



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	● Moderately 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 entered 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. The government and Joint Financing Partners engaged an in-depth external review of the first 2.5 years of the 5-year School Education Sector Plan (SESP) implementation to identify successes and challenges and make necessary adjustments for the second half of the SESP implementation.

Citizen Engagement.

The Budget Review Meeting (BRM) 2025 for the SESP in early May invited representatives from Civil Society Organizations (CSOs), including the National Campaign for Education in Nepal (NCE-N) and the Association of INGOs in Nepal - Education Working Group (AIN-EWG). These representatives shared best practices, contributions, challenges, and



constraints faced by stakeholders in accessing quality education, as well as potential ways forward. The discussions during the BRM provided an excellent opportunity for all education stakeholders to recognize the importance of ongoing dialogue between the government and CSOs. It also allowed for reflection on how CSOs can contribute to achieving the targets and commitments outlined in the SESP. It was agreed that MoEST will finalize and operationalize the SESP Community and Engagement Strategy by December 2025 to more effectively communicate and engage them in knowledge sharing and dissemination of good practices.

The external audit report received an unqualified opinion but identified internal control issues, including discrepancies in reimbursable amounts and the absence of provisions for internal audits by Local Governments (LGs). An action plan was developed to address these issues, with some improvements noted. A team is established to assess the School Accounting System (SAS) and conduct the Annual Fiduciary Review (AFR), funded by the World Bank and Asian Development Bank (ADB), respectively. The SAS assessment team has begun field visits, with a draft report expected by the mid-June. Coordination with the Ministry of Federal Affairs and General Administration (MoFAGA) is emphasized to align with other projects like the Provincial and Local Governance Support Program (PLGSP) and Public Financial Management Reform and strengthen internal control, including internal audit in local governments and schools. MOEST agreed to identify funding to implement key actions to enhance financial management capacities of local governments and schools.

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				
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				
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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.
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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	<p>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.</p> <p>The OAG audit report FY 2023-24 was submitted on April 12, 2025.</p>
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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				
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	13-Aug-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. 04 - 19 Dec 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)	Sep/2022	The NARN was conducted in 2024 (Year 2). Data analysis and baseline data collection (disaggregated by gender) is ongoing.	02-Dec-2024	NARN baseline report is being finalized by the ERO.	22-May-2025	3 percentage point improvement over Year 2 in reading and numeracy (disaggregated by gender TBD)	Jul/2027
	Comments on achieving targets		<p>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.</p> <p>(On track). The NARN 2023 report is being finalized and expected to be shared by mid-July 2025 by the ERO. The next NARN is scheduled for FY 2026/27, based on which the percentage point improvement over Year 2 in reading and numeracy will be calculated.</p>					
Improve equitable access								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
	T:54 (G: 54.3, B: 53.7)	Aug/2022	As per the Flash I (Fiscal	02-Dec-2024	As per the Flash I (Fiscal	22-May-2025	T:61.6 (G: 62, B: 61.1)	Jul/2027



Improved NER in Grades 9-12 (disaggregated by gender) (Text)			Year 2023/24), NER in Grades 9-12 is T: 57.9 (G:55.8; B: 59.9)		Year 2024/25), NER in Grades 9-12 is T: 55.8 (G:56.1; B: 55.5)			
	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. NER decreased from the last FY. This is expected to be discussed during the SESP Mid-Term Review (MTR).					
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	Aug/2022	(Delayed) This indicator is under discussion with the government.	02-Dec-2024	(Significantly delayed) The government has agreed to restructure DLIs under this indicator following the completion of the SESP Mid-Term Review (MTR).	22-May-2025	150 LGs (cumulative) receiving performance grants	Dec/2027
	Comments on achieving targets		It has been a challenge for the federal government to define relevant indicators that would equitably assess performance of diverse LGs based on which they would receive performance grants. Hence, during the BRM, it was agreed that the upcoming MTR will discuss restructuring of this indicator and the associated DLIs.					



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	Aug/2022	(Achieved) Baseline established: Share of ECED centers meeting at least three MECs is 63.61%.	02-Dec-2024	(On track) Activities related to MECs are underway.	22-May-2025	Share of ECED centers meeting at least three MEC increased by 6 percentage from baseline	Jul/2027
	Comments on achieving targets		<p>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.</p> <p>The budget provisions for ECED teacher training added under the GPE multiplier grant would also support in achieving the targets of meeting at least three MEC increased by 6 percentage from baseline.</p>					
Number of LGs implementing activities to improve foundational proficiency in reading and numeracy as per the integrated approach of	NA	Sep/2022	(Achieved) 300 LGs have implemented activities to improve foundational	02-Dec-2024	(On track) 500 LGs (additional 200 LGs) are currently implementing activities in at least 80% of the schools	22-May-2025	600 LGs implement activities in at least 80% of the schools	Jul/2027



the curriculum in grades 1-3 (Text) DLI			proficiency in reading and numeracy as per the integrated approach of the curriculum in grades 1-3.					
	Comments on achieving targets		<p>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.</p> <p>The BRM agreed to evaluate the implementation of this program, along with the ReAL program to enhance its effectiveness to improve foundational learning outcomes.</p>					
School-based teacher development through mentorship (Text)	NA	Aug/2022	(Achieved) Implementation of the mentoring activities in 50 LGs has been completed. 925 teachers (with less than a year experience) recieved mentorship for their	02-Dec-2024	(On track) 150 LGs (previous 50LGs and additional 100 LGs) are currently implementing mentoring activities for the professional development of teachers.	22-May-2025	150 LGs (cumulative) implementing mentoring system in 80% of basic education schools.	Jul/2027



			professional development.					
	Comments on achieving targets		The mentoring program has been implemented as planned and the targets are expected to be achieved. However, a rapid assessment of the program has identified some challenges in the existing model. The BRM agreed that CEHRD revise the SOP to address the challenges and the make the program more sustainable and scalable.					
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%	Aug/2022	(Achieved) Share of schools with full complement of subject teachers (English, Math and Science) Basic schools, grades 6-8: 36.33% Secondary schools, grades 9-10: 31.3%	02-Dec-2024	As per the Flash 1 (FY 2024/25) Basic schools, grades 6-8: 68% ; Secondary schools, grades 9-10: 81.8%	22-May-2025	Basic schools, grades 6-8: 37.0% Secondary schools, grades 9-10: 34.0%	Jul/2027
	Comments on achieving targets		As of February 2025, 84% of YR4 target for the associated DLI has been achieved and disbursed. It is expected that this indicator can be fully achieved prior to the target year.					
Large-scale primary/secondary learning assessments completed (Number)	0.00	Aug/2022	(Achieved) One large-scale National Assessment for Reading and Numeracy	02-Dec-2024	(Ongoing) One large-scale assessment - National Assessment of Student Achievement (NASA)	22-May-2025	4.00	Jul/2027



			(NARN) completed.		for grade 8 in being implemented				
	Comments on achieving targets		Additional two large scale assessments (Bank-supported) are scheduled as follows (with introduction of the Assessment of Minimum Proficiency Level (AMPL) methodology to align the assessments with the Global Proficiency Framework. i) FY 2025/26: National Assessment of Student Achievement (NASA) for grade 5 ii) FY 2026/27: National Assessment for Reading and Numeracy (NARN) for grade 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	Aug/2022	Estimated number of students benefiting from direct interventions is 567,859.	02-Dec-2024	Estimated number of students benefiting from direct interventions is 1,322,490	22-May-2025	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 (At least 4,696 corresponding schools from 150 Municipalities). This indicator is expected to be achieved by the target year with the implementation of following interventions: i) Integrated Curriculum [in 600 Municipalities (cumulative)] ii) Teacher mentoring [in 150 Municipalities (cumulative)] iii) ReAL plan in additional 100 LGs (Year 3)						
Students benefiting from direct interventions to	4,000,000.00		Estimated number of female		Estimated number of female benefiting from		4,200,000.00		



enhance learning - Female (Number)			benefiting from direct interventions is 272,572.		direct interventions is 634,795.			
	Comments on achieving targets		<p>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> <p>This indicator is expected to be achieved by the target year with the implementation of following interventions:</p> <p>i) Integrated Curriculum [in 600 Municipalities (cumulative)] ii) Teacher mentoring [in 150 Municipalities (cumulative)] iii) ReAL plan in additional 100 LGs (Year 3)</p>					
Girls net enrollment rate, Gr 1-5 (Percentage)	96.50	Apr/2024	96.50	11-Nov-2024	94.50	22-May-2025	97.50	Jul/2027
Girls net enrollment rate, Gr 1-5, Lumbini (Percentage)	94.10	Apr/2024	94.10	11-Nov-2024	93.90	22-May-2025	95.10	Jul/2027
Girls net enrollment rate, Gr 1-5, Madhesh (Percentage)	96.80	Apr/2024	96.80	11-Nov-2024	94.30	22-May-2025	97.80	Jul/2027
Girls net enrollment rate, Gr 1-5, Sudurpaschim (Percentage)	96.30	Apr/2024	96.30	11-Nov-2024	94.50	22-May-2025	97.30	Jul/2027



<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) 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>(On track) Prospective scholarship recipients for grades 6 and 9 have been identified and verified by LGs. Upon the completion of enrollment, they will receive scholarships. As per the Flash I (2024/2025), the share of students with disabilities in total enrollment in basic education is 0.57% (G:0.51%; B:0.62%).</p>	<p>22-May-2025</p>	<p>Pro-poor scholarship in grades 6–12 distributed.</p>	<p>Jul/2027</p>
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			basic education is 0.57%.					
	Comments on achieving targets		MoEST proposed FY25/26 budget for scholarships for Grades 6/7 and 9/10. Grades 6 and 9 recipients will receive scholarships immediately after FY25/26 starts in mid-July. The next cohort (new Grades 6 and 9) as well as the current cohort will receive scholarships immediately after the new academic year starts in April/May 2026.					
Construction of classrooms (Text) DLI	NA	Aug/2022	(Achieved) 683 classrooms constructed in line with the new guideline.	02-Dec-2024	(On track) Additional 500 classrooms are being constructed/retrofitted in line with the new guideline.	22-May-2025	1,500 (cumulative) classrooms constructed/retrofitted in line with new guideline.	Jul/2027
	Comments on achieving targets		As of February 2025, 92% of YR2 target (500 classrooms) have been constructed/retrofitted in line with the new guideline. The remaining YR2 target and the YR3 target are expected to be achieved within YR3.					
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.	Aug/2022	(On track) Preparatory activities for pro-poor scholarship implementation is ongoing. Scholarship recipient will be selected by March 2025. Required scholarship budget has	02-Dec-2024	(On track) A total of 255,566 students had submitted application for scholarship for grades 6 and grades 9. Prospective scholarship recipients have been identified and verified by LGs. Upon the completion of enrollment, they will receive scholarships.. % of students will be calculated once the	22-May-2025	154,562 (Girls at least 50%)	Jul/2027



			been transferred to LGs. % of students will be calculated once the scholarship is distributed.		scholarship is distributed.			
	Comments on achieving targets		Number of pro-poor scholarship beneficiaries (of which % girls)					
Share of girls in science stream at secondary level (Grade 11-12) (Percentage)	13.60	Sep/2022	13.30	28-Apr-2024	21.44	22-May-2025	18.00	Jul/2027
	Comments on achieving targets		The indicator measures the share of girls enrolled in science stream in Grade 11-12. This has been over achieved.					
Girls net enrollment rate, Gr. 6-8 (Percentage)	94.20	Apr/2024	94.20	11-Nov-2024	93.60	22-May-2025	95.20	Jul/2027
Girls net enrollment rate, Gr. 6-8, Lumbini (Percentage)	94.40	Apr/2024	94.40	11-Nov-2024	93.60	22-May-2025	95.40	Jul/2027
Girls net enrollment rate, Gr 6-8, Madhesh (Percentage)	94.40	Nov/2024	94.40	11-Nov-2024	93.70	22-May-2025	95.40	Jul/2027
Girls net enrollment rate, Gr 6-8, Sudurpaschim (Percentage)	94.00	Apr/2024	94.00	11-Nov-2024	93.50	22-May-2025	95.00	Jul/2027



Girls net enrollment rate, Gr 9-10 (Percentage)	75.80	Apr/2024	75.80	11-Nov-2024	77.30	22-May-2025	77.80	Jul/2027
Girls net enrollment rate, Gr 9-10, Madhesh (Percentage)	75.20	Apr/2024	75.20	11-Nov-2024	84.10	22-May-2025	77.20	Jul/2027
Girls net enrollment rate, Gr 9-10, Sudurpaschim (Percentage)	76.20	Apr/2024	76.20	11-Nov-2024	75.70	22-May-2025	78.20	Jul/2027
Girls net enrollment rate, Gr 9-10, Lumbini (Percentage)	75.80	Apr/2024	75.80	11-Nov-2024	77.50	22-May-2025	77.80	Jul/2027
Girls net enrollment rate, Gr 11-12 (Percentage)	34.80	Apr/2024	34.80	11-Nov-2024	37.50	22-May-2025	36.80	Jul/2027
Girls net enrollment rate, Gr 11-12, Madhesh (Percentage)	36.00	Apr/2024	36.00	11-Nov-2024	23.70	22-May-2025	38.00	Jul/2027
Girls net enrollment rate, Gr 11-12, Lumbini (Percentage)	36.30	Apr/2024	36.30	11-Nov-2024	37.60	22-May-2025	38.30	Jul/2027
Girls net enrollment rate, Gr 11-12, Sudurpaschim (Percentage)	34.90	Apr/2024	34.90	11-Nov-2024	39.10	22-May-2025	36.90	Jul/2027



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	Aug/2022	(On track) 4000 schools	02-Dec-2024	(On track) Target for FY 2024/25 is 20,000 schools. Data on the no. of schools currently accessing the learning portal is yet to be shared.	22-May-2025	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. The activities supporting in the achievement of this indicator are progressing well. This indicator is expected to be achieved prior to or by the target year as the government aims to reach out to 20,000 schools in the current FY, and the target is also a part of the FY 2025/26 DLI.					
Implementation of a structured recovery and accelerated learning (ReAL) plan to mitigate impact of COVID-19 learning losses (Text)	NA	Sep/2022	(Achieved) Implementation of ReAL plan to mitigate impact of COVID-19 learning losses completed in 150 LGs.	02-Dec-2024	(Achieved) 150 LGs (cumulative) have implemented ReAL in at least 80% of the schools.	22-May-2025	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. This indicator has been achieved.					



			Implementation is ongoing in additional 100 LGs in Year 3.					
Share of community schools conducting social audit using school report cards (Percentage)	42.00	Aug/2022	52.30	02-Dec-2024	93	22-May-2025	95.00	Dec/2027
	Comments on achieving targets		Social audit is carried out in accordance with the MOEST guidelines. This is on track and is expected to be achieved prior to or by the target year.					

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) Not Due	Value	NA	Year 2: (Achieved): Baseline and reporting arrangements established for MEC for ECED centers. Baseline: Share of 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	02-Dec-2024	Year 2 (Achieved and Disbursed). Baseline and reporting arrangements established for MEC for ECED centers. Year 3 (Not Yet Due): Activities related to MECs are underway. The budget provisions for ECED teacher training added under the GPE multiplier grant would support in achieving	22-May-2025	NA



			orientations/training to the education officers of 100 LGs on MECs. Virtual orientation will be provided to all 753 LGs.		the DLI targets of meeting at least three MEC increased by 6 percentage from baseline.		
	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	NA	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 results. Year 3 (On track & Not Due Yet): Additional 214 LGs have been selected and required budget has	02-Dec-2024	Year 1 (Achieved and Disbursement in process). 100 LGs implemented the activities. Year 2 (Achieved and verified; disbursement request pending). Additional 200 LGs implemented the activities. Year 3 (On track and Not Yet Due): Additional 200 LGs are implementing activities to improve foundational proficiency.	22-May-2025	NA



			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) Not Due	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 teachers in grades 9-10: 21%	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): Additional 100 LGs have been selected and required budget has	02-Dec-2024	Year 1 (Achieved and Disbursed). SOP approved. Year 2 (Achieved and Disbursed). 50 LGs implemented mentoring activities. Year 3 (On track and Not Yet Due). Additional 100 LGs are currently implementing mentoring activities. Year 4 (Partially Achieved and Partial Disbursement Completed): 84% achievement The proportion of schools that met the target reached 36.33% (against 37.0% target)	22-May-2025	Performance gap for average teacher performance on the observation tool reduced by 5 percent for the 50 LGs implementing mentoring program in Year 2 (US\$4.0 million). Additional 1,500 ECE trained according to the updated TPD framework (US\$1.3 million).



			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.		for basic education and 31.30% (against 34.0% target) for secondary education.		
	Allocated Amount	0.00			0.00		5,300,000.00
DLI allocation			37,650,000.00				
4:Improved assessment and	Value	Baseline to be established in Year 2	Year 1 (Achieved and Disbursed). NARN Framework	02-Dec-2024	Year 1 (Achieved and Disbursed). NARN	22-May-2025	(i) NARN conducted and three percentage point



examination system (Text) Achieved		(disaggregated by gender TBD)	approved. Year 3: No targets year		Framework approved. Year 3: No targets		improvement over Year 2 in literacy and numeracy (\$5.0 mln) ; (ii) NASA conducted for Grade 5 in line with policy guidelines (\$2.0 ln)
	Allocated Amount	0.00			0.00		7,000,000.00
DLI allocation			12,000,000.00				
5:Improved equity and inclusion (Text) Not Due	Value	Scholarship to grades 9-12 distributed; enrollment of CWD in basic education: 0.52% (G:0.45%; B: 0:59%)	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 form) to students for scholarships in grade 6 and grades 9-12. Scholarship	02-Dec-2024	Year 2 (Achieved and Disbursed): Revised guidelines with an updated Proxy Means Testing form) approved. Year 3 (i) (On track & Not Due Yet): The preliminary namelist/detail of scholarship recipients has been published for further verification by the respective LGs and schools. Year 3 (ii) (Not Achieved): Share of Cwd in total enrollment in basic	22-May-2025	Nationwide implementation of pro-poor scholarship in grade 6 (provided that nationwide implementation of pro-poor scholarships is continued for grades 7-12) (US\$3.5 million). Additional Financing: GIENS established in additional 10% of LGs and



			<p>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>	<p>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.</p>	<p>functional in 65% of LGs in Madhesh, Lumbini and Sudurpaschim Provinces on average (US\$2.0 million).</p>
	Allocated Amount	0.00		0.00	5,500,000.00
DLI allocation			20,000,000.00		



6:Construction of green and resilient classrooms (Text) Partially achieved	Value	NA	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	Year 2 (Partially Achieved and Partial Disbursement Completed): 92.15% of the constructed classrooms met the guideline requirements. The remaining targets will be achieved together with Year 3 targets. Year 3 (On track and Not Due Yet). Additional 500 classrooms are being constructed/retrofitted in line with the new guidelines.	22-May-2025	NA
	Allocated Amount	0.00			0.00		0.00
DLI allocation			24,000,000.00				
7:Strengthened governance and system resilience (Text) Achieved	Value	NA	Year 1 and 2: ReAL plan activities have been completed in 150 LGs (YR1 and YR2 targets). A joint achievement report is expected to be	02-Dec-2024	Year 1 and 2 (Achieved and Disbursed). ReAL plan activities have been completed in 150 LGs. Year 3: No targets	22-May-2025	NA



			shared by the mid-December 2024. Year 3: No targets			
	Allocated Amount	0.00		0.00		0.00
DLI allocation			29,000,000.00			