



# Draft Design and Monitoring Framework

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Project Number: 35174-05  
July 2009

## Proposed Asian Development Fund Grant Nepal: Education Sector Program Cluster (Subprogram III)

A design and monitoring framework is an active document, progressively updated and revised as necessary, particularly following any changes in project design and implementation. In accordance with ADB's public communications policy (2005), it is disclosed before appraisal of the project or program. This draft framework may change during processing of the project or program, and the revised version will be disclosed as an appendix to the report and recommendation of the President.

**Asian Development Bank**

## DRAFT PROGRAM DESIGN AND MONITORING FRAMEWORK

DESIGN SUMMARY	PERFORMANCE TARGETS AND/OR INDICATORS <sup>1</sup>	DATA SOURCES AND/OR REPORTING MECHANISMS	ASSUMPTIONS AND RISKS
<p><b>Impact</b></p> <p>Enhanced education attainment and livelihood, particularly for girls and disadvantaged groups.</p>	<ul style="list-style-type: none"> <li>• Mean years of schooling from 7.5 (2003) to 8.5 (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Population Census</li> <li>• Living standards surveys</li> <li>• Labor force surveys</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Political and economic conditions remain stable</li> <li>• Economy continues to create jobs and requires more educated participants</li> </ul> <p><b>Risk</b></p> <ul style="list-style-type: none"> <li>• Reversal in political process</li> </ul>
<p><b>Outcome</b></p> <p>Increased access to and quality of school education, particularly basic education (grades 1–8), especially for girls and children from marginalized groups</p>	<ul style="list-style-type: none"> <li>• Net enrolment rates for basic (grades 1–8) from 73% (2008) to 85% (2014)</li> <li>• Gender parity index in GER for basic education from 0.95 (2008) to 0.98 (2014)</li> <li>• Percentage of students attaining grade-level competency in grade 8 improved [baseline to be calibrated after first assessment]</li> </ul>	<ul style="list-style-type: none"> <li>• Flash I &amp; II Reports</li> <li>• Annual district level examination at grade 8</li> <li>• Periodic achievement tests in grades 3, 5, and 8.</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Continued political commitments on major policy and strategic issues in the sector</li> <li>• Firm commitment to inclusion agenda</li> <li>• Government allocates sufficient budget to education</li> <li>• Continued commitment and cooperation from DPs</li> <li>• MOE is effective in leading and coordinating the development of the school system</li> </ul>
<b>Program Components / Outputs</b>			
<p><b>Component 1: Basic Education</b></p> <p>Equitable access to quality basic education for all children in age group 5-12</p>	<ul style="list-style-type: none"> <li>• Net Intake Rate at Grade 1 from 81% (2008) to 94% (2014)</li> <li>• Gross enrolment rates for primary (grades 1-5) from 147% (2008) to 135% (2014) and basic (grades 1-8) from 123% (2008) to 132% (2014)</li> <li>• Net enrolment rate for primary (grades 1-5) from 92% (2008) to 99% (2014)</li> <li>• Share of Out-of-School Children aged 5–12 (overall, Dalit, educationally disadvantaged groups, poor, lagging districts)</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS/Flash Reports (Annual)</li> <li>• Statistics from Census, NLSS III (2010) &amp; NDHS 2011</li> <li>• Student Assessment Reports based on Sample-based Student Tests</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Schools (classes) are able to operate normally</li> <li>• Parents and children of disadvantaged groups are receptive to inclusion strategies</li> <li>• Reforms are implemented in phased and timed manner</li> <li>• Sufficient local capacity is built to take a proactive role in the education reform</li> </ul>

<sup>1</sup> The indicators will be disaggregated by gender, social/population groups (educationally disadvantaged groups and poor), and lagging districts where relevant. Some of the targets will be agreed upon during appraisal.

	<p>reduced [baseline to be established after NLSSIII]</p> <ul style="list-style-type: none"> <li>• Gender parity indices in GER for primary from 0.97 (2008) to 0.99 (2014)</li> <li>• Repetition Rates Grade 1 from 18% (2008) to 2% (2014) and Grade 5 from 7% (2008) to 2% (2014)</li> <li>• Percentage of students attaining Grade-level competency at grades 3, 5 and 8 [baseline to be calibrated after first assessment]</li> </ul>		
<p><b>Component 2: Secondary Education</b></p> <p>Access, equity, quality and relevance of secondary education improved</p>	<ul style="list-style-type: none"> <li>• NER (9-12) from 21% (2008) to 27% (2014)</li> <li>• GER (9-12) from 40% (2008) to 66% (2014)</li> <li>• SLC and HSLC pass rates as percentage of exam appearance from 62% (2008) to 71% (2014) [SLC] and from 25% (2008) to 41% (2014) [HSLC]</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS/Flash Reports (Annual)</li> <li>• SLC and HSLC examination results</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Schools (classes) are able to operate normally</li> <li>• Pilot testing of structural integration of secondary education is successful</li> <li>• Major stakeholders support proposed reform of secondary education</li> </ul>
<p><b>Component 3: Early Childhood Education and Development (ECED)</b></p> <p>Access expanded to quality ECED services for children of four years of age to prepare them for basic education</p>	<ul style="list-style-type: none"> <li>• Percentage of four-year old children enrolled in ECED from 63% (2008) to 87% (2014)</li> <li>• Percentage of new entrants at grade 1 with ECED from 36% (2008) to 64% (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS/Flash Reports (Annual)</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Sufficient qualified facilitators can be identified who are willing to work within the existing conditions</li> </ul>
<p><b>Component 4: Literacy and lifelong learning</b></p> <p>Functional literacy and basic competencies among youth and adults enhanced</p>	<ul style="list-style-type: none"> <li>• Number of enrolment in literacy/post-literacy classes increased [baseline and target to be provided by MOE]</li> <li>• Percentage of enrollees graduating from literacy/post literacy competency exams increased [baseline and target to be provided by MOE]</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS/Flash Reports (Annual)</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Beneficiaries are capable of maintaining acquired skills and use them to enhance productivity</li> </ul>
<p><b>Component 5: Technical education and vocational training</b></p> <p>Secondary level students equipped with TEVT soft (pre-vocational) skills</p>	<ul style="list-style-type: none"> <li>• Phased implementation plan developed for piloting of alternative contributions of general education to skills development based on available assessment and agreed options</li> <li>• Evaluation reports of pilot</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation plan report</li> <li>• Evaluation reports</li> <li>• EMIS/Flash Reports (Annual)</li> </ul>	<p><b>Assumption</b></p> <ul style="list-style-type: none"> <li>• Sufficient local partners and entrepreneurs can be found to develop apprenticeship programs</li> <li>• Government endorses results of pilot</li> </ul>

	<p>interventions</p> <ul style="list-style-type: none"> <li>• Number of schools piloting TVET soft skills course [target to be provided by MOE]</li> </ul>		<p>interventions</p>
<p><b>Component 6: Teacher Professional Development</b></p> <p>Teachers' qualifications and professional competencies enhanced to better facilitate students learning processes</p>	<ul style="list-style-type: none"> <li>• Percentage of teachers certified (basic) from 91% (2008) to 97% (2014)</li> <li>• Percentage of teachers certified (secondary) from 91% (2008) to 97% (2014)</li> <li>• Percentage of teachers with required qualification (basic) from 66% (2008) to 88% (2014)</li> <li>• Percentage of teachers with required qualification (secondary) from 77% (2008) to 93% (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Flash Reports (Annual)</li> <li>• NCED Reports (Annual)</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Adequate number of trained teachers available at each level</li> <li>• Teachers are motivated and receptive to absorb and implement changes under SSR program</li> </ul>
<p><b>Component 7: Capacity Development, Management, and Monitoring and Evaluation</b></p> <p>Delivery and monitoring of educational services, and evaluation of outcomes improved</p>	<ul style="list-style-type: none"> <li>• Percentage of students receiving textbooks within two weeks of school session start from yy% (2008) to zz% (2014)</li> <li>• Percentage of eligible students receiving targeted scholarships within one month of scheduled time from yy% (2008) to zz% (2014)</li> <li>• Share of PCF, rahat salary and non-salary grants disbursed to schools in first trimester improved. [baseline and target to be provided by MOE]</li> <li>• Number of schools under community management from 8,000 (2008) to zz (2014) (target to be agreed)</li> <li>• Number of schools completing social audit reports from (2008) to (2014)</li> <li>• Number of languages for which instructional materials have been developed and teachers have been trained from 12 (2008) to 22 (2014)</li> <li>• Number of schools carrying out Continuous Assessment System (CAS) in Grades 1-3 from yy to zz</li> </ul>	<ul style="list-style-type: none"> <li>• Flash Reports (Annual)</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Linkages between local and central planning level have improved</li> <li>• Local communities are ready to assume greater responsibility in school management</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher attendance rate from 85% (2008) to 90% (2014)</li> <li>• Number of rigorous sample-based learning assessments at Grades 3, 5 and 8 undertaken in partnership with specialized international testing agency/firm from 0 (2008) to 2 (2014)</li> <li>• Number of rigorous impact evaluation studies carried out</li> </ul>		
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DP = development partner, ECED = early childhood education and development, EMIS = education management information system, FMR = financial monitoring report, HSLC = high school leaving certificate, MOE = Ministry of Education, NCED = National Center for Educational Development, NDHS = Nepal Demographic and Health Survey, NLSS = Nepal Living Standard Survey, PCF = per capita funding, SLC = school leaving certificate, SMC = school management committee, SSR = School Sector Reform.