



School Sector Transformation Program Operation (P177647)

SOUTH ASIA | Nepal | Education Global Practice | Requesting Unit: SACSN (8295) | Responsible Unit: HSAE2 (10555)
IBRD/IDA | Program-for-Results Financing | FY 2023 | Team Leader(s): Sachiko Kataoka

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1. PROJECT DEVELOPMENT OBJECTIVE

1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 24-Mar-2023)

The proposed Program Development Objective (PDO) is to increase equitable access and improve the quality and governance of school education in Nepal.

2. OVERALL RATINGS

Name	Previous	Current
Progress towards achievement of PDO	● Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Substantial	● Substantial

3. KEY ISSUES & STATUS

3.1 Implementation Status and Key Decisions

As the program enters its third year of implementation, key activities are progressing, including the Recovery and Accelerated Learning (ReAL) plan, integrated curriculum, mentoring program, pro-poor scholarships, and monitoring of minimum enabling conditions for early childhood development centers. Early evaluations and monitoring efforts have identified areas needing improvement to address implementation challenges. In preparation for the upcoming MTR scheduled for April 2025, the government, Joint Financing Partners under the Sector-Wide Approach, and other development partners will conduct an in-depth review of these challenges and implement necessary adjustments during the MTR.



4. DATA ON FINANCIAL PERFORMANCE

4.1 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
TF-C0896	Effective	19.70	19.70	0.00	13.70	6.00	69.54%
IDA-72710	Effective	120.00	120.58	0.00	42.61	77.12	35.59%

4.2 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-72710	Effective	24-Mar-2023	31-May-2023	16-Jun-2023	16-Jul-2027	16-Jul-2027
TF-C0896	Effective	24-Feb-2023	31-May-2023	16-Jun-2023	15-Jul-2026	15-Jul-2026

4.3 Program Action Plan

Action Description	Adequate budget for Program activities, including DLI and PAP related activities reflected in ASIP and AWPB every year				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	NA	CEHRD/MOEST	Other	Every year - March/April for draft ASIP/AWPB and August for final ASIP/AWPB	In Progress
Completion Measurement	Approved AWPB and ASIP				
Comments	The draft ASIP/AWPB for FY2025/26 was shared in April 2025 for the Budget Review Meeting (BRM) 2025. The budget increased from FY2024/25, meeting the Global Covenant. Budget for DLIs and PAP related activities are reflected in the draft ASIP/AWPB.				

Action Description	Evaluation of ReAL carried out in Year 4
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Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	NA	CEHRD/MOEST	Due Date	15-Jul-2026	Not Yet Due
Completion Measurement	Report published on evaluation of ReAL				
Comments	The BRM agreed to advance the evaluation of the ReAL program and strengthen its design to improve foundational learning outcomes. The evaluation will also include the integrated curriculum program to enhance the linkage between the two initiatives.				

Action Description	Evaluation of teacher mentoring system carried out in Year 5				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	NA	CEHRD/MOEST	Due Date	15-Jul-2027	Not Yet Due
Completion Measurement	Report published on evaluation of mentoring system				
Comments	The 2024 rapid review of the mentoring program identified several implementation challenges. The BRM agreed that CEHRD will revise the program's SOP to address these challenges and enhance its sustainability and effectiveness.				

Action Description	A separate component/activity code established in the LMBIS for the IPF component and maintained throughout SSTP period				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	CEHRD/MOEST	Other	Within one month from effectiveness	Completed
Completion Measurement	Separate component/activity code for IPF established in the LMBIS and maintained throughout SSTP period				
Comments	Separate budget code for IPF has been maintained for FY25/26 with nominal budget allocated. However, no IPF funding has been used despite the planned TA in the procurement plan. The MTR will discuss whether to keep the IPF, or reallocate it to DLIs.				

Action Description	(i) Develop a GESI and disaster resilient periodic education sector budget model within the framework of the MTEF to be applied by municipalities; and (ii) train municipalities on the budget model.				
Source	DLI#	Responsibility	Timing	Timing Value	Status



Fiduciary Systems	NA	CEHRD/MOEST	Other	(i) within one month from effectiveness; (ii) July 2023	Completed
Completion Measurement	Approved model; Training Reports				
Comments	CEHRD has updated local level education plan (LEP) guidelines including GESI and disaster resilient aspects. 218 LGs have approved LEPs and 535 LG's LEPs are being prepared. Local level officials of 753 LGs have been trained.				

Action Description	Review and revise current conditional grant management arrangement including definition of eligible expenditures				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MOEST/MOF	Other	No deadline specified as further improvement is underway	In Progress
Completion Measurement	Revised arrangement approved				
Comments	Revised arrangements have been reflected in LMBIS, PIM and Budget implementation guidelines. Analytical work for simplifying the conditional grant system is underway. The BRM recommended the completion of the review activity by August 2025.				

Action Description	The existing EMF and SMF to be consolidated and harmonized as one document - ESMF, reflecting safeguard requirements from all JFPs. ESMF to be summarized in Nepali, endorsed by MOEST and made readily adaptable and useable by sub-national governments.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	CEHRD/MOEST	Due Date	30-Aug-2024	Delayed
Completion Measurement	Approved and endorsed ESMF, including translation summary in Nepali. made readily adaptable and useable by provincial and local governments				
Comments	The draft consolidated ESMF has been circulated to stakeholders. CEHRD is in the process of organizing a consultation workshop with key stakeholders to solicit comments. The BRM agreed that the ESMF will be finalized by July 31, 2025.				



Action Description	Committee, with representation from planning and infrastructure unit, social development division and education unit of the LGs, formed at LG level for environmental and social risk management of the program.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MOEST/CEHRD/MOFAGA/LGs	Due Date	15-Jul-2024	Delayed
Completion Measurement	A committee formed. The activities of the committee and cost of environmental and social mitigation plans in sub-projects should be covered by the budget allocated for the education activities to LGs				
Comments	The consolidated ESMF requires the establishment of the E&S monitoring system which includes local level E&S Committees. The BRM agreed that each local government will appoint an E&S focal point.				

Action Description	Enhance the existing GRM mechanism to make it more systemic and digitized including management of SEA/SH and VAC related grievances and develop referral mechanism with service providers				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MOEST/CEHRD/LGs	Recurrent	Yearly	Delayed
Completion Measurement	(i) GRM guideline strengthening and disseminated : March 1, 2023 (ii) Implementation progress monitoring and reporting annually: September 31 (prior to JRM)				
Comments	During the BRM, CEHRD agreed to further enhance GRM guidelines to include the management of SEA/SH and VAC related grievances and referral systems in accordance with international standards. However, no timeline has been agreed upon to carry out this				

Action Description	Develop and implement a comprehensive M&E plan to strengthen the M&E system				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Other	NA	CEHRD/MOEST	Other	Annually, July 16	In Progress
Completion Measurement	M&E Plan and implementation report				
Comments	Using EMIS data, flash/monitoring reports and GESI-responsive school report cards are prepared periodically. Status Reports and Trimester reports are also prepared regularly. M&E indicators are embedded in CEHRD's Program Implementation Manual.				



Action Description	EMIS system strengthened as per the approved guideline and EMIS verification carried out before MTR.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Other	NA	CEHRD	Recurrent	Yearly	In Progress
Completion Measurement	(i) CERHD to prepare EMIS improvement/enhancement plan with yearly targets. Annual progress report on the implementation of the improvement plan; (ii) Report on EMIS verification				
Comments	Technical assistance has been deployed for EMIS system strengthening as per the approved guidelines and based on a comprehensive system assessment. An independent EMIS verification is expected to be completed by June 2025.				

Action Description	CEHRD will have a dedicated FM staff for the program supplemented by FM consultant(s) to timely resolve the audit observations at the federal level, and to coordinate with LGs to settle audit observations at LGs				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	CEHRD	Other	Annually - April 15	In Progress
Completion Measurement	Annual OAG report				
Comments	A dedicated FM section is functioning at CEHRD, supplemented by FM consultants. CEHRD/MOEST has shared a TOR to JFPs for hiring a dedicated task force to settle the audit issues. The OAG audit report FY 2023-24 was submitted on April 12, 2025.				

Action Description	Annual Fiduciary Review to be conducted based on jointly agreed TOR				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MOEST/CEHRD/JFPs	Recurrent	Yearly	Delayed
Completion Measurement	Annual fiduciary review report				
Comments	Annual Fiduciary Review team has been formalized to carry out a rapid assessment based on a jointly agreed TOR. However, the field based activities are yet to be commenced. The first AFR report is expected to be submitted by December 2025.				

Action Description	Implementation of approved Fiduciary Management Action Plan (FMAP) initiated, monitored, and updated annually				
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Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	CEHRD	Recurrent	Yearly	In Progress
Completion Measurement	Approval of FMAP by Steering Committee. Annual FMAP monitoring and progress report (to be submitted prior to JRM)				
Comments	A rapid assessment of the School Accounting System is underway. A team has been formed for the Annual Fiduciary Review. The BRM agreed that the Technical Committee 1 meeting will discuss the next steps for the AFR and address audit arrears.				

Action Description	Standard Operating Procedure for SEA/SH and VAC related grievance reporting, management and referrals developed and streamlined into the existing GRM structure				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MoEST/CEHRD	Due Date	30-Apr-2025	Delayed
Completion Measurement	SOP developed, approved and translated to Nepali and disseminated and compliance monitoring report submitted by April 30, 2025.				
Comments	Existing GRM procedure (updated in the 2020) is functional. No new SOP has been developed yet. Further discussions are needed to accelerate achievement of this action. No specific timeline has been agreed upon during BRM to complete this action.				

5. KEY DATES

Key Events	Planned	Actual
Approval	24-Mar-2023	24-Mar-2023
Effectiveness	16-Jun-2023	16-Jun-2023
Mid-Term Review No. 01	21-Apr-2025	
Operation Closing/Cancellation	16-Jul-2027	

6. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 24 Mar 2023	Last Approved Rating ISR Seq. 03 - 23 Jun 2024	Proposed Rating



Political and Governance	● Substantial	● Substantial	● Substantial
Macroeconomic	● Substantial	● Substantial	● Substantial
Sector Strategies and Policies	● Moderate	● Moderate	● Moderate
Technical Design of Project or Program	● Moderate	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Substantial	● Substantial	● Substantial
Fiduciary	● Substantial	● Substantial	● Substantial
Environment and Social	● Moderate	● Moderate	● Moderate
Stakeholders	● Moderate	● Moderate	● Moderate
Overall	● Substantial	● Substantial	● Substantial



7. RESULTS

7.1 PDO Indicators by PDO Outcomes

Improve Quality								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Improved literacy and numeracy as measured through NARN (Grade 3) disaggregated by gender (Text) DLI	Baseline to be established in Year 2 (disaggregated by gender TBD)	Oct/2022	(On track) The NARN is yet to be conducted.	29-Apr-2024	The NARN was conducted in 2024 (Year 2). Data analysis and baseline data collection (disaggregated by gender) is ongoing.	02-Dec-2024	3 percentage point improvement over Year 2 in reading and numeracy (disaggregated by gender TBD)	Dec/2027
	Comments on achieving targets		The NARN refers to National Assessment of Reading and Numeracy proficiencies of grade 3 students conducted by the Education Review Office (ERO) on a nationally representative sample basis.					
Improve equitable access								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Improved NER in Grades 9-12 (disaggregated by gender) (Text)	T:54 (G: 54.3, B: 53.7)	Sep/2022	(Unable to assess due to lack of data) Flash report is currently being updated. As	29-Apr-2024	As per the Flash I (Fiscal Year 2023/24), NER in Grades 9-12 is T: 57.9	02-Dec-2024	T:61.6 (G: 62, B: 61.1)	Jul/2027



			per the draft Flash I (Fiscal Year 2023/24), NER in Grades 9-12 is T: 57.9 (G:55.8; B: 59.9)		(G:55.8; B: 59.9)			
	Comments on achieving targets		NER is number of students enrolled who belong to age group that officially corresponds to Grades 9–12, divided by total population of the same age group.					

Governance								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Increased number of LGs that receive performance grants (Text)	NA	Sep/2022	(On track) Performance grant guideline (scheme) with indicators is being developed.	29-Apr-2024	(Delayed) This indicator is under discussion with the government.	02-Dec-2024	150 LGs (cumulative) receiving performance grants	Dec/2027
	Comments on achieving targets		A performance grant guideline/scheme must be developed before allocating the performance grant budget to LGs. Discussions with the government are ongoing to define the funding criteria and model for achieving this indicator.					

7.2 Intermediate Results Indicators by Results Areas

Improved teacher capacity, assessments and early grade learning				
Indicator Name	Baseline	Actual (Previous)	Actual (Current)	Closing Period



	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Ensuring minimum enabling conditions (MEC) in ECED centers (Text) DLI	NA	Sep/2022	(On track) Baseline and reporting arrangements have been established for MEC for ECED centers. The collected data has being analyzed.	29-Apr-2024	(Achieved) Baseline established: Share of ECED centers meeting at least three MECs is 63.61%.	02-Dec-2024	Share of ECED centers meeting at least three MEC increased by 6 percentage from baseline	Jul/2027
	Comments on achieving targets		The minimum enabling conditions include: (a) qualified ECED teacher (with secondary education and 90 hours of practical training); (b) child friendly tap (for easy access to drinking water); (c) toilet (with soap and water); (d) child friendly seating arrangement (preventing children from dirt and cold); and (e) six learning areas.					
Number of LGs implementing activities to improve foundational proficiency in reading and numeracy as per the integrated approach of the curriculum in grades 1-3 (Text) DLI	NA	Sep/2022	(On track) 300 LGs have received budget to implement integrated curriculum in FY2023/24.	29-Apr-2024	(Achieved)300 LGs have implemented activities to improve foundational proficiency in reading and numeracy as per the integrated approach of the curriculum in grades 1-3.	02-Dec-2024	600	Jul/2027
	Comments on achieving targets		Activities include: (i) provide hard copies of the additional learning materials (in addition to the student textbooks cum workbooks for grades 1-3) and upload digital copies in the CDC website;					



			(ii) make teacher guides accessible to teach the student textbooks; and (iii) 5-day training on the use of additional materials, include one teacher per school, and require trained teacher to conduct sharing session in his/her school to other teachers.					
School-based teacher development through mentorship (Text)	NA	Sep/2022	(On track) Teacher Professional Development framework and SOP for teacher mentoring have been approved by MOEST. The mentoring activities are being implemented in 50 LGs.	29-Apr-2024	(Achieved) Implementation of the mentoring activities in 50 LGs has been completed. 925 teachers (with less than a year experience) received mentorship for their professional development.	02-Dec-2024	150 LGs (cumulative) implementing mentoring system in 80% of basic education schools.	Jul/2027
	Comments on achieving targets		The major focus of the school-based teacher development through mentorship is to enhance mentee teachers' classroom competencies in the four areas: (i) lesson plan preparation and management of time on task for learning, (ii) positive expectations and development of supportive learning environment, (iii) engagement of students in learning activities and use of effective pedagogy, and (iv) assessment of learning.					
Share of schools with full complement of subject teachers (English, Math and Science) (Text)	Basic schools, grades 6-8: 25.8% Secondary schools, grades 9-10: 21%	Sep/2022	Achieved. The proportion of basic schools that have full complement of math, science and English	29-Apr-2024	(Achieved) Share of schools with full complement of	02-Dec-2024	Basic schools, grades 6-8: 37.0% Secondary schools, grades 9-10: 34.0%	Jul/2027



			subject teachers in grades 6 & 8 in total number of basic schools increased to at least 28.0% and proportion of secondary schools that have full complement of math, science and English subject teachers in grades 9–10 is 24.0% in Year 2023/24, and at least 31.0% and 27.0%, respectively, in 2023/24.		subject teachers (English, Math and Science) Basic schools, grades 6-8: 36.33 % Secondary schools, grades 9-10: 31.3%			
	Comments on achieving targets		Schools with full complement teachers means they are deployed in accordance with the existing education regulations and student teacher ratio norms. If teacher teaches both at basic and secondary levels in the same school, he/she is counted for both levels.					
Large-scale primary/secondary learning assessments completed (Number)	0.00	Sep/2022	1.00	29-Apr-2024	(Achieved) One large-scale National Assessment for Reading and Numeracy (NARN) completed.	02-Dec-2024	4.00	Jul/2027
	Comments on achieving targets		The indicator measures the number of Bank-supported completed large-scale assessment rounds at the primary or secondary levels. "Completed large-scale assessment rounds" refers to rounds of a large-scale assessment, for which the results are made publicly available within 2 years of the assessment administration. The supported activities could include capacity building, design, administration, analysis, reporting, use, publication, and/or dissemination of an assessment.					



"Large-scale assessment" includes both national large-scale assessments (NLSA) and international large-scale assessments (ILSA). Report for the following education levels: Primary (ISCED 1) and Secondary (ISCED 2 & 3)

Improved equity in access to basic and secondary education

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Students benefiting from direct interventions to enhance learning (Number)	8,000,000.00	Sep/2022	8,000,000.00	29-Apr-2024	Estimated number of students benefiting from direct interventions is 567,859.	02-Dec-2024	8,400,000.00	Jul/2027
	Comments on achieving targets		Direct interventions to enhance learning include implementation of the following programs i) Teacher mentoring (50 Municipalities) ii) Integrated curriculum (300 Municipalities) iii) ReAL plan (150 Municipalities).					
Students benefiting from direct interventions to enhance learning - Female (Number)	4,000,000.00		4,000,000.00		Estimated number of female benefiting from direct interventions is 272,572.		4,200,000.00	
	Comments on achieving targets		Direct interventions to enhance learning include implementation of the following programs i) Teacher mentoring (50 Municipalities) ii) Integrated curriculum (300 Municipalities) iii) ReAL plan (150 Municipalities).					



<p>Pro-poor scholarships implemented in basic and secondary level and inclusion (Text) DLI</p>	<p>Scholarship to grades 9-12 distributed; enrollment of CWD in basic education: 0.52% (G:0.45%; B: 0:59%)</p>	<p>Sep/2022</p>	<p>(On track) Revised draft pro-poor scholarship guidelines that add lower grades (grades 6-8) to the existing grades 9-12 have been approved. In light of the new National Living Standards Survey IV, CEHRD is updating the Proxi Means Test model to better target the poor.</p>	<p>29-Apr-2024</p> <p>(On track) CEHRD has published call for pro-poor scholarship application (updated Proxy Means Testing form) to students for scholarship in grade 6 and grades 9-12. Scholarship recipient will be selected by March 2025. Required scholarship budget has been transferred to LGs. As per the draft Flash I (2024/2025), the share of students with disabilities in total enrollment in</p>	<p>02-Dec-2024</p>	<p>Pro-poor scholarship in grades 6–12 distributed.</p>	<p>Dec/2027</p>
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					basic education is 0.57%.			
	Comments on achieving targets		Number of children receiving pro-poor scholarships. Children with Disabilities (CWD) means students in basic education who have a disability based on Schedule to the Act Relating to Rights of Persons with Disabilities, 2074 (2017).					
Number of students receiving pro-poor scholarships in basic and secondary levels (of which % girls) (Text)	Pro-poor scholarship at the secondary level approved and implemented.	Sep/2022	No target for YR2	01-Dec-2023	(On track) Preparatory activities for pro-poor scholarship implementation is ongoing. Scholarship recipient will be selected by March 2025. Required scholarship budget has been transferred to LGs. % of students will be calculated once the scholarship is distributed.	02-Dec-2024	154,562 (Girls at least 50%)	Jul/2027
	Comments on achieving targets		Number of pro-poor scholarship beneficiaries (of which % girls)					



Construction of classrooms (Text) DLI	NA	Sep/2022	(Delayed) According to the new guidelines, criteria for selecting schools/classroom for construction/retrofitting is being prepared, actual construction/retrofitting has not taken place.	29-Apr-2024	(Achieved) 683 classrooms constructed in line with the new guideline.	02-Dec-2024	1,500 (cumulative) classrooms constructed/retrofitted in line with new guideline.	Jul/2027
	Comments on achieving targets		School Physical Facilities Development and Implementation Guideline includes guidance for LGs and schools to plan for school-wise infrastructure improvement (minimum standards, school upgrading needs, standard costing) and management (reporting, certification, construction requirements, inclusive requirements, safeguards compliance, FM, procurement, and maintenance).					
Share of girls in science stream at secondary level (Grade 11-12) (Percentage)	13.60	Sep/2022	21.40	29-Apr-2024	13.30	28-Apr-2024	18.00	Dec/2027
	Comments on achieving targets		The indicator measures the share of girls enrolled in science stream in Grade 11-12.					
Strengthened education governance and system resilience								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Increased share of schools accessing online learning portal (Text)	NA	Sep/2022	No target for YR2	29-Apr-2024	(On track) 4000 schools	02-Dec-2024	15,000 schools are accessing the online learning portal 'Sikai Chautari'	Jul/2027
	Comments on achieving targets		Sikai Chautari refers to online portal established by MOEST to support learning continuity during COVID-19 pandemic.					



Implementation of a structured recovery and accelerated learning (ReAL) plan to mitigate impact of COVID-19 learning losses (Text)	NA	Sep/2022	(On track) 150 LGs (Year 1 & 2 targets) have received budget for the ReAL plan implementation. The implementation in these LGs is ongoing.	29-Apr-2024	(Achieved) Implementation of ReAL plan to mitigate impact of COVID-19 learning losses completed in 150 LGs.	02-Dec-2024	150 LGs (cumulative) have implemented ReAL in at least 80% of the schools	Jul/2027
	Comments on achieving targets		ReAL will focus both on recovery and accelerated learning. Implementation of ReAL will have two phases, with phase 1 focusing on recovery and phase 2 focusing on accelerated learning.					
Share of community schools conducting social audit using school report cards (Percentage)	42.00	Sep/2022	46.00	01-Dec-2023	52.30	02-Dec-2024	95.00	Dec/2027
	Comments on achieving targets		Social audit is carried out in accordance with the MOEST guidelines. There is a need to accelerate the implementation of social audit to achieve the end-of-program target.					

7.3 Disbursement Linked Indicators (DLI)

PBC Name	Baseline	Actual (Previous)		Actual (Current)		Closing Period	
		Value	Date	Value	Date		
1:Ensuring minimum enabling conditions (MEC) in ECED centers (Text) Partially achieved	Value	The government is analyzing the data and will be submitted the final baseline	Baseline and reporting arrangements established for MEC for ECED centers	29-Apr-2024	Year 2: (Achieved): Baseline and reporting arrangements established for MEC for ECED centers. Baseline: Share of	02-Dec-2024	NA



					ECED centers meeting at least three MECs is 63.6%. Year 3 (On track & Not Due Yet): Budget has been allocated for face-to-face orientations/training to the education officers of 100 LGs on MECs. Virtual orientation will be provided to all 753 LGs.		
	Allocated Amount	0.00			0.00		0.00
DLI allocation			9,850,000.00				
2:Strengthening implementation of grades 1-3 curriculum (Text) Not Due	Value	Integrated curriculum launched	The implementation of this activity is ongoing in 300 LGs and YR1 and YR2 targets are expected to be achieved by July 15, 2024.	29-Apr-2024	Years 1 and 2 (Achieved and under Verification): 300 LGs have implemented tje activities to improve foundational proficiency. Achievement reports have been shared. Independent verifications are ongoing for the confirmation of the	02-Dec-2024	NA



					results. Year 3 (On track & Not Due Yet): Additional 214 LGs have been selected and required budget has been transferred to the respective LGs for the implementation of activities.		
	Allocated Amount	0.00			0.00		0.00
DLI allocation			12,000,000.00				
3:Strengthened support to teachers (Text) Partially achieved	Value	No school based teacher development support exists in the federal structureBasic schools that have full complement of Math, Science and English subject teachers in grades 6-8: 25.8%Secondary schools that have full complement of Math, Science and English subject	The Standard Operating Procedures (SOP) for implementation of teacher mentoring system was approved by MOEST on September 29, 2023. Confirmation of Results Achievement issued. Disbursement of US\$6.85 million (GPE) in process. The mentoring	29-Apr-2024	Year 1 (Achieved and Disbursed). SOP approved. Year 2 (Achieved and under Verification): Implementation of the mentoring activities in 50 LGs has been completed. 925 teachers received mentorship. Achievement report has been shared. Independent verification is ongoing. Year 3 (On track & Not Due Yet):	02-Dec-2024	Performance gap for average teacher performance on the observation tool reduced by 5 percent for the 50 LGs implementing mentoring program in Year 2.



		teachers in grades 9-10: 21%	activities in 50 LGs ar in progress.		Additional 100 LGs have been selected and required budget has been transferred to the LGs. Mentors' training is completed in Koshi Province. Mentors' selection is ongoing in other provinces/LGs. The mentoring activities at the schools' level is expected to be rolled out by January 2025. Year 4 (Partially Achieved and Verified): Percentage of full complement: Basic schools, grades 6-8, 36.3% against 37.0% target; Secondary schools, grades 9-10,31.3% against 34/0% target.	
	Allocated Amount	0.00			0.00	4,000,000.00
DLI allocation			31,850,000.00			



4:Improved assessment and examination system (Text) Partially achieved	Value	NASA policy guidelines approved	The National Assessment of Reading and Numeracy (NARN) Framework was approved on July 14, 2023. Confirmation of Results Achievement was issued and disbursement of US\$1 million (IDA) is in process.	29-Apr-2024	Year 1 (Achieved and Disbursed). NARN Framework approved. Year 3: No targets year	02-Dec-2024	(i) NARN conducted and three percentage point improvement over Year 2 in literacy and numeracy ; (ii) NASA conducted for Grade 5 in line with policy guidelines
	Allocated Amount	0.00			0.00		7,000,000.00
DLI allocation			12,000,000.00				
5:Improved equity and inclusion (Text) Partially achieved	Value	Pro-poor scholarships at secondary level approved. Enrollment of CWD in basic education: 0.52% (G:0.45%; B: 0:59%)	Revised pro-poor scholarship guideline has been approved.	29-Apr-2024	Year 2 (Achieved and Disbursed): Revised guidelines with an updated Proxy Means Testing form) approved. Year 3 (On track & Not Due Yet): CEHRD has published call for pro-poor scholarship application (updated Proxy Means Testing	02-Dec-2024	Nationwide implementation of pro-poor scholarship in grade 6 (provided that nationwide implementation of pro-poor scholarships is continued for grades 7-12)



				<p>form) to students for scholarships in grade 6 and grades 9-12. Scholarship recipients will be selected by March 2025. Required scholarship budget has been transferred to LGs. Year 3 (Not Achieved): Share of CwD in total enrollment in basic education is 0.57% (Flash I 2024/25), below the target of 0.71% by Year 3. This DLI target is not achieved in the Year 3. This DLI target can be achieved in the following year (Year 4; AY 2025/26) as there is a roll over provision. Year 2: Achieved and Disbursement of US\$2 million is complete.</p>	
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	Allocated Amount	0.00			0.00		3,500,000.00
DLI allocation			15,000,000.00				
6:Construction of green and resilient classrooms (Text) Partially achieved	Value	NA	The School Physical Facilities Development and Implementation Guideline has been approved. US\$3 million for this prior action has been disbursed. Construction and retrofitting of selected schools using the new Guideline are in progress.	29-Apr-2024	Year 2 (Achieved and under Verification): 683 classrooms have been constructed in line with the guideline against the target of 500 classrooms. Year 3 (On track and Not Due Yet): LGs have received budget for construction of classrooms in 449 schools (4 classrooms per school). DLI is likely to be achieved by mid-July 2025.	02-Dec-2024	NA
	Allocated Amount	0.00			0.00		0.00
DLI allocation			24,000,000.00				
7:Strengthened governance and system resilience (Text) Partially achieved	Value	NA	The ReAL Plan has been approved by MOEST. US\$2 million has been disbursed for this prior action. 150	29-Apr-2024	Year 1 and 2: ReAL plan activities have been completed in 150 LGs (YR1 and YR2 targets). A joint achievement report	02-Dec-2024	NA



			LGs (YR1 and YR2 targets) have received budget and been implementing the ReAL Plan.		is expected to be shared by the mid-December 2024. Year 3: No targets	
	Allocated Amount	0.00		0.00		0.00
DLI allocation			29,000,000.00			