Background

1. The School Sector Reform Plan (SSRP, 2009–2016) of the Government of Nepal (GON) is a seven year strategic plan. The first five years of the plan have been funded jointly by the GON, nine pooling development partners (DPs) and Catalytic Funds from the Global Partnership for Education (GPE) using a sector wide approach (SWAp). It is also supported by five non-pooling DPs. The SSRP aims to (i) expand access and equity, (ii) improve quality and relevance, and (iii) strengthen the institutional capacity of the entire school education system to improve system performance.

2. In accordance with the provisions in the amended SSRP Joint Financing Arrangement (JFA), the GON and DPs organized the sixth annual Joint Consultative Meeting (JCM) from December 16 to 19, 2014. The parties invited to the JCM function as members of the Local Education Group (LEG) (see full list of JCM invitees in Annex 2b).

3. During the JCM, the GON, DPs and education stakeholders jointly discussed the overall progress of the SSRP and the critical issues that have emerged in its implementation as reflected in the draft Annual Status Report for Fiscal Year (FY) 2013/14 and other documents provided by the Ministry of Education (MOE). In addition, observations from the three joint field visits (Morang & Jhapa, Bardiya & Banke and Kathmandu) complemented the deliberations during the Meeting. The JCM also provided the representatives of Civil Society an opportunity to present their observations on SSRP implementation processes. In addition, an update was presented on the application by Nepal for the GPE support and on the timeline for the development of the new Education Sector Plan (ESP). This Aide Memoire reflects the discussions held and the agreements reached between the GON and DPs. The Terms of Reference (TOR) for the JCM are in Annex 1. The presentations are given in Annex 5.

4. The main objectives of the 2014 JCM were to review the overall status of progress in SSRP implementation and agree on measures to address the issues identified during the Meeting. The specific objectives of JCM were as follows:

   a. To assess overall implementation progress of SSRP against the key indicators for the FY2013/14, in particular since the 2013 JCM;
   b. To review the un-audited Financial Statement of the FY2012/13;
   c. To review the implementation status and update the Consolidated Action Plan (CAP), Governance Accountability and Action Plan (GAAP), Policy Matrix and Financial Management Integrated Action Plan (FMIAP); and
   d. To establish an indication of DPs’ funding for FY2015/16.

---

1 Pooling DPs: Australian Embassy, ADB, Denmark, DFID, EU, Finland, Norway, World Bank, and UNICEF.
2 Non-pooling DPs: JICA, UNESCO, UNICEF, USAID, WFP, and I/NGOs.
3 Presentations were made on (i) SSRP SWAp extension and (ii) SSRP Thematic Working Groups.
5. Invitations to the JCM included representatives from the following agencies and organizations:
   a. MOE and its line agencies, National Planning Commission (NPC), Ministry of Finance (MOF), Ministry of Federal Affairs and Local Development (MOFALD), Ministry of Law, Justice, Constituent Assembly and Parliamentary Affairs (MOLJPA), Ministry of Women Children and Social Welfare (MOWCSW);
   b. Pooling and non-pooling DPs for the SSRP;
   c. Higher Secondary Education Board (HSEB), Council for Technical Education and Vocational Training (CTEVT), Centre for Educational Research Innovation and Development (CERID);
   d. Association of INGOs in Nepal (AIN), National NGO Federation (NNF) and Civil Society Organizations (CSOs);
   e. National Dalit Commission (NDC) and National Federation for Disabled in Nepal (NFDN), National Campaign for Education in Nepal (NCE-N);
   f. Teacher professional organizations;
   g. School Management Committees (SMCs), head teachers and parents’ organizations.

The full list of participants is in Annex 2a.

Proceedings of the JCM

Guidance and opening session

6. The Hon. Minister of Education, Ms. Chitrakha Yadav, provided guidance to the Meeting. She reiterated the importance of the strong partnership that exists under the SWAp of the SSRP. Further inclusion is only possible with adequate investment in girls' education. Investments should lead to enhancing learning outcomes as quality of education leads to quality of life. Among all investments that the Government is considering, education should be first, as this is a pre requisite to establish sustainable economic growth.

7. The Secretary of the MOE, Mr. Bishwa Prakash Pandit, provided his opening remarks and guidance for the JCM 2014 by noting that the education sector has arrived at an important junction. On the one hand, all focus should be on the successful implementation of the unfinished SSRP agenda to ensure its goals and objectives will be achieved. At the same time, immediate efforts are needed to ensure that a new ESP is developed to follow the SSRP by the end of FY 2015/16. The development of this plan needs to be based on broad consultation, analysis and review and undertaken in a participatory manner. Therefore, sufficient time should be allocated for the analysis and review of the SSRP to build on the lessons learned and best practices. The Government recognizes the role that civil society plays as a collaborator and critical partner in the implementation of the programs within the education sector. The SSRP consortium is a strong and broad partnership that also fulfills the function of the LEG. The Secretary highlighted that significant progress continues to be seen in the SSRP key indicators. The Secretary reiterated Nepal's commitment to achieving EFA Millennium Development Goals, ensuring children's equitable access to quality education. The Government’s recent launch of the Consolidated Equity Strategy is noteworthy in this regard. Remarks from the DP Focal Point, and Heads of Mission demonstrated the commitment from the DP side for continuing their support in the education sector.
A. SSRP Implementation Progress

Progress in the first 5 years of SSRP period

8. The JCM 2014 reports on the final year of the first five years (phase 1 of the SSRP; 2009/10-2013/14). The Net Enrolment Rate (NER) for Primary and Basic Education (grade 1-8) has increased from 92% to 96.2% and 73% to 86.3% in 2008/09 respectively over this period. New entrants in grade with Early Childhood Education (ECED) experience increased significantly from 36% to 56.9%. At the same time, gender parity was achieved at all levels of the school education sector. The SSRP Mid Term Review (MTR) in 2012 observed that costing of the SSRP needs to be substantially increased to enable full implementation of the program and the accomplishment of the objectives and targets. However, the education budget, as percentage of the national budget, has declined over the 5 year period from 16.27% in 2009/10 to 15.65% in 2013/14. At the same time, external resources have also declined and the share of SSRP within the education budget has decreased from 80% to 74.17% in the same period.

9. One of the objectives of the SSRP is to strengthen institutional capacity within the education sector. The coefficient of internal efficiency within the first five year period of the SSRP increased from 0.49 to 0.75 for Basic Education. The high implementation rates over the first phase of the SSRP indicate that there has been an improvement in institutional capacity to implement the program. Additionally, it has been made mandatory for schools to undertake a social audit. However, it should be noted that this progress is yet to be translated into quality learning outcomes.

Implementation of MTR recommendations

10. The 2012 SSRP Mid Term Review noted significant progress in the areas mentioned in the previous paragraphs. Key recommendations were provided to address issues identified against the three main objectives of the SSRP. These issues were: (i) need for amending the Education Act to provide a legal basis for structural reform, (ii) wide variations in enrolment rates by district, income group and other categories of disadvantaged groups, (iii) low learning outcomes, (iv) strengthening data management, (v) assessment and (vi) financial management. The MTR recommended the development of a pro poor equity strategy, strengthening of Public Financial Management (PFM) and Education Management Information System (EMIS), establishment of Minimum Enabling Conditions (MECs), institutionalization of national assessment of student achievements, strengthening learning outcomes in early grades, strengthening of partnerships between the Government and I/NGOs and acceleration of teacher redeployment both within and between districts. Overall, the Meeting noted that although solid progress has been observed against these recommendations in the first five years of SSRP implementations, these issues remain critical and in need of further joint efforts.

---

4This is a composite indicator that combines retention, drop out and promotion of students.
Progress in FY 2013/14

11. The Meeting acknowledged the continued efforts of the Government in streamlining the documents as agreed in the JAR 2013. Due to the late sharing of documents with the DPs, in-depth analysis and feedback from the DP side prior to the JCM was constrained. In order to allow proper analysis and to assess the overall coherence of data presented in reports, the Meeting agreed that additional comments and input will be provided to the Government by the DP focal point by January 15th 2015. The revised final reports will be shared with DPs by January 31, 2015 and discussed in the February 2015 Joint Quarterly Meeting (JQM).

12. Based on the preliminary review of documents and the presentations made during the JCM, the Meeting observed that there has been steady progress towards the Key Performance Indicators (KPIs). The Net Enrolment Rate (NER) for Basic Education (grade 1-8) has increased from 86.3% in 2012/13 to 87.6% in 2013/14. Similarly, new entrants in grade 1 with ECED experience increased significantly from 56.9% to 59.6% in 2013/14. The Meeting noted that under capital expenditure, the overall physical progress was 89.09% at the district level and 95.88% at the center level and financial progress was 84.09% at the district level and 100% at the center level, which is less than the progress observed in previous years. While the Ministry of Finance provided the committed amount for the FY 2013/14 in a timely manner, the Government was unable to secure sufficient external financing. In order to resolve this issue, the Ministry of Finance provided additional resources in the third trimester, which gave insufficient time for implementation of the full program. Another reason for low expenditure rates was that the data verification revealed the need for adjustment for release of some of the school level grants.

13. The Meeting invited the Thematic Working Groups (TWGs) to lead the presentation on the progress and new priorities for the Consolidated Action Plan (CAP), and present key issues. This allowed broader consultation and participation in revising and updating the CAP components with members of the Civil Society representatives and education stakeholders, as they are part of the TWGs.

14. With regard to access and equity, the Meeting congratulated the Government on the launch of the Consolidated Equity Strategy for the School Education Sector in Nepal. It also welcomed the ongoing work on the Implementation Plan of the strategy, which includes the development of an Equity Index, to strengthen equity in access, participation and learning outcomes. The strategy is based on the earlier approved strategic action plan to enroll out of school children, and the special initiatives to strengthen girls’ educational engagement in the central Terai. The Meeting appreciated the inclusion of a field to include out of school children (OOSC) data in EMIS. The revised draft of the integrated scholarship guidelines and the inclusive education policy will be shared in January 2015.

15. In the area of quality with regard to the Government’s efforts to meet the 5 Priority Minimum Enabling Conditions (PMECs), there has been marked improvement in the timely distribution of textbooks. The percentage of students at basic level receiving their textbooks within the first two weeks of the academic year has increased from 74.4% to 81.0%. This improvement was the result of engagement of the private sector, an improved distribution

---

mechanism and strong follow-up by MOE. However, further effort is needed in order to ensure continuous progress in the coming years, including distribution of textbooks at secondary level.

16. The findings of the second round of National Assessment of Student Achievements (NASA) for grade 8 were presented. The Meeting appreciated the sharing on pretesting of grades 3 and 5, but noted that comparative analysis with the first round is needed. The reports on the NASA findings for the first round of grade 3, 5 and 8 have been published. Based on the NASA findings, an action plan has been developed to enhance quality of education at the basic level. The presentation is attached as Annex 3.

17. Following Nepal’s first nationally representative Early Grade Reading Assessment (EGRA) that was completed in June 2014, the MOE launched the National Early Grade Reading Program (NEGRP) and publically shared the approved program document. The EGRA results are being disseminated at the district level through a series of regional workshops. The EGRA, along with the teacher observation study and Education Management Efficiency Study, will serve as a baseline against the progress of NEGRP.

18. In order to facilitate children's cognitive development and enhance quality of education, a study has been proposed to address the Medium of Instruction (MOI) issues at an early stage of school education. The Meeting was informed that a TOR has been developed and agreed upon to immediately initiate the study. The Meeting agreed that the Government of Australia and possible other DPs will provide Technical Assistance (TA) to undertake the study, which will be coordinated by a high level steering mechanism of the MOE. Initial findings of the study should be ready for discussion in the Joint Annual Review (JAR) 2015. Based on the findings, Department of Education (DOE) assisted by the TA, will present draft guidelines on MOI in the August 2015 JQM for discussion and finalized for implementation in the academic year 2016/17. The resources needed at all levels to implement the guidelines should be considered in the planning of the next education sector program.

19. Progress was presented on the implementation of the vocational stream and Soft Skills. Soft Skills curriculum has been implemented in grade 6-8, and is being integrated in grades 9-10 core subjects. The Meeting welcomed the announced reform of the examination system with regard to letter grading, which will be rolled out in the 99 vocational stream schools as a first phase. Issues identified were: difficulty level of curriculum; insufficient teaching and learning materials; and inadequate teacher training. It was agreed that Soft Skills training modules will be incorporated in the National Centre for Educational Development (NCED) training program by the August 2015 JQM.

20. The Teacher Management and Development Strategy will be a reference document for Teachers’ Professional Development (TPD) and management. The Meeting was informed that 5867 teachers have been redeployed within their respective districts and the redeployment process has been completed in 65 districts. For the redistribution of excess teachers’ posts from one district to another, a policy discussion has been initiated with the Teacher Service Commission (TSC). The MOE committed that further redistribution of teacher posts will be undertaken with regard to new recruitment of teachers. The Meeting agreed to a review of the TPD program on the basis of the findings of an effectiveness study for discussion in the 2015 JAR.
21. **Reservation quotas of teacher positions** to strengthen social inclusion have been fulfilled with the last round of recruitment, which will be reflected in the updates against the performance indicators in next year’s Flash report. This will increase the recruitment of Dalit teachers, which has been very low. MOE will coordinate with the TSC to initiate the process for making changes in the existing law, related to needs-based recruitment and deployment of teachers. The Meeting appreciated the sharing of the Teachers Competency Framework by NCED for further input.

22. As part of the current Disaster Risk Reduction (DRR) and School Safety activities, 236 schools have been assessed and provided with a retrofitting plan, and other progress was also noted. To address constraints in retrofitting, a mechanism for mobilizing and coordinating support for the visionary strategy plan is needed. In order to ensure sufficient support for this plan, the MOE will initiate high level meetings with DPs by February 2015 JQM. One of the lessons learned from the 2014 flooding was that proper DRR planning, including resource mobilization, is necessary.

23. The Meeting appreciated the establishment of electronic-based school level EMIS in 53 districts. The Meeting observed in the area of Monitoring and Evaluation and information management that the classification of Children With Disabilities (CWDs) has been further revised, and that the NASA is included in both the FLASH I Report and Consolidated Report. The Meeting welcomed the Government’s initiatives in developing School Report Cards to strengthen the school level EMIS. GIS-based School Mapping will be linked with the EMIS/FLASH system. To further strengthen the EMIS in the next ESP, the Government will look into ways of developing a mechanism to accommodate classroom level monitoring and dissemination of school data for children, parents and communities through school report cards. Finally, a concept paper for strengthening of the EMIS with regard to quality improvement of data will be developed.

24. Revision of the Information and Communications Technology (ICT) in Education master plan will take place. The Meeting was informed that around 3500 teachers have been trained on the use of ICT in the classroom and that digital and interactive teaching and learning materials have been developed for primary and lower secondary levels. In addition, the MOE has initiated to develop digital libraries.

25. A training methodology and materials on Capacity Development of school management for SMCs/Parent Teacher Associations (PTAs) were developed to be implemented in all community schools to strengthen school level planning.

26. The Meeting acknowledged the contributions made by civil society, including teacher unions and the National Federation of Disabled People in Nepal (NFDN). The role of civil society, teacher professional organizations and media was further discussed with regard to how they can be fully involved in the analysis of the sector and the development of the next ESP beyond July 2016. The NFDN representative noted that many of the children that are out of school are children with disabilities and that drop-out among this group of children is also high, even when compared with other disadvantaged groups. Ways to further strengthen meaningful participation and increase the representation of teacher professional organizations, people with
disabilities and other educational stakeholders in policy and planning processes need to be considered. A recommendation was made to have an accessibility audit at school level.

B. Update on the Policy Matrix

27. With respect to the progress made against the policy matrix, the Government informed the Meeting that the Education Act amendment process has already been reactivated. For this, the MOE has completed the consultation on the draft Amendment with stakeholders, including the Parliamentary Committee. The MOE is now in the process of submitting the bill for the amendment of the Education Act to the Cabinet for tabling in the parliament during the forthcoming winter session. The Meeting raised the concern that the Amendment of the Education Act was the major reform envisioned under the SSRP and that a further delay in approval of the Amendment will have implications for the assessment of the success of SSRP. The progress against the Policy Matrix reform areas has been attached as Annex 4a.

C. Update on Governance and Accountability Action Plan (GAAP)

28. Progress on the GAAP implementation was shared during the Meeting. Areas of progress include the decision by the MOE to allow the private sector to print and distribute textbooks up to grade 5 nation-wide, which is envisioned to reduce the delays in printing and distribution and ensure textbooks are available in the first two weeks of the academic year. All updates against the GAAP objectives and key activities are attached as Annex 4b.

D. Progress on the Consolidated Action Plan (CAP)

29. A review of the implementation of the CAP was made based on the inputs from the TWGs and is given in Annex 4c. Good progress was noted in several areas. Areas that need further work have been identified and the CAP has been updated accordingly in Table 1.

E. Public Financial Management (PFM) and Governance

30. The total expenditure in FY 2013/14 across all 13 budget heads was 93.24% of the allocated budget. Since the external support stated in the government’s SSRP Extension Plan was significantly higher than the agreed DP commitment, a funding gap was observed for FY 2013/14. While this gap was eventually partially met by increasing the allocation of Government funds, there was a delay in disbursing the increased allocation. This contributed to low progress in program implementation. With regard to the refund of the ineligible expenses for FY 2012/13, it was agreed that DOE will quickly mobilize its resources to verify ineligible expenses and take the necessary next steps to complete the refund process.

31. As separate budget lines for teacher salaries, construction and scholarships have already been assigned, the Meeting noted that separate budget line in the Red Book for textbook expenditures cannot be accommodated. An alternative form of reporting expenditure will be presented. The Meeting also noted that the PFM TWG has been relatively inactive during the past few months and there is an urgent need to update the FMIAP. It was also agreed that internal control guidelines need to be strengthened so that fiduciary and governance issues can be addressed in a more systematic manner. One issue of concern noted by the Meeting was the delay in submission of the final third trimester Financial Monitoring Report (FMR) for FY 2013-
14. unaudited financial statements for FY 2013-14 and the first trimester FMR for FY 2014-15. Furthermore, the draft third trimester FMR for FY 2013-14 has not been prepared using the Financial Management Information System (FMIS) software as agreed. The MOE will share the unaudited financial statements for FY 2013-14 by the end of December 2014.

F. Observations from Field Visits

32. Prior to the JCM, Mission members representing Government, DPs and Civil Society representatives visited Morang and Jhapa, Bardiya and Banke and Kathmandu districts to observe the overall context and the quality of education as well as best practices on (i) addressing equity issues linked to education outcomes for girls and out of school children, (ii) implementation of the vocational stream and soft skills in school education and (iii) DRR and School Safety.

33. Overall, it was observed that the contexts at district level vary in terms of access to education and educational outcomes, confirming the need for district specific targeted support. Furthermore, it was observed that in Banke and Bardiya districts, the flood response had been well coordinated but schools were still awaiting needed repairs. In a number of schools, a very high Student Teacher Ratio (STR) was noted. A small reading assessment exercise showed very low basic reading skills among students in the schools that were visited. The main factors for this seem to be inappropriate teaching methods and that many children do not have the opportunity to learn to read in their mother tongue. Despite the need expressed by parents, there are no mother tongue based multilingual education programs in the district. It was noted that English as the MOI has been introduced in some schools with mixed results.

34. During the field visit to Morang and Jhapa districts, good practices were observed in that qualified vocational stream teachers were being competitively selected. Students were enrolled through an entrance examination on merit basis from both community and institutional schools. However, the schools visited did not have textbooks and teachers were using reference materials and information obtained from the internet to provide notes to the students. In all schools the vocational stream curriculum was reported to be very difficult for students and there was uncertainty as to how students would be assessed in the School Leaving Certificate (SLC) and what their opportunities would be for further education.

35. Regarding the Kathmandu district field trip, strong ownership by the community was observed. The school community is acting as a change agent in the community for DRR awareness. However, Disaster Risk Management (DRM) activities are not yet fully incorporated in the School Improvement Plans (SIPs) of the schools visited. The need for an integrated program that encompasses both software and hardware components was stressed. All presentations and detailed observations of the district visits are attached in Annex 5.

G. Global Partnership for Education

36. The Meeting was informed of the progress made with regard to Nepal’s application for a Program Implementation Grant from the GPE. The indicative allocation for Nepal is US$ 59.3 million for the period 2015-2018, of which 70% can be applied for through a fixed component and 30% through a flexible component. For the flexible component, three stretch indicators have
been developed based on discussions in the TWGs and the SSRP consortium, which functions as the LEG. The Meeting endorsed the application for the fixed and flexible components for the Program Implementation Grant. In addition, the Meeting also agreed on applying for the ESP Development Grant and the DP group was mandated to agree on the managing entity for this. The presentation made on the GPE updates is attached as Annex 6.

H. Key Issues

37. **Access and Equity:** The Meeting recognized the positive development of the strategies. Momentum needs to be maintained to ensure effective implementation to strengthen equitable access, participation and learning outcomes. There are still considerable numbers of **Out Of School Children** (OOSC) that are unable to access education.

38. The Census 2011 has information on the **educational status of CWDs**. Ensuring availability of this data is an initial key step for bringing these children into the education system. Other steps will be needed to address declining numbers of CWDs in school and to ensure their effective learning.

39. **Finance:** An apparently increasing gap between the **required funding** and the available funding for the SSRP implementation is a concern. The SSRP costs are sure to increase as access has led to increased numbers of students in need of quality education. The next education sector plan is will need more resources than those currently available. Within the education sector, the share of SSRP is also decreasing. The decreased budget and low implementation as a result of late release of the budget will further endanger retaining current commitment levels of DPs and attracting additional funding sources. In line with MTR recommendation, there is a need to enhance a systematic data verification mechanism in order to improve data reliability to increase the rate of expenditure.

40. **Quality:** Although almost all performance indicators in the SSRP show progress, this has yet to be translated into **equitable learning outcomes**, as indicated by NASA and EGRA results. Reading skills continue to be poor and SLC results low. Language and teaching-learning processes are key enablers or disablers for children to achieve learning outcomes. In this regard, mother tongue education and Medium of Instruction (MOI) are crucial, and the current trend of English being chosen as MOI to compete with private schools in order to retain students is a concern. Implementation of the NEGRP and NASA Action Plan needs to be accelerated. NASA has yet to be institutionalized as planned due to the delay of the Amendment of the Education Act.

41. The percentage of grade 1 students that are currently assessed through the Continuous Assessment System (CAS) and teachers reported to be trained on implementing CAS was low, despite this being a key quality enhancement tool for the teaching-learning process. Multi Grade and Multi Level (MGML) teaching includes appropriate use of CAS, and these two initiatives need to be taken together. Overall, the widespread failure to translate teacher training into meaningful classroom practice is a concern. The Meeting also noted that the Teacher Professional Development (TPD) modality has to be revised before the next ESP.
42. Many schools have yet to achieve all five PMECs. Currently, achieving the PMECs in all schools with the available resources and system capacity remains an issue. Moving the focus from PMECs to establishing MECs in all schools is needed to ensure an inclusive and child friendly learning environment through school level planning, enabling quality learning outcomes.

43. **Teacher management:** There is an inequitable distribution of the STR across regions, which affects the quality of education. Shortage of lower secondary and secondary level teachers, as well as subject teachers in science, math and English and technical subjects has a direct bearing on learning outcomes. MOE/DOE will closely coordinate with TSC to reallocate teacher positions according to the needs of the districts before the next recruitment announcement for permanent teachers.

44. **TVET:** There is an urgent need to decide on further education opportunities after SLC for the vocational stream students.

   **I. Indicative Funding Commitments from the DPs for FY2015/16**

45. The total SSRP pooling budget for FY 2015/16 is projected at US$ 78.28 million. In addition, an application has been made to GPE for US$ 59.3 million for the period 2015-18, of which 70% will be available for the FY 2015/16 if approved.

   **J. Post SSRP Education Sector Plan beyond FY2015/16**

46. The Meeting recognized that it is crucial to initiate the discussion on the next ESP as the SSRP will be completed in July 2016. The Government is committed to design a new ESP to follow the SSRP from 2016. For this, MOE is planning to establish a secretariat within the ministry, to support the high level committee (headed by the MOE Secretary) that has been formed to oversee the development of this ESP. A timeline was presented with regard to undertaking consultation, analysis and review. The Government will invite DPs to be part of the committee, using their comparative advantages and expertise. As part of Nepal’s aspiration to graduate from the Least Developed Country (LDC) to Developing Country status by 2022, sustainable economic growth cannot be accomplished without education being at the core of the country’s development. The presentation made by the MOE is attached as Annex 7.

47. Recognizing that time is short, the MOE shared the plan to have a preliminary draft plan by the JAR 2015, to be finalized by December 2015 in order for it to be approved internally before July 2016. The ESP will be developed through wide consultation with DPs, I/NGOs, CSOs and education stakeholders, in alignment with the Sustainable Development Goals (SDGs) on education. The Government will also engage in bilateral discussions with DPs to identify specific requirements, available resources and internal timelines in order to inform the overall planning. In this regard a number of DPs will contribute to this process.

48. As stipulated in the Joint Financial Arrangement (JFA), there will be a joint external evaluation of the SSRP. It was decided to draft a TOR on the design and scope of the evaluation after which DPs can communicate support either for the whole or parts of the evaluation.

---

6 Exchange rate as of 18th December 2014.
K. Key Agreed Actions

49. The key actions agreed in this JCM are presented in the CAP below.

Table 1: Consolidated Action Plan, JCM 2014

<table>
<thead>
<tr>
<th>SN</th>
<th>Theme</th>
<th>Agreed Actions</th>
</tr>
</thead>
</table>
| 1  | **Access and Equity** | i. A finalized and costed Equity Implementation Plan that addresses key priorities to mobilize DEOs and VDCs for immediate action will be presented at the February 2015 JQM.  
ii. The draft framework of the Educational Equity Index will be prepared by February 2015 and the Index developed by JAR 2015. |
| 2  | **Quality** | Final and approved Guidelines for Integrated Scholarship that include available funds for Disadvantaged Girls (DAG) will be presented at the February 2015 JQM. |
| 3  |  | Ward level data will be obtained from Central Bureau of Statistics (CBS) to represent the number of Out of School Children with Disability with assistance from UNICEF and Norway for dissemination by JAR 2015. |
| 4  |  | i. NASA final report for second round of grade 8 will be shared by March 2015.  
ii. Progress updates on the implementation of NASA Action Plan to improve the quality of education at the basic level will be shared in the February 2015 JQM. |
| 5  |  | i. A draft implementation plan and guidelines for classroom based early grades reading assessments will be presented at the February 2015 JQM.  
ii. Standardized classroom based early grade reading assessment tools will be adapted, tested, and finalized by MOE and shared in the August 2015 JQM. |
<p>| 6  |  | The MOE will undertake a comprehensive study on language issues as related to MOI and effective teaching of mother tongue, Nepali, and English. The preliminary findings will be shared in the JAR 2015. |
| 7  |  | The Government will present the number of schools currently not meeting 3 out of 5 PMECs at the 2015 February JQM. The Government will continue to provide support to the needy schools to meet the PMECs. |
| 8  |  | MOE will set the minimum common standards for all secondary schools by the 2015 JAR. |</p>
<table>
<thead>
<tr>
<th>9</th>
<th><strong>Curriculum Development Centre (CDC)</strong></th>
<th>Curriculum Development Centre (CDC) will review existing CAS practices and recommend measures to make it more effective and practical by the August 2015 JQM.</th>
</tr>
</thead>
</table>
| 10 | **Technical and Vocational Education and Training (TVET)** | i. Review and revision of curriculum as needed of vocational stream subjects by JAR 2015 and development of textbooks or other reference materials by JCM 2015.  
   
   ii. Instructions for education options of students post SLC from vocational stream will be issued by February 2015 JQM. |
| 11 | **Technical and Vocational Education and Training (TVET)** | Data on all permanent and temporary (Rahat) teachers receiving their salary through individual bank accounts will be collected and made available by January 15, 2015. MOE/DOE will confirm the extent of the coverage. |
| 12 | **PFM and Governance** | The refund of ineligible expenses as confirmed by the FY2012/13 audit will be completed by January 31, 2015. |
| 13 | **PFM and Governance** | The updated students’ scholarship database for fiscal year 2013/14 for grades 9 to 12 will be shared by January 15, 2015. |
| 14 | **PFM and Governance** | MOE will hire a survey firm by the first week of February, 2015 for verification of achievement of the Incentive Linked Indicators. |
| 15 | **PFM and Governance** | MOE/DOE will draft a guideline for an internal control mechanism, which will be shared by JQM February 2015 and finalized by 2015 JAR. |
| 16 | **Teacher Development and Management** | Progress update of FMIAP will be shared by December 25, 2014 and FMIAP will be revised by 31st of January, 2015. |
| 17 | **Teacher Development and Management** | The Teacher Competency Framework, including ICT competencies, will be finalized and tools will be developed for assessing the competencies by 2015 JAR. |
| 18 | **Institutional Capacity** | Technical Assistance needs will be identified and listed, along with the sources of support, in a document aligned with the ASIP/AWPB for 2015/16. |
| 19 | **M & E** | The school level EMIS/Flash data will be made available in spreadsheet for access, including district and school report cards for public access by February 2015 JQM. |
| 20 | **School Safety** | A high level joint mechanism will be established by February 2015 JQM to coordinate the comprehensive implementation of school safety. |