120	4,441,120	4,511,412
2.6	Operation and management (including TLM, at least a set of curriculum and teacher's guide and book corner) for Basic schools of grades 1-5	2,497,800	2,497,800	2,497,800	2,497,800	2,537,334
2.7	Operation and management (including TLM, at least a set of curriculum and teacher's guide and book corner) for Basic schools of 1-8	1,002,400	1,002,400	1,002,400	1,002,400	1,018,266
2.8	Head teacher allowance	584,928	584,928	584,928	584,928	594,186
2.9	SIP, Capacity development of community and SMC members, parental education, extra-curricular activities, social audit, IEMIS data management, school report card, school bulletin etc	1,083,200	1,083,200	1,083,200	1,083,200	1,100,344
2.1	Grants for Traditional/Religious schools -- Ashram/Gurukul, Gumba and Madrassa; Grade (1-5)	551,500	551,500	551,500	551,500	560,229
2.1.1	Grants for Traditional/Religious schools -- Ashram/Gurukul, Gumba and Madrassa; Grade (1-8)	130,000	130,000	130,000	130,000	132,058

## Nepal: School Education Sector Plan 2022/23-2031/32

2.12	Grants for mobile schools in remote mountain districts	5,000	5,000	5,000	5,000	5,000	5,079
2.13	Operation of Is running MGML program	26,900	26,900	26,900	26,900	26,900	27,326
2.14	Operation grants for multi-lingual program	1,700	1,700	1,700	1,700	1,700	1,727
2.15	Textbook for Grades 1 - 5	1,099,445	1,097,785	1,101,556	1,099,540	1,099,540	1,116,943
2.16	Textbook for Grade 6 - 8	1,289,132	1,280,255	1,266,730	1,284,322	1,284,322	1,304,650
2.17	midday meal program (Karnali region)	1,111,019	1,109,341	1,113,152	1,111,114	1,111,114	1,128,700
2.18	midday meal program (Other region)	7,336,346	7,325,267	7,350,430	7,336,979	7,336,979	7,453,106
2.19	Review of basic and secondary scholarships	0.00	0.00	0.00	0.00	0.00	0
2.2	Scholarship - Non-residential: Need-based scholarship	1,533,610	1,528,459	1,526,379	1,531,729	1,531,729	1,555,973
2.21	Additional support to Non-residential: children with disabilities	72,000	75,000	78,000	78,000	78,000	79,235
2.22	Scholarship - Residential	550,000	550,000	550,000	550,000	550,000	558,705
2.23	Sanitary pad for girls (Grades 6-8)	945,917	939,404	929,479	942,388	942,388	957,304
2.24	Establishment of ICT lab and ICT learning materials	3,033,100	3,033,100	3,033,100	3,033,100	3,033,100	3,081,107
2.25	Bringing and retaining OOSC at schools and implementation of Equity Strategy in targeted Local Levels	90,300	90,300	90,300	90,300	90,300	91,729
2.26	Block grant to unaided schools	500,000	0.00	0.00	0.00	0.00	0.00
2.27	Grade 8 examination management (LOCAL LEVEL)	105,548.20	106,802.50	105,195.60	105,150.40	105,150.40	106,815
	<b>Total of Basic education (in millions)</b>	<b>101,112.82</b>	<b>114,705.49</b>	<b>117,759.21</b>	<b>120,823.26</b>	<b>122,735.60</b>	
3	Secondary education	2022/23	2023/24	2024/25	2025/26	2026/27	
3.1	Development of procedures and directives/guidelines for free secondary education	0.00	0.00	0.00	0.00	0.00	0
3.2	Mapping, redistribution and merging of schools (including basic schools)	225,900	0.00	0.00	0.00	0.00	0
3.3	Salary and allowances for approved and Rahat teacher	19,256,076	19,256,076	19,256,076	19,256,076	19,256,076	19,282,830
3.4	New teacher positions for secondary level	7,510,104	11,265,156	15,020,208	18,775,260	18,801,346	
3.5	Head teacher allowance	188,433	188,433	188,433	188,433	188,433	188,695
3.6	Salary grant for school support staff (Schools with Grades 1-10 and 1-12)	1,430,695	1,430,695	1,430,695	1,430,695	1,432,683	
3.7	Salary grant for school finance/administrative staff Grades 1-10 and 1-12)	2,663,186	2,663,186	2,663,186	2,663,186	2,666,886	
3.8	Operation and management (including TLM, at least a set of curriculum and teacher's guide, book corner, internet facility, drinking water, electricity charge etc) for Secondary school (1-12)	3,489,500	3,489,500	3,489,500	3,489,500	3,494,348	
3.9	SIP, Capacity development of community and SMC members, parental education, extra-curricular activities, social audit, IEMIS data management, school report card, school bulletin etc	488,530	488,530	488,530	488,530	489,209	

## Nepal: School Education Sector Plan 2022/23-2031/32

3.1	Grants for Traditional/Religious schools -- Ashram/Gurukul, Gumba and Madrasa; Grade 1-10	54,000	54,000	54,000	54,000	54,000	54,075
3.1.1	Textbooks - Grade 9 - 10	649,560	634,279	638,433	645,555	646,452	646,452
3.1.2	Textbooks - Grades 11 - 12	544,874	582,759	592,476	588,458	589,276	589,276
3.1.3	Scholarship - Pro-poor targeted scholarship (9-10)	490,852	479,304	482,443	487,825	488,503	488,503
3.1.4	Scholarship - Pro-poor targeted scholarship (11-12)	550,378	588,646	598,461	594,402	595,228	595,228
3.1.5	Sanitary pad for girls ( Grades 9-12)	979,136	992,746	1,003,513	1,007,025	1,008,424	1,008,424
3.1.6	Establishment of library	350,000	336,700	350,000	476,700	477,362	477,362
3.1.7	Establishment of science lab	350,000	336,700	350,000	476,700	477,362	477,362
3.1.8	Establishment of ICT lab and learning materials	350,000	336,700	350,000	476,700	477,362	477,362
3.1.9	Model schools - Physical Infrastructure Development	250,000	250,000	250,000	500,000	500,695	500,695
3.2	Model schools - grant for implementation of the master plan (including library, ICT & science lab, equipment including kits, etc)	83,350	83,350	0.00	0.00	0	0
3.2.1	Hostel management cost (for all hostels)	27,600	27,600	27,600	27,600	27,638	27,638
3.2.2	Salary and allowance for trainer/assistant trainer and teachers technical stream (9-12)	1,463,616	1,463,616	1,463,616	1,463,616	1,465,650	1,465,650
3.2.3	TLM per student including lab assistant, equipment, and practical material, OJT, Operation cost - Technical Stream (9-12)	628,035	628,035	628,035	628,035	628,908	628,908
3.2.4	Lab equipment for technical schools	145,200	145,200	145,200	145,200	145,402	145,402
3.2.5	SEE Exam administration and management cost (province level)	312,500	312,500	312,500	312,500	312,934	312,934
3,26	NEB Salary and other grants	300,000	300,000	300,000	300,000	300,417	300,417
3.27	Establishment and management of digital data centre, digital lab and e-library ( including various content management system and portal)	10,000	10,000	10,000	10,000	10,014	10,014
3.29	<b>Total of Secondary education (in millions)</b>	<b>42,792</b>	<b>46,344</b>	<b>50,093</b>	<b>54,341</b>	<b>54,417</b>	<b>54,417</b>
4	Equity and inclusion	2022/23	2023/24	2024/25	2025/26	2026/27	
4.1	residential school construction for special needs education	100,000	100,000	200,000	200,000	78,606	78,606
4.2	Operation of special schools	24,600	24,600	24,600	24,600	9,669	9,669
4.3	TLM support to special schools	8,200	8,200	8,200	8,200	3,223	3,223
4.4	Resource classroom operation/management grants	93,300	93,300	93,300	93,300	36,670	36,670
4.5	Development of learning materials (brail books)/audio materials) for blind students	600	600	600	600	236	236
4.6	Development of learning materials for children with intellectual disability	600	600	600	600	236	236
4.7	Development of learning materials for children with hearing disability	600	600	600	600	236	236
4.8	Development of additional resource materials to teach the students with disabilities	1,800	1,800	1,800	1,800	707	707



## Nepal: School Education Sector Plan 2022/23-2031/32

6.1	Capacity development for teacher mentoring program	30,000	30,000	30,000	30,000	30,000	30,000	30,000
6.11	TPD Certification Training for Secondary Level Teachers	90,000	90,000	90,000	90,000	90,000	90,000	90,000
6.12	TPD Certification Training for Basic Level Teachers (6-8 Grades)	195,000	195,000	195,000	195,000	195,000	195,000	195,000
6.13	TPD Certification training on Integrated Curriculum for Basic Level Teachers (1-5 Grades)	162,000	162,000	162,000	162,000	162,000	162,000	162,000
6.14	Training to all new ECED facilitators	120,000	120,000	180,000	120,000	120,000	120,000	120,000
6.15	Refresher training for existing ECED facilitators	30,000	30,000	30,000	30,000	30,000	30,000	30,000
6.16	Leadership Development Training to Head Teachers of Basic and Secondary Levels	30,000	30,000	30,000	30,000	30,000	30,000	30,000
6.17	Demand based short term training on soft-skills integration, EGR skills, Integrated teaching learning and other relevant areas ( online/face to face)	130,000	130,000	130,000	130,000	130,000	130,000	130,000
6.18	Teacher training for teachers from resource classroom and special schools	2,505	2,505	0	0	0	0	0
6.19	Training for caretakers (resource classroom and special schools)	1,630	1,630	0	0	0	0	0
	<b>Total of Teacher mgmt. and dev. (in millions)</b>	<b>900.44</b>	<b>895.14</b>	<b>771</b>	<b>891</b>	<b>891</b>	<b>891</b>	<b>891</b>
7	Curriculum and Assessment	2022/23	2023/24	2024/25	2025/26	2026/27		
7.1	Implementation of National Curriculum Framework, 2076 (curriculum development, curriculum piloting and implementation; sample textbook development, development of teacher's guide/ resource materials)	45,000	45,000	30,000	15,000	15,000	15,000	15,000
7.2	Curriculum evaluation (evaluation, reform and school-based curriculum development piloting/testing)	0	0	2,000	5,000	5,000	5,000	5,000
7.3	Digital materials (development of digital interactive content, management of the digital materials to ensure its online/offline access to students and teachers, develop and manage digital materials for children with disabilities, digitize all the materials developed by CDC, management and ensuring access to e-library)	5,000	5,000	5,000	5,000	5,000	5,000	5,000
7.4	Institutional management and capacity building (mobilization of experts, institutional arrangement at the province level for curriculum related activities, develop mechanism at the Local Level for providing technical supports on local curriculum development and curriculum implementation)	8,000	8,000	0	0	0	0	0
7.5	Curriculum dissemination (3 day orientation to all teachers)	300,000	300,000	0	0	0	0	0
7.6	Development of student assessment criteria (internal and external; development of sample materials, orientation on classroom based assessment criteria including reporting and feedback)			15,000	15,000	15,000	15,000	15,000

## Nepal: School Education Sector Plan 2022/23-2031/32

7.7	Study for Curriculum and learning materials for technical stream (identification of issues and alternatives, adjustment, modification and development of curriculum, modification and development of learning materials/textbooks, development of assessment procedures and orientation on curriculum and learning materials)	9,000	6,000	6,000	6,000	6,000	6,000
7.8	Textbook (Implementation of multiple textbook policy, quality assurance, evaluation and selection of text books; piloting of multi-year textbook; development of textbooks suitable for children with disabilities)	10,000	10,000	10,000	10,000	10,000	10,000
7.9	Development, modification and integration of guidelines and procedures	500	0	0	500	500	500
	<b>Total of Curriculum and evaluation (in millions)</b>	<b>377.5</b>	<b>374</b>	<b>68</b>	<b>56.5</b>	<b>56.5</b>	<b>56.5</b>
8	Construction &DDR and education in emergencies and crises	2022/23	2023/24	2024/25	2025/26	2026/27	2026/27
8.1	4-classroom block construction - including WASH and furniture (for non-earthquake affected districts)	6,500,000	13,000,000	15,600,000	14,300,000	14,300,016	14,300,016
8.2	School infrastructure maintenance cost (for earthquake affected districts)	3,344,280	3,344,280	3,344,280	3,344,280	3,344,284	3,344,284
8.3	Implementation of comprehensive disaster risk management and resilience plan	140,000	140,000	140,000	140,000	140,000	140,000
8.4	<b>Separate toilets for boys and girls, safe water and hand washing facilities to ECED</b>	200,000	400,000	600,000	600,000	600,001	600,001
8.5	Implementation of recovery and preparation plan of pandemic, focusing on COVID-19	382000	0	0	0	0	0
	<b>Total of Construction and emergencies (in millions)</b>	<b>10,566.28</b>	<b>16,884.28</b>	<b>19,684.28</b>	<b>18,384.28</b>	<b>18,384.30</b>	<b>18,384.30</b>
9	M&E and Capacity Development	2022/23	2023/24	2024/25	2025/26	2026/27	2026/27
9.1	Monitoring guideline, indicators and tools development and updates	0	0	0	0	0	0
9.2	Conduction of various reviews ( MDAC and other Trimester, Annual review, Joint Annual review and preparation of reports)	500	500	500	500	757	757
9.3	Preparation of Status report	500	500	500	500	757	757
9.4	Preparation and publication of manuals and procedures for monitoring	0	0	0	0	0	0
9.5	NASA administration (Grades 5 and 8) and Literacy and Numeracy assessment at grade 3 including preparation, publication and dissemination of NASA report	25,000	0	25,000	25,000	37,850	37,850
9.6	Performance audit of schools including report preparation, publication and dissemination	80,000	80,000	80,000	80,000	121,121	121,121
9.7	Performance assessment/audit of ECED centres	8,000.00	0	0	0	0	0

## Nepal: School Education Sector Plan 2022/23-2031/32

9.8	Piloting of quality improvement plan based on school performance audit findings/recommendations	0	0	0	0	0	0
9.9	Research/studies on various areas	24,000	48,000	48,000	48,000	48,000	72,673
9.1	Mid-term review and final reviews of SESP		20,000			40,000	60,561
9.1.1	Capacity development on M&E		1,000			1,000	1,514
9.1.2	Capacity development: higher studies	4,000	4,000	4,000	4,000	4,000	6,056
	<b>Total of M&amp;E and Capacity dev. (in millions)</b>	<b>114</b>	<b>82</b>	<b>106</b>	<b>107</b>	<b>107</b>	<b>162</b>

## Annex 6: List of Contributors in SESP preparation

### Honourable Ministers

Mr. Devendra Paudel  
Ms. Bodhmaya Kumari Yadav  
Mr. Krishna Gopal Shrestha  
Mr. Giriraj Mani Pokhrel

### Secretaries

Mr. Ramkrishna Subedi  
Mr. Yadav Prasad Koirala  
Ms. Pramila Bajracharya  
Mr. Suresh Acharya  
Mr. Ram Prasad Thapaliya  
Mr. Sanjay Sharma  
Mr. Gopinath Mainali  
Mr. Mahesh Dahal

#### 1. School Education Sector Plan (SESP) Steering Committee

Secretary, MoEST (Coordinator)  
Member Secretary, CTEVT  
Joint Secretary, MoF  
Joint Secretary, MoFAGA  
Joint Secretary, NPC  
Joint Secretary, FCGO  
Joint Secretary, School Education Division, MoEST  
Secretary, MoSD, Gandaki Province  
Director General, CEHRD  
Member Secretary, NEB  
DPs Focal Point of SSDP  
Chairperson, Confederation of Nepal Teachers  
Chairperson, HISSAN  
Chairperson, PABSON  
Chairperson, Confederation of Nepal Parents  
Coordinator, Technical Advisory Team  
Chairman, NARMIN  
Chairman, MuAN  
Joint Secretary, Planning & Monitoring Division, MoEST (Member Secretary)

#### 2. SESP Technical Advisory Team (TAT)

Professor Dr. Min Bahadur Bista (Coordinator TAT)  
Professor Dr. Lekhnath Sharma

Mr. Janardan Nepal  
Professor Dr. Bal Mukund Bhandari  
Professor Dr. Mahesh Nath Parajuli  
Professor Dr. Binay Kushiyat  
Professor Dr. Bal Chandra Luitel  
Dr. Nirmal Bishwokarma  
Dr. Meenakshi Dahal  
Ms. Meena Gurung

**3. SESP Technical Committee(TC)**

Joint Secretary, Planning and Monitoring Division (Coordinator)  
Director General, CEHRD  
Director General, CDC  
Planning Head, CTEVT  
Mr. Moti Pokhrel, Under Secretary, MoSD, Gandaki Province  
Mr. Puspa Dhakal, Chief of Education Section, Madi Municipality  
DPs Focal Point of SSDP  
DPsCo-focal Point of SSDP  
Dr. Dhruva Raj Regmi  
Dr. Mukundamani Khanal  
Dr. Samikshsya Koirala  
Under Secretary, Planning & Budget Section, MoEST  
Under Secretary, Development Assistance Coordination Section (Member Secretary)

**4. SESP writing team**

Dr. Tulasi Prasad Thapaliya  
Prof. Dr. Min Bahadur Bista  
Dr. Lekha Nath Poudel  
Dr. Bhojraj Kafle  
Mr. Jaya Prasad Acharya  
Mr. Ghanashyam Aryal

**5. Reviewers of SESP Draft**

Prof. Dr. Lekhnath Sharma  
Dr. Hari Prasad Lamsal  
Mr. Choodamani Paudel  
Mr. Deepak Sharma  
Mr. Dilli Ram Luitel  
Mr. Ganesh Prasad Bhattarai

**6. Independent of SESP Draft**

Mr. Daniel Kelly  
Mr. Subas Risal

## 7. SESP Preliminary Drafting Team

**Introduction and Context:** Mr. Gaurishankar Pandey/ Dr. Mukunda Mani Khanal/ Dr. Dhruva Raj Regmi/ Mr. Dhana Bahadur Shrestha

**ECED:** Dr. Dibya Dawadi/Mr. Ram Chandra Dhakal

**Basic Education:** Mr. Deviram Acharya/ Mr. Arjun Dhakal/Dr. Bhojraj Kafle

**Secondary Education:** Mr. Kul Bahadur Phadera/Mr. Yadav Acharya

**Curriculum & Curricular Material:** Mr. Rudra Adhikari/Mr. Purushottam Ghimire

**Teacher Management & Development:** Mr. Girman Thapa/Ms. Sarita Devi Sharma

**Non-formal Education/LLL/Open & Distance Learning:** Mr. Ganesh Poudel/Mr. Ram Chandra Timilsina

**ICT in Education:** Mr. Adesh Khadka/Mr. Shanker Bahadur Thapa

**Institutional Arrangement, Governance & Capacity Development:** Mr. Bijay Raj Subedi/ Mr. Tubraj Pokharel/Dr. Bhojraj Kafle

**Financing:** Mr. Jaya Prasad Acharya/Mr. Ghanashyam Aryal

**Implementation, Monitoring & Evaluation:** Mr. Dhan Bahadur Shrestha/Dr. Bhojraj Kafle

**Key Indicators:** Mr. Shanker Bahadur Thapa/ Dr. Bhojraj Kafle

## 8. Thematic Teams worked in preparing thematic papers

Thematic area	Team composition
ECED	Convener: Ana Prasad Neupane Members:Dr. Baburam Adhikari, Dr. Dipu Shakya, Dr. Minakshi Dahal, Hari Khanal, Dilliram Subedi, Ramchanda Dhakal Special invitee:Prof. Dr. Kishor Shrestha
Basic	Convener: Ram Sharan Sapkota Members:Prof. Dr. Maheshnath Parajuli, Jaya Prasad Acharya, Govinda Aryal, Laxman Sharma, Arjun Dhakal Special invitee:Dr. Kamal Pokharel
Secondary	Convener: Ima Narayan Shrestha Members:Prof. Dr. Prakashman Shrestha, Prof. Dr. Balmukunda Bhandari, Dr. Maya Sherpa, Dr. Balaram Timilsina, Dr. Mukundamani Khanal, Pramod Bhakta Acharya Special invitee:Dr. Hari Kumar Pradhan
Non-formal education and lifelong learning	Convener: Baburam Poudel Members:Dr. Roshan Chitrakar, Purushottam Acharya, Gehanath Gautam, Ramchandra Timilsina, Bimala Mishra Special invitee:Dr. Sushan Acharya
Curriculum and Evaluation	Convener:Keshab Prasad Dahal Members:Prof. Dr. Balchandra Luitel, Prof. Dr. Ganesh Singh, Dr. Prem Phyak, Dr. Suresh Kumar Dhungel, Dr. Ananda Paudel, Rudra Prasad Adhikari, Ramraj Khakurel Special Invitee:Dr. Lava Deo Awasthi
Teacher Preparation, Management and Dev	Convener:Dinesh Kumar Shrestha Members:Janardan Nepal, Dr. Gangaram Gautam, Shibakumar Sapkota, Laxmi Kishore Subedi, Shankar Adhikari, Girman Thapa Special Invitee:Dr. Sailendra Sigdel
Quity and Inclusion	Convener:Bishnu Prasad Adhikari Members:Meena Gurung, Dr. Nakul Baniya, Dr. Divya Dawadi, Indra Gurung, Ganesh Paudel, Tanka Gautam Special Invitee:Prof. Dr. Basudev Kafle
Education in Emergency and Crisis	Convener:Yubaraj Subedi Members:Prof. Dr. Chittrabhadur Budhathoki, Dr. Renu Thapa, Dr. Dhruva Raj Regmi, Dhan Bahadur Shrestha, Kamal Bista, Yadav Acharya Special Invitee:Dr. Gangalal Tuladhar

Governance and Management	Convener: Baikuntha Aryal Members: Dr. Mahashram Sharma, Rambandu Subedi, Dr. Pramod Bhatta, Dr. Kulprasad Khanal, Bijaya Subedi Special invitee: Krishna Prasad Sapkota
ICT in Education	Convener: Khagendra Nepal Members: Dr. Dinesh Bhujju, Dr. Laxmi Paudel, Dr. Krishna Prasad Paudel, Adesh Khadka, Rabi Karmacharya, Govinda Paudel.
Student Support System	Convener: Dr. Lekhanath Poudel Members: Prof. Dr. Bhimsen Devkota, Ghanashyam Aryal, Indra Kunwar, Neera Sharma, Purushottam Ghimire, Deviram Acharya
Financing in Education	Convener: Deepak Sharma Members: Jaya Prasad Acharya, Ghanashyam Aryal, Dr. Maya Sherpa, Dr. Bhuwan Bajracharya, Prof. Dr. Binay Kumar Kusiyait, Jay Krishna Upadhyaya, Shanker Thapa, Shyam Prasad Acharya Special invitee: Dr. Hari Lamsal

9. **Experts contributed to preparation of the ESA:** Dr. Frances Hitchens (drafting and preparation), Dr. Lekha Nath Poudel (review and editing), Prof. Dr. Min Bahadur Bista (review and editing), Mr. Stephen Keeling (formatting and editing).
10. **Experts contributed in nine studies that are carried out as the background study for ESA:** Dr. Gustavo Arcia; Mr. Michael Lightfoot; Mr. Serge Peano, Mr. Barnaby Rooke, Mr. Erlend Sigvaldsen, Ms. Susy Ndaruhutse, Ms. Astrid Korin, Dr. Ruth Naylor, Ms. Amy West, Dr. Niraj Poudyal, Dr. Natasha Graham, Dr. Matt Brossard, Mr. Renaud Comba, Mr. Matej Damborsky, Mr. Dhruba Gautam, Lekha Nath Poudel, Mr. Peter Haag
11. **SESP Secretariat:** Mr. Jaya Prasad Acharya, Dr. Bhojraj Kafle, Ms. Sarita Devi Gautam, Mr. Yadav Acharya, Ms. Sunita Maharjan, Mr. James Russel.
12. **Contributors:** Dr. Kamal Pokharel, Dr. Hari Prasad Lamsal, Dr. Tulashi Prasad Thapaliya, Mr. Choodamani Paudel, Mr. Deepak Sharma, Mr. Yubraj Subedi, Mr. Baikuntha Prasad Aryal, Mr. Krishna Prasad Kapri, Mr. Ima Narayan Shrestha, Mr. Keshav Prasad Dahal, Mr. Ana Prasad Neupane, Mr. Ramsharan Sapkota, Mr. Dinesh Kumar Shrestha, Dr. Bhojraj Kafle, Mr. Dilliram Luitel, Mr. Durga Prasad Aryal, Mr. Shiba Kumar Sapkota, Mr. Chandrakant Bhusal, Mr. Rudra Prasad Adhikari, Mr. Laxmi Prasad Bhattarai, Mr. Ramraj Khakurel, Mr. Ganesh Prasad Bhattarai, Mr. Arjun Dhakal, Mr. Ram Chandra Timsina, Mr. Nabin Khadka, Mr. Shankar Bahadur Thapa, Dr. Sambedan Koirala, Dr. Bhuwan Bajracharya, Dr. Maya Sherpa, Mr. Beifith Kouak Tiyaab, Mr. Anil Shrestha and Mr. Jimi Oostrum.

Secretaries of provincial education related ministries, education division chiefs and directors of Provincial Education Development Directorate, Local Level representatives: mayors, deputy mayors, chairpersons, deputy chairpersons, chief administrative officers, chairperson/members of the Confederation of Nepali Teachers, parent/guardian associations, school management committee and parent teacher association members, head teachers, teachers, students, members of the local education development partner group, education focused non-governmental organizations and other concerned stakeholders.

Over 250 consultations meetings were organized and more than 8,000 participants participated during this plan formation process.

<sup>i</sup> The minimum enabling standards for ECED in Nepal are: i) Qualified ECED teacher (with secondary education and 90 hours of practical training); (ii) child friendly tap (for easy access to drinking water); (iii) toilet (with soap and water); (iv) child friendly seating arrangement (preventing children from dirt and cold); and (v) six learning areas

<sup>ii</sup> These are schools will have met at least three of the five minimum standards for Inclusive-education schools in terms of (i) early screening, (ii) teacher training, (iii) curriculum and instruction differentiation, (iv) physical access, (v) individual education plans

<sup>iii</sup> At the basic level of education, a school will have met its basic learning conditions when it meets the nationally defined requirement of teachers, classrooms, school library, textbooks for students, separate provision of toilet for boys and girls.

<sup>iv</sup> Science, Math and English

<sup>v</sup> Science, Math, English and Nepali and social studies

<sup>vi</sup> Requirements will be reviewed during the MTR, updated and upgraded to include both physical and pedagogical conditions if needed.

<sup>vii</sup> At the secondary level, a school will have met its basic learning conditions when it fulfils the nationally defined requirement of teachers, classrooms, school library, ICT infrastructure, science labs, textbooks, and separate provision of toilets for boys and girls. These requirements will be reviewed during the MTR, updated and upgraded to include both physical and pedagogical conditions if needed.

<sup>viii</sup> 15th. National 2019/20-2033/34 (B.S.2067-81 Page 38)

<sup>ix</sup> 15th. National 2019/20-2033/34 (B.S.2067-81 Page 38)

<sup>x</sup> Including on soft skills and 20th century learning skills, early grade reading skill, class teaching and multi-grade teaching and teaching

<sup>xi</sup> The 'Basic' level constitutes availability of drinking water from an improved source (piped water supply, bore hole and tube well, protected well/spring water, rainwater, packaged water), basic sanitation means improved sanitation facilities (toilet with flush, ventilated improved pit, ecosan, pit toilet with slab) at the school that are single-sex and usable. The 'Advanced' level of WASH facilities means that school meet the three-star standards (adapted to the context of Nepal) as defined in WASH in School Guideline, 2018 (second revision 2019).

<sup>xii</sup> Recovery and Accelerated Learning

<sup>xiii</sup> These Local Levels will be identified based on their equity index score

<sup>xiv</sup> As measured by the Composite Equity Index

<sup>xv</sup> This includes the education budget allocated at federal level

