



Draft Design and Monitoring Framework

Project Number: 35174
August 2006

Nepal: Education Sector Program I

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/ Indicators	Data Sources/ Monitoring Mechanisms	Assumptions and Risks
<p>1. Impact</p> <p>Increased level of education attainment, particularly for girls and disadvantaged groups</p>	<ul style="list-style-type: none"> • Improved HDI • Increased average household income of school completers 	<ul style="list-style-type: none"> • Living Standards Surveys • Labor force surveys • Population census 	<p>Assumptions</p> <ul style="list-style-type: none"> • Political and socioeconomic conditions improve and remain stable • Economy continues to create jobs and require more educated participants • Government commitment to education reform is firm. • Donors will continue their support for the education sector
<p>2. Outcomes:</p> <p>Increased access to basic and post-basic education services and improved education quality and efficiency</p>	<p>A. NEPAL Education for All (EFA) 2004-2009</p> <p>Expanding ECD and PPC services to poor and disadvantaged children</p> <ul style="list-style-type: none"> • GER for ECD/PPC from 13% in 2001 to 51% by 2009 • New entrants in Grade 1 with ECD from 8% (2001) to 60% (2009) <p>Ensuring access to education for all children</p> <ul style="list-style-type: none"> • NER for grades 1-5 from 81% (2201) to 96% (2009) • Gross intake rate at Grade 1 from 141 (2001) to 110%(2009) • Net intake rate at Grade 1 from 54%(2001) to 95%(2009) • GER primary from 123%(2001) to 104%(2009) <p>Meeting the learning needs of all children</p> <ul style="list-style-type: none"> • Repetition rate at Grade 1 from 39%(2001) to 10%(2009) • Repetition rate at Grade 5 from 9%(2001) to 3%(2009) • Survival rate to Grade 5 from 66% (2001)to 86%(2009) <p>Reducing adult illiteracy</p> <ul style="list-style-type: none"> • Literacy rate 15+ from 48%(2001) to 66%(2009) • Literacy rate age group 15-24 from 70%(2001) to 82%(2009) • Literacy rate 6+ from 54%(2001) to 76%(2009) • Literacy gender parity index 15+ from 0.6% (2001) to 0.9%(2009) <p>Eliminating gender disparity</p> <ul style="list-style-type: none"> • Gender parity for grades 1-5 from 0.6%(2001) to 0.9% (2009) <p>Improving all aspects of quality education</p> <ul style="list-style-type: none"> • Pupil Teacher Ratio at primary from 39:1(2001) to 37:1(2009) • Percentage of teachers with required qualification and training from 15% (2001) to 99%(2009) • Percentage of teachers with required certification (no data for 2001) to 	<ul style="list-style-type: none"> • EMIS data • Project reports • Flash Reports • National Budgets • National redbook • ASIP 	<p>Assumptions</p> <ul style="list-style-type: none"> • Government allocates sufficient recurrent budget to education • MOES is effective in leading and coordinating the development of the school system • Government commitment to 1-12 school sector continues • Adequate number of trained teachers available at each level • Relevant personnel trained under ESP I continue to be employed by MOES in the subsector and in their areas of training and expertise

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	<p>99%(2009)</p> <ul style="list-style-type: none"> Percentage of learning achievement at grade 5 average from 40%(2001) to at 60%(2009) Percentage of GNP channeled to education from 1.7%(2001) to 2.3%(2009) <p>B. Preparation and Transition to 1-12 School Sector</p> <ul style="list-style-type: none"> Education legal and regulatory framework adjusted for 1-12 by 2009 Sector and school financing system adjusted for 1-12 by 2009 Central and local sector operations management adjusted for 1-12 by 2009 		
<p>3. Program Components/Outputs</p>			
<p>3.1 Support to Nepal EFA program</p>	<p>Decentralization</p> <ul style="list-style-type: none"> Share of sub-sector non-salary budget transferred to schools as grants 60% by 2009 <p>Improving Access and Equity over Baseline¹</p> <ul style="list-style-type: none"> Share of out-of-school girls reduced from baseline (24%) to 4% by 2009; Number/share of schools with required number of classrooms of acceptable standard increased from baseline (51%) to 82% by 2009 Number/share of schools with safe drinking water increased from baseline (59.4%) to 90% by 2009 Number/share of schools with girls toilets increased from baseline (37.5%) to 80% by 2009 <p>Enhancing Quality and Relevance School environments become more conducive to learning</p> <ul style="list-style-type: none"> Number/share of accredited schools at 50% for grade 1 and 10% for grade 2 by 2009 Number of schools providing transitional language support to non-Nepali speaking students increased to 300 by 2009 Share of schools conducting social audits 75% (cumulative) by 2009 <p>Improving Efficiency & Institutional Capacity</p> <ul style="list-style-type: none"> Share of sub-sector non-salary allocations in school grants increased from baseline (2%) to 20% by 2009 	<ul style="list-style-type: none"> EMIS data Project reports Flash Reports National Budgets National redbook 	<ul style="list-style-type: none"> EFA indicators and targets will be modified after Mid-Term Review (MTR) in 2007 EFA MTR recommendations accepted by GON and donors and implemented

¹ Baseline is derived from 2000/2001 data

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	<ul style="list-style-type: none"> • Number of schools completing School Improvement Plans increased from baseline (8,000) to 18,000 by 2009 • Share of schools receiving grants on time to 75% by 2009 • Schools receiving textbooks on time (no baseline data) 18,000 by 2009 		
3.2 Preparation and Transition to a 1-12 school sector program	<p>Capacity in policy functions strengthened</p> <ul style="list-style-type: none"> • Education Policy Committee(EPC) mobilized 2006 • Technical Secretariat established by 2006 • Thematic Group briefing papers on governance, finance, equity, quality issues prepared by 2007 • EPC position papers on system governance, finance, equity, quality prepared, • EPC position papers disseminated by MOES, discussed in public forums by 2007 • Framework for 1-12 system finalized by 2007 <p>Core document for 1-12 sector prepared</p> <ul style="list-style-type: none"> • Core document group mobilized by 2006 • Draft Core Document prepared by 2006 • Consultation with stakeholders at national level and in (25) districts, completed by 2007 • CD finalized by 2008 <p>Transition program for 1-12 sector piloted</p> <ul style="list-style-type: none"> • Strategy for transition approved by Policy Committee 2007 • Pilot Test approved by MOES 2007 • Pilot Test Completed and results circulated 2008 • Core Document finalization 2008 • Progress and impact monitoring completed by 2009 		<ul style="list-style-type: none"> • Government reaches consensus on 1-12 school sector policy framework • Thematic groups develop position papers in an inclusive and participatory manner • EPC provides active guidance to CD group • EPC members participate in stakeholder consultations • Districts agree to participate in pilot program
3.3 Capacity Building	<p>TA Support for ESP I</p> <ul style="list-style-type: none"> • TA support for building management and financial management capacity for EFA implementation • TA support for building MOES, District and school level planning, management and financial management capacity for transition to 1-12 system 		<ul style="list-style-type: none"> • Additional input from ADB required to improve management of EFA • Decentralization remains MOES education sector policy

4. Program Inputs**4.1 Capacity Building TA Grant**

Category	Total
1. Consultancy Services	
a. Remuneration and per diem	
i. International 34 pm	680,000
ii. Domestic 146 pm	438,000
b. International and local travel	45,000
c. Reports and communications	5,000
2. Seminars, Workshops & Meetings	500,000
3. Study visits, regional	55,800
4. Surveys and school mapping	118,000
5. Office and Policy Room equipment support	80,000
6. Secretarial Office support	30,000
7. Contingencies	48,200
Total TA Grant	2,000,000

- TA can be harmonized with other donors