

# **Social Management Framework (SMF)**

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Nepal: School Sector Development Plan

Prepared by the Government of Nepal  
Ministry of Education, Science and Technology  
Centre for Education and Human Resource Development

## ABBREVIATIONS

CAS	-	Continuous Assessment System
CBOs	-	Community Based Organizations
CBS	-	Central Bureau of Statistics
CWD	-	Children with Disability
CEHRD	-	Centre for Education and Human Resource Development
DPs	-	Development Partners
DoCR	-	Department of Civil Registration
ECD	-	Early Childhood Development
EFA	-	Education for All
EMIS	-	Education Management Information System
GoN	-	Government of Nepal
IA	-	Implementing Agency
MoEST	-	Ministry Of Education, Science and Technology
NER	-	Net Enrolment Ratio
PIM	-	Program Implementation Manual
PTA	-	Parents Teacher Association
RM/M	-	Rural Municipality/Municipality
SARRC	-	South Asian Association for Regional Cooperation
SIP	-	School Improvement Plan
SMC	-	School Management Committees
SSDP	-	School Sector Development Plan
SSRP	-	School Sector Reform Plan

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# **I. Background**

## **A. Introduction**

1. Nepal is a country inhabited by people of diverse social, cultural and ethnic backgrounds. The Central Bureau of Statistics (CBS) 2011 recorded a list of 1,250 ethnic/caste and 207 religious groups in Nepal. Nepal has fifty-nine officially-recognized indigenous groups, which make up 38% of the population. Whilst, one hundred and twenty-three (123) languages were identified in the census of 2011, an increase from 92 reported in 2001 by the national census<sup>1</sup>. In 1971, Nepal had a literacy rate of 14% (for the population 6 years and above), which increased to 67% in 2011.
2. Poverty and social exclusion of women, disadvantaged castes and indigenous people are the main barriers to equitable access to education for all. Moreover, the challenge is not only to ensure enrolment of children from vulnerable groups but also to ensure that they are retained and able to complete a basic education cycle. Children from vulnerable groups tend to repeat more and drop out more than average. Discrimination based on caste and ethnicity, although illegal, affects children's education and children from socially excluded groups are more likely to drop out of school because of discriminatory classroom attitudes<sup>2</sup>. Although there has been a significant growth in the enrolment rates of girls compared to boys at all levels of education in the last 15 years. However, enrolments at higher levels of education were very low compared to enrolments at lower levels, (e.g. 78% NER at primary level compared to only 10% at tertiary level in 2010/11). Overall literacy rates have increased to 67% in 2011 from 54% in 2001. Female literacy has increased from 43% in 2001 to 58% in 2011, which places Nepal in fourth position among SARRC countries<sup>1</sup>.
3. In this context, while Nepal has made important progress in fulfilling children's right to education, 8% of the current school going aged population in primary (age 5-9) and about 25% in basic education (age 5-12) remain out of school. Regional differences in education outcomes are also recognized. Social inclusion issues are not limited to students, but also affect teachers and School Management Committees (SMCs). It is found that vulnerable/indigenous groups are underrepresented in both categories<sup>2</sup>.
4. The EFA evaluation mentions the conflict between having policies on free education and giving priority to vulnerable/indigenous groups on the one hand; and on cost sharing in ECD and school facilities provision on the other. The EFA evaluation recommends developing clear guidelines on cost-sharing to allow for optimization of local resources whilst ensuring that equal access of the poorest children is not compromised. The evaluation also recommends developing a comprehensive policy on

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<sup>1</sup> CBS, 2014

<sup>2</sup> Children from vulnerable groups designate here the children from disadvantaged and marginalised groups as mentioned in the SSRP.

languages in education, as under EFA problems have sometimes arisen due to the lack of detailed plans to guide implementation of multilingual education. The evaluation also recommends the development of a policy on inclusive education, including an analysis of the different groups of children who are currently most at risk of exclusion, in order to enhance the conceptual clarity on inclusive education and confusion between “special” and “inclusive” education. Furthermore, the evaluation recommends sharpening and simplifying the scholarship criteria, as the different schemes and rules have been difficult to administer fairly and objectively to achieve optimal impact. Targeting additional funding to disadvantaged schools through SIPs for locally relevant strategies to address opportunity costs of education is also recommended, because schools serving the most disadvantaged communities, who are the most in need of additional resources, are likely to experience special challenges to request and get them<sup>3</sup>.

5. The SSRP aims to strengthen equity in the education sector, and through that within the Nepalese society, as "the reform will focus on girls and women and children from educationally deprived groups so that they will participate equally and attain equitable results". In order to strengthen equity within the education system, Consolidated Equity Strategy for School Education Sector in Nepal, identifies 8 dimensions of (in) equity, these being (i) gender, (ii) socio economic status (SES) (iii) geographical location, (iv) health and nutrition status, (v) disabilities, (vi) caste and ethnicity, (vii) language and (viii) children of vulnerable groups. These components, areas and dimensions, displaying correlations between the dimensions and the different levels of severity and the relation that these levels have with children's access, participation and learning outcomes<sup>4</sup>.

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<sup>3</sup> EFA Evaluation 2009

<sup>4</sup> Consolidated Equity Strategies for School Education Sector in Nepal, 2014

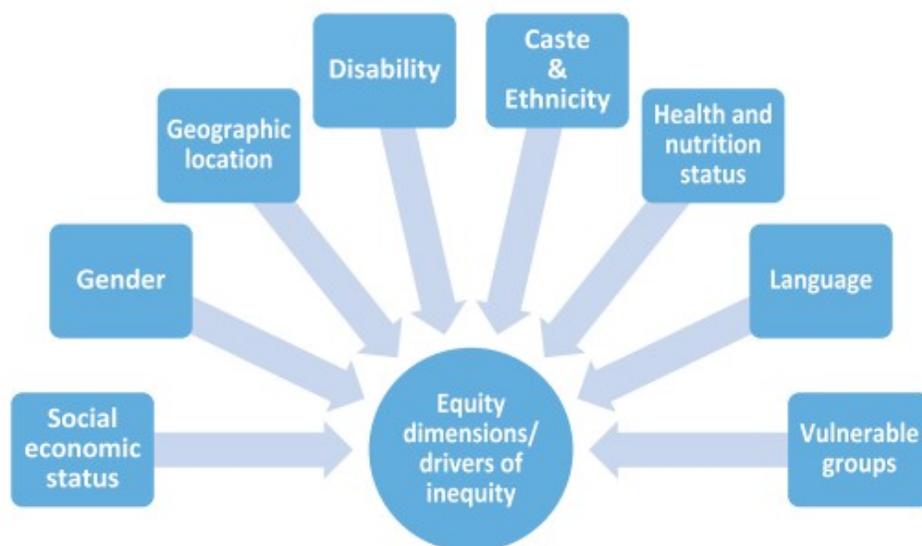


Figure 1: Equity Dimension

6. Schools are established by the communities in Nepal, and not by the Federal, Province and Local administrations. The land typically used for the establishment of the school by communities and/or the school management committees (SMCs) are ainali (not registered) land. Such land is obtained by the community or the SMCs with the consent of the local authorities (such as, Municipalities / Rural Municipalities or the larger representation of the community). If such land is not available, the community may approach a large land owner or other individuals and ask the owner(s) to contribute land to the school. The owner may contribute the land on a purely voluntary basis or may ask for compensation to part with the land. When compensation is sought, the community typically pools resources together, and provides the necessary resources to acquire the land. These procedures are normally completed as per the willing seller or willing buyer procedures of land administration.
7. As far as social safeguard issues are concerned, no land acquisition will be financed under the SSDP and new construction work will take place on existing school land, or if need be on government land for schools without sufficient land area in which to expand, these will fail to meet the Minimum Eligible Criteria (MEC) for schools, and hence will not be eligible for financing for additional classrooms under this program.

### **B. Program Description**

8. The Government of Nepal (GoN) is currently implementing the School Sector Development Plan (SSDP) from July 2016 to July 2023 to continue its efforts to ensure equitable access to quality education for all. It is also based on the Education for All

(EFA) core document which was developed as a common document for all the Development Partners (DPs) supporting education in Nepal. SSDP is a harmonized program between the Government of Nepal (GoN) and nine development partners: the ADB, World Bank, DFID, UNICEF, European Commission and the governments of Australia, Denmark, Finland, and Norway. The EFA 2004-2009 was a five year strategic plan supported by the GON and several DPs, and which came to an end on January 31, 2010. Between 2009 and 2014, the GoN implemented the School Sector Reform Program (SSRP), a follow-on program to EFA nationwide. SSDP gives strategies to support the recovery of the education sector from the 2015 earthquakes that affected a large part of the country and the constrained economic situation that followed and has seen parts of the population being pushed back into poverty.

### **Mission, Goal, and Purpose**

9. SSDP has been developed to support the achievement of the country's vision 2022 by working towards the following mission, goal and purpose:
10. SSDP's mission — For Nepal's school education to produce the needed human resources to elevate Nepal's status from a Least Developed Country by 2022 and to reach at the status of the middle income country by 2030.
11. SSDP's goal — To contribute to socio-economic development and reduce disparities in the country through the continuous and inclusive development of its human resources capacity by facilitating all citizens with opportunities to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and needs and with regards to the forthcoming federalization of the country.
12. SSDP's purpose — To improve the equity, quality, efficiency, governance and management of the education sector.

### **C. Objectives of the Social Management Framework**

13. This Social Management Framework is prepared as a safeguard document to ensure that SSDP is implemented with sufficient attention to issue related with access, equity, quality and sustainability of education services for the indigenous and vulnerable groups and that these groups are in no way affected adversely due to program interventions. The main objective of this framework is to facilitate and reinforce the use and application of the SSDP strategies and interventions aiming to (i) increase inclusion of the vulnerable groups in education, (ii) avoid land acquisition and involuntary resettlement; and (ii) minimize it where it is unavoidable exploring possible alternatives, and ensure that land owner receive appropriate payment, so that they would be at least as well off as they would have been in the absence of the project. In addition, this SMF provides policy and procedures to screen SSDP impacts on

indigenous and vulnerable communities at community level and preparation and implementation of SIP, DEP and ASIP.

#### D. Defining Vulnerable Communities

14. Nepal's complex social structure makes it challenging to define vulnerable community in Nepal. However, Vulnerable Groups refer to groups that experience a higher risk of poverty and social exclusion than the mainstream population. Ethnic minorities, migrants, person with disabilities, the homeless, those struggling with substance abuse, isolated elderly people and children all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or underemployment.
15. The vulnerable groups will broadly include those that are considered target groups under SSDP. These groups, and their specific vulnerabilities, including the risks associated with them include:

**Table 1.1: Indigenous People and Vulnerable Group under SSDP and associated risk**

SN	Vulnerable Group/ Category	Vulnerability Risks
1.	Indigenous People/Ethnic groups or Janjati in Nepali and people with specific culture and livelihoods (with focus on groups that have been categorized as being "endangered") <i>According to the 2011 census, the indigenous nationalities (Adivasi Janajati) of Nepal comprise 35.81% of the total population of 26,494,504 persons. Out of this population a total of 18,281 (0.069%) number of population are considered as 'endangered'. Of the 125 caste and ethnic groups, the census listed 63 groups as indigenous peoples. Similarly, Social Security Operation Guideline of Department of Civil Registration has categorized 10 Ethnic groups among them as 'endangered'</i>	Language barriers; specific culture of certain groups; remoteness and geographical isolation; discrimination because of their different culture, traditions and practices, higher rates of poverty
2.	Dalits (especially, elderly, women and children) <i>According to the 2011 census, Dalits constitute 13.6 per cent of the total population (or appr. 3.6 million people)</i>	Caste-based discrimination, historic marginalization, lack of land/asset ownership, high levels of poverty
3.	People with Disability. The Government of Nepal has classified the state of disabilities into seven categories based on the nature of hardship and problems remained on bodily organs and physical systems. <i>The 2011 census has recorded approximately 513,301 people, approximately 1.94 percent of the total population, having some form of disability</i>	Lack of support mechanism (including unfriendly infrastructure), social stigma, Geographical remoteness and isolation, discriminatory practices, mobility constraints
4.	Children below 5 years of age (especially, the poor, children from vulnerable groups, children living with single mothers and those born out of wedlock)	Difficulties in access to legal documents, vulnerable to falling into poverty, social

	<i>The 2011 census has recorded approximately 2.99 million children or 10 percent of the population being children below 5 years of age.</i>	stigma
5.	People without easy access to Vital Registration Many poor, marginalized and excluded people have been left out of vital registration because of various constraints	Lack of legal documents, vulnerable to falling into poverty, social stigma, discrimination and marginalization

16. There are other groups inhibiting in Nepal that are not mentioned above are: Poor refers to households or persons who consume an average of less than 2,220 calories of food per person per day (according to Nepal Living Standard Survey, 2010/11). And excluded groups refer to women, dalit, indigenous ethnic groups, madhesi, muslim, persons with disabilities, elderly people and people living in remote areas. who have been systematically excluded over a long-time due to economic, caste, ethnic, gender, disability, and geographic reasons and include sexual and gender minorities.
17. In Nepal, the term indigenous people (Adivasi) and ethnic nationalities (Janajati) are used interchangeably as well as jointly as Adivasi/Janajati. The National Foundation for Development of Indigenous Nationalities (NFDIN) has defined indigenous people as ‘those ethnic groups or communities with their own mother tongue and traditional customs, distinct cultural identity, distinct social structure and written or oral history of their own’.
18. NFDIN Act 2002 has classified Adivasi/Janajati groups into five different categories: (i) endangered, (ii) highly marginalized, (iii) marginalized, (iv) disadvantaged, and (v) advantaged groups and these five categories comprise 59 different nationalities as indigenous people or Adivasi/Janajatis. Amongst these, the first two categories are the most vulnerable groups.

**Table 1.2: Indigenous Groups of Nepal**

<b>Category</b>	<b>Groups</b>
Endangered (10 groups)	Kusunda (H), Bankariya (IT), Raute (IT), Surel (H), Hayu (H), Raji (IT), Kisan (T), Lepcha (H), Meche (T), Kuswadiya (T)
Highly Marginalized Groups (12 groups)	Majhi (IT), Siyar (M), Lhomi/Shinsaba (M), Thudam (M), Dhanuk (T), Chepang (H), Santhal (T), Jhagad (T), Thami (H), Bote (IT), Danuwar (IT), Baramu (H)
Marginalized Groups (20 groups)	Sunuwar (H), Tharu (T), Tamang (H), Bhujel (H), Kumal (H), Rajbanshi (T), Gangaai (T), Dhimal (T), Bhote (M), Darai (IT), Tajpuriya (T), Pahari (H), Topkegola (M), Dolpo (M), Fri (H), Mugal (M), Larke (M), Lohpa (M), Dura (H), Walung (M)

Disadvantaged Groups (15 groups)	Chairotan (M), Tanbe (M), TingauleThakali (H), BaragaunleThakali (M), MarphaliThakali (M), Gurung (H), Magar (H), Rai (H), Limbu (H), Sherpa (M), Yakkha (H), Chhantyal (H), Jirel (H), Byansi (M), Yolmo (H)
Advanced Groups (2 groups)	Newar (H), Thakali (M)

M: Mountain (17 groups); H: Hills (24 groups), IT: Inner Tarai (7 groups), T: Tarai (11 groups)

19. In addition to the indigenous groups, there are also substantial numbers of other groups that are not included in the indigenous groups category but identified by the Government of Nepal as marginalized groups, e.g., Dalits and Madhesis. The National Dalit Commission defines Dalits as most deprived social groups in the country, comprising some 13% of the total population. The 2001 census has listed 15 different Dalit castes, while the National Dalit Commission in 2002 prepared a schedule of 28 social groups. Dalits generally tend to lag behind other groups in every human development indicators, as well as in terms of representation in state mechanisms. Countrywide, about 4.5 million Dalits are estimated to live below the poverty. The status of women, children and girls among Dalits are particularly worse.

**Table 1.3: Dalit Communities of Nepal**

Hill Group	Newar Group	Tarai Group
Badi, Chunar, Damai/Pariyar, Suchikar, Gaine, Kadara, Kami, Parki, Sarki, Sunar	Chyame, Kasai, Kuche, Kusule, Pode	Bantar, Chamar, Chidimar, Dhanar, Dom, Dusadh, Gothe, Halkhar, Jhangad, Khatawe, Lohar, Musahar, Paswan, Tatma, Sonhar, Khatik, Rajak, Pasi

20. Through document review, the CEHRD assessed level of participation in school education of the above mentioned groups examining the relevant documents and existing information in education system and concluded that while majority of these groups were integrated into the national education system, all Dalit children, children with physical disabilities, girls, domestic child labour, street children, conflict affected children, and children with HIV/AIDs, endangered and highly marginalized Indigenous people mentioned above, would be defined as vulnerable communities for the purpose of this SSDP.

#### **Vulnerable/ indigenous Groups benefited from the SSDP intervention**

21. SSDP intervention results positive benefits to indigenous/vulnerable students and teachers, differently able students, girls students as the existing socio-cultural barriers

to them will be assessed during screening and address their issues through SSDP intervention.

22. Government support in the form of teacher grants, student scholarships, multi-lingual education and additional classrooms are only available after a school has been established. During construction of the school differently able children friendly infrastructure are also considered in SSDP. The key beneficiaries from the SSDP intervention are listed in Annex 1. Similarly, the vulnerable/indigenous student awarded by the scholarship and mid-day meal provided to them are listed below:

**Table1.4: Scholarship awards**

SN	Types of Scholarship
1.	Ram Narayan Mishra special Scholarship (Dalit and backward people of Terai Madeshi student from class 11 to 12)
2.	Declining and marginalized people Scholarship (Mukta kamaiya, Haliya, Charuwa and Badi offspring) Non-Residential
3.	Pro-Poor Target Scholarship
4.	Disable Scholarship (9-10) Residential
5.	Disable Scholarship (9-10) Non- Residential
6.	Secondary Education Scholarship (9-10) Non-Residential
7.	Residential Scholarship for Children of Mukta Kamlahri, Himali Hostel, Fidar Hostel, Model School. Himali Residential, Most Marginalized Groups
8.	Scholarship for Mukta Kamlahri
9.	Scholarship for Martyr's Children
10.	Scholarship for Himali Residential School Student
11.	Girls Student Scholarship (Class 1-8) including Karnali Package (Non-Residential)
12.	Scholarship for Dalit (Class 1-8)
13.	Scholarship for Dalit (Class 9-10)

**Table 1.5: Mid-Day Meal Awards**

SN	Type of Mid Day Meal Awards
1.	Grant to school for management of day meal to student from marginalized community
2.	Grant to school for day meal to the children of ECD to grade 5 from Karnali
3.	Grant to school for day meal for the children from low food productive and malnourished area
4.	Grant to school for day meal to the children from targeted group at determined districts

**Table 1.6 Inclusion of vulnerable and indigenous groups in school education (2017-2018)**

S N	Inclusion of vulnerable/indigenous groups	Progress
1	Mother language text books published	21 languages
2	Dalit Teachers at different levels (basic and secondary)	5.1%
3	Indigenous teachers at basic level	28.7
4	Dalit students at basic level	18.7
5	Janajati students at different levels	38.1

23. In the community school at primary level, total 69 local languages have been used at the medium of instruction in 2017-2018. Among the reported local languages, Maithili, Tamag, Doteli, Awadhi, Bhojpuri, Tharu, Magar, Limbu, Bajjika etc. were used in the Terai and Hilli districts of the country as per the program envisaged in the SSDP.

## II. ASSESSMENT OF LEGAL FRAMEWORK

### A. Review of policies on Education and Language

24. Through various international instruments, the Government of Nepal is committed to ensuring the rights of all children to education. Some recent International Conventions and policies mentioning the right to education and language, to which Nepal as a member state has committed to are:

**Table 2.1: Policies, Acts, Regulations and Guidelines Education and Language**

S N	Policies, Regulations and Guidelines	Acts, and	Description of Requirement
	Millennium Development Goals (2000)		Ensure that children everywhere, boys and girls alike, complete their primary schooling by 2015
	The Interim Constitution of Nepal (2007)		Guarantees that every citizen will have right to get free education from the state up to secondary level and that each community shall have the right to get basic education in their mother tongue.
	The Three year Interim Plan (2007/08-2009/10)		Emphasis on the expansion and consolidation of Early Childhood Education and Development (ECED) programs across the country and on increased equity and inclusion in education through the provision of literacy programs for excluded groups (women, Dalit, Adivasi, Janajati, Madeshi and people with disability) and through the provision of scholarships
	Education Act (2001 Seventh Amendment) and Education Regulations (2002)		Articulated the need of ECED interventions, ensuring access and quality. Also stipulate that at least one female teacher has to be in every school and at least one female member in the School Management Committee, and in the district education committee. It also stipulates the provisions for scholarships for students, for female teachers, for inclusive education etc.
	The Girl's education strategy and implementation plan for gender equity development (2006)		Comprehensive implementation plan ranging from the provision of incentives for girl students to parental awareness activities.
	Gender Equality and Social Inclusion (GESI) Operational Guidelines		For mainstreaming and institutionalizing GESI in its overall portfolio and operations

	(2013)	
	National Committee for Development of Nationalities(1997)	For the welfare of Adivasi/Janajati
	National Foundation for the Development of Indigenous Nationalities (2003)	For the preservation of the languages, cultures and empowerment of the marginalized ethnic nationalities.
	NFDIN Act (2002), National Human Rights Action Plan (2005), Environmental Act (1997), and Forest Act 1(993)	Emphasized protection and promotion of indigenous people's knowledge and cultural heritage
10	Local Self-Governance Act (1999)	Enacted to give more power to the local political bodies, including authority to promote, preserve and protect the IP's language, religion, culture and their welfare.
11	Consolidated Equity Strategy for the School Education Sector in Nepal (2014)	A broader framework of equity and inclusion in the school education sector. In order to participate equally and attain equitable results all children should have equitable access to education, equitable participation in education, leading to equitable learning outcomes. As such, education is taken both as a means in terms of education enabling children to develop capabilities in order to achieve quality life outcomes and overall well-being, as well as an end in terms of producing people that have been educated through meaningful access, participation and learning outcomes, who will be equipped with skills to engage in a cohesive and inclusive society.
12	Constitution of Nepal 2015	Provided that nothing shall be deemed to bar the making of special provisions by law for the protection, empowerment or advancement of the women lagging behind socially and culturally, Dalits, Adibasi, Madhesi, Tharus, Muslims, oppressed class, backward communities, minorities, marginalized groups, peasants, laborers, youths, children, senior citizens, sexual minorities, persons with disability, pregnant, incapacitated and the helpless persons, and of the citizens who belong to backward regions and financially deprived citizens including the Khas Arya.
13	Sustainable Development Goal, 2016	Achieving universal access to education, with gender parity at all levels of education, is a challenging task. Universal enrolment will be possible if resources are increased and innovative interventions put into practice.

## **B. Review of policies on Land Acquisition**

25. The Land Revenue Office (LRO) is responsible for land administration and registration of all types land in Nepal. The Survey Offices prepares land records through cadastral mapping. Land ownership in practice is of three primary kinds: i) registered private land, ii) registered public land and iii) un-registered (but cadastral mapped) government

land (ailani).

**Table 2.2: Policies, Acts, Regulations and Guidelines on Land Acquisition**

SN	Policies, Acts, Regulations and Guidelines	Description of Requirement
1.	Interim Constitution of Nepal (2007)	Guarantees the fundamental rights of a citizen. Article 19(1) establishes the right to property for every citizen of Nepal, whereby every citizen is entitled to earn, use, sell and exercise their right to property under existing laws. Article 19(2) states that except for social welfare, the state will not acquire or exercise authority over individual property. Article 19(3) states that when the state acquires or establishes its right over private property, the state will compensate for loss of property and the basis and procedure for such compensation will be specified under relevant laws.
2.	Land Acquisition Act (1977) and its subsequent amendment in 1993	Specify procedures of land acquisition and compensation. The Act empowers the Government to acquire any land, on the payment of compensation, for public purposes or for the operation of any development project initiated by government institutions. The Act also includes a provision for acquisition of land through negotiations and thus provides a space for voluntary donation. It states in Clause 27 "notwithstanding anything contained elsewhere in this Act, the Government may acquire any land for any purpose through negotiations with the concerned land owner. It shall not be necessary to comply with the procedure laid down in this act when acquiring land through negotiations."
3.	The Malpot Ain or Land Revenue (land administration and revenue) Act, 2034 (1978)	This is the main Act to carry out land administration including maintenance and updating records, collection of land revenue and settlement of the disputes after completion of survey and handing over of the records to Land Revenue Office by the Survey Parties. It authorizes the Land Revenue Offices to registration, ownership transfer and deed transfer of land. This Act also authorizes the Land Revenue Offices to transfer ownership and deeds of individual land, if any person applied for the ownership transfer of his/or land with mutual understanding for public use with recommendation of relevant committee.

26. Nepal has witnessed the gradual emergence of a number of ethnic and civil society organizations. As a response, the Government has formed various commissions and national federations like the Dalit Commission, the Women Commission and the National Foundation for Development of Indigenous Nationalities. In addition, the government has recently formed a Commission for Social Inclusion.

27. National Dalit Commission and National Women Commission have been working to protect rights of Dalits and women respectively. These commissions have also been

supporting for the policy formulation process. The Interim Constitution of Nepal has also included a provision for positive discrimination to Dalits, women and disables.

28. The Three Years Interim Plan Paper (2007-2010) includes following policies for inclusive development of Adivasi/Janajati and other disadvantaged groups: (i) creating an environment for social inclusion; (ii) participation of disadvantaged groups in policy and decision making; (iii) developing special programs for disadvantaged groups; (iv) positive discrimination or reservation in education, employment, etc.; (v) protection of their culture, language and knowledge; (vi) proportional representation in development; and (vii) making the country's entire economic framework socially inclusive.

### **III. General Procedures**

#### **A. Procedures Regarding Social Safeguards**

29. The EA and IA shall follow set of procedures in project intervention under SSDP to avoid involuntary resettlement, to ensure social sustainability and to identify students from Vulnerable groups. The EA and IA shall be responsible for undertaking overall social compliance in the project activities. Social Focal Person of IA shall be responsible for undertaking overall social compliance in the subproject activities in the district. A qualified person (program coordinator or his/her assigned official, preferably with social experience) shall be designated to management support consultant in social compliance monitoring and reporting. The general principles of the Social Management in the Program will be as mentioned below:
- i. Screen the affected population to determine whether Indigenous and Vulnerable Group (VG) are present in the project area and the project is likely to have any impact on them, which can be done by filling the Environment and Social Screening checklist (Annex 3), Social screening exercise will help identify the targeted vulnerable groups to be covered by SSDP.
  - ii. The screening will be accomplished from available secondary information like census data, district profile and VDC profile, and will be carried out in close consultation with various primary stakeholders like viz representative of Dalits, Janajatis, landless, women and other disadvantaged groups; local government representatives; district line agencies; local party leaders and other local key informants (see Environment and Social screening checklist).
  - iii. Understand their socioeconomic conditions so that adverse project impacts on them could be avoided or minimized and their participation in sharing project benefits is increased as equivalent to other groups.
  - iv. Conduct a Social Mapping and Household Survey and incorporate data in Education Management Information System (EMIS) to get the information of Student participation by gender, Dalit, Janajati, disadvantaged Janajati and disabilities.

- v. Undertake a meaningful consultation with them and their organizations.
- vi. Obtain their consent for acquiring their ancestral land, commercial development of natural resources within customary lands under use, and commercial development of VG/indigenous cultural resources and knowledge.
- vii. Avoid acquisition of ancestral lands and physical displacement of VG/IPs.
- viii. Avoid any restrictions on their access to their ancestral domain.
- ix. Address all impacts on VGs and resolve them in a culturally appropriate manner without harming their culture, religion or identity.
- x. Disclose and consultation findings widely and on websites.

## **B. Procedures for Acquisition of Land for Schools**

30. An appropriate designates (Central, Province or Local government), will arrange for a public hearing when the schools become eligible for financing through the program. There are well established procedures for a public hearing given the historical roles that communities have played in delivering essential services across the country. The public hearing shall verify the information provided in the land assessment data sheet (see Annex 14), with the purpose of ensuring that all land acquired by the schools during the program period were indeed obtained through voluntary mechanisms. An appropriate designates (Central, Province or Local government), will prepare minutes of the meetings, which will be filed in the office of the local government. If grievances/claims are raised during this public meeting, the concerned school will cease to be eligible for program financing. These new procedures will be conveyed to all districts and other appropriate offices through a GoN circular for the concerned year, and will be included in the guidelines for the following year. Additionally, the GoN will disseminate these procedures through other means as well. All land transactions will be subject to registration (as per market transactions) under the ownership of the school that is involved in the program and will be done only after ensuring that new school infrastructure or additional classroom construction will be built on that particular piece of land. An appropriate designate will coordinate with the Land Revenue Office and the Survey Office for the land registration and/or transfer of land title.

## **IV. Institutional Arrangement and Capacity Development**

### **A. Institutional Arrangement**

31. Ministry of Education Science and Technology (MOEST) is presently the executing agency (EA) and the Centre for Education and Human Resource Development (CEHRD) at central level and Educational Development Coordination Unit (EDCU) at district level offices of Federal Government. Education Development Directorate (EDD) at Province Level, and Infrastructure Development and Environment Development Section (IDEDS) at Local Level respectively are the implementing

agency (IA). School Management Committees (SMC) and Parent Teacher Association (PTA) are fully responsible to implement the work under technical supervision of the Implementing Agency (IA). The EA and IA shall appoint a safeguard focal person to coordinate and ensure full compliance to SMF guided SIP during the Plan implementation. However, in all level of government system in education sector there should be a safeguard desk and placement to look after consequences of adverse impacts of construction activities. The management support consultant to EA and IA shall technically support the safeguard focal point in the EA and IA to operationalized the safeguards mechanism and comply with the safeguard requirements.

### **B. Review of Institutional Capacity of EA and IA**

32. Capacity in social management needs to be strengthened at all levels of the EA and IAs and SMC/PTA. The EA with support of JFPs shall plan and implement capacity strengthening measures through training and orientations. Following capacity development program has been recommended:

**Table 4.1: Capacity Development Plan**

<b>SN</b>	<b>Activities</b>	<b>Remarks</b>
1	SMF translation to Nepali, Printing & Publication, and disclosure	<ul style="list-style-type: none"> <li>• Orientation activities organize and aware to the concerned stakeholders</li> </ul>
2	Capacity building to IA of province and local level and SMC	<ul style="list-style-type: none"> <li>• Workshop, training and orientation by province level</li> <li>• Monitoring &amp; Supervision Arrangements for EA/IA at different levels</li> </ul>
3	Setting up a safeguard mechanism in the overall subproject implementation and establish Education Management Information System (EMIS)	<ul style="list-style-type: none"> <li>• Training and support to EA/IA staff</li> </ul>
4	Federal level institutional capacity strengthened	<ul style="list-style-type: none"> <li>• Capacitate concerned unit through exposure, training and workshop to implement the SSDP at all levels</li> </ul>

### **C. Mechanism for Implementation of SMF**

33. This section provides detailed procedures to be followed in assessment of impacts on vulnerable groups/indigenous people, need assessment, and preparation of SIP to ensure additional intervention within SSDP. It will be ensured that vulnerable/indigenous communities are informed, consulted and participated in the entire SSDP implementation cycle. The following methods can be used for vulnerable/indigenous community identification and planning:

**a. Social Mapping:**

34. The SMC will undertake social mapping of the school catchments area. The social mapping will prepare a sketch map of area with distribution of households, number of schools located in the area and approximate number of children out of school with record on drop out (if any). The process also identifies the demographic situation of school age children with disaggregated information on vulnerable groups.

**b. Household survey:**

35. The SMC with the help of PTA will carry out the household survey to collect the detailed inventory of the vulnerable children identified by the social mapping. The detailed inventory will identify the total number of children out of school, reason behind it, possible alternative to increase the school enrolment and sustainability of education services. The activity will be completed using the pre-designed modified Educational Management Information System EMIS/C-EMIS survey form.

**c. Use of EMIS:**

36. Educational Management Information System is an institutional service unit producing, managing and discriminating educational data and information. An EMIS is a repository for data collection, processing, analyzing and reporting educational information including schools, students, teachers and staffs. Information collected from the social mapping and household survey will be fit into the prepared EMIS to generate the information for the SIP preparation. Based on the need assessment and report of EMIS, SMC will develop appropriate intervention measures and enhancement activities for vulnerable groups. In case of limited intervention, specific actions for vulnerable group will be spelled out in SIP within their regular intervention. If the need assessment identified extra activities required for the development of vulnerable group beyond the capacity of SMC, additional section will be added in the SIP to enhance distribution of project benefits and promote the development of vulnerable communities.

**Table 4.2: Mechanism for Implementation of SMF**

SN	Activities	Responsibilities	Remarks
1	Preparation of SMF, its Approval Circulation & Incorporation in Program		
1.1	Approval of SMF for SSDP	MoEST	
1.2	Printing, Publication of SMF in Nepali & its wider circulation	CEHRD	CEHRD provides SMF guidelines to RM/Ms for implementation
1.3	Dissemination of SMF through Program Implementation Manual (PIM)	CEHRD/RM/M	CEHRD will ensure that concerned stakeholders (e.g. RM/M, SMC and others)

			received the SMF and understand its requirements and followed its provisions while planning and implementation of school improvement plan (SIP).
1.4	Incorporation of SMF aspects in School Improvement Plan (SIP)	RM/M/SMC	CEHRD will ensure that SMF is an integral part of decision making for SSDP activities.
1.5	Dissemination of SMF through regular orientation programs organized for Engineers, Sub-Engineers, District Education Officers, I/NGOs and other partners working in collaboration with DOE	CEHRD/RM/M/ Partner INGOs	All are made aware on how to incorporate SMF provisions in planning implementing SIP
2	Social Assessment & Management		
2.1	Social Screening of Infrastructure through Environmental and Social Screening Checklist	SMC	Screening Checklist identify affected VG/IPs due to infrastructure of school.
2.2	Social Mapping and Household survey using EMIS	SMC/PTA/ CEHRD	Inventory of the vulnerable children (Students)
2.3	Incorporate SMF requirements in SIP preparation guidelines	CEHRD	Follow provisions of the approved SMF
2.4	Incorporation of SMF provisions in contract document	CEHRD	SMF requirements clearly defined in BOQ and contract agreement.
2.5	Utilize SMF requirements in school construction	SMC	Follow provisions as advised in SIP
3	Monitoring & Auditing		
	Compliance Audit - during implementation - annually	MOEST/CEHRD Central Level Team (as an integral part of overall program implementation audit) Visits random representative samples.	Verifies overall compliance to SMF& other social safeguard requirements.
4	Annual Reporting & Feedback		
	- interactions/workshops - - reports	CEHRD (CEHRD reports status and social functioning of the infrastructure & recommendations for improvement of MOEST)	CEHRD will conduct an annual interaction to replicate the best practices.

#### **d. Preparation of SIP**

37. The SIP (Prepare based on sample) will consist of a number of activities and include mitigation measures of the potential impacts through additional resource arrangements and alternative actions to enhance distribution of SSDP intervention to vulnerable/indigenous groups. If there is land taken for enhancing school sector infrastructure within the program period, belonging to vulnerable groups including indigenous communities, the CEHRD will ensure that their rights will not be violated and that they will be compensated for the use of any part of their land in a manner that is culturally acceptable to them. The compensation measures will follow the existing practices within the community.
38. The outline of SIP includes statement of SSDP objectives and strategies as background, with (i) provision of intervention in SSDP, (ii) findings of EMIS analysis with disaggregated information, (iii) consultation and disclosure initiatives, (iv) need assessment of vulnerable community, (iv) activities proposed under stipulated SSDP intervention, (v) alternative/additional intervention not covered by SSDP intervention, (vi) linkages of alternatives with sources of funding other than SSDP (vii) resource requirement for additional interventions, (viii) institutional arrangement, (ix) monitoring mechanism.

#### **e. Budget**

39. All the cost required to implement the specific interventions under SSDP for vulnerable groups will be incorporated in the SIP for funding. The SIP will include detailed cost estimate and indicate source of funds for the required activities. While the administrative costs for social mapping, need assessment, and preparation of SIP will be borne by SMC.

**Table 4.3: Cost for Implementation of SMF**

<b>SN</b>	<b>Particular of Activities</b>	<b>Cost (in\$)</b>
1	SMF translation in Nepali, Printing & Publication, and distribution (500 copies)	5,000
2	Capacity building of EA, IA, SMC and the safeguard staff of consultant and contractors	10,000
3	Preparation of assessment reports	2000 per subproject
4	Monitoring cost and reporting	10,000 per subproject.

## **V. CONSULTATIONS, DISCLOSURE AND GRIEVANCE REDRESS**

### **A. Consultations**

40. Consultation is the cornerstone in planning, preparing and implementing the VCDF. Free, prior and informed consultations with the indigenous/ vulnerable people and their organizations at different levels fully ensure that these groups express their collective decisions or their choice and interest. Further, public consultations and information dissemination also ensures public understanding of project impacts and allows the vulnerable population to express their voices. In the context of SSDP, this SMF seeks to ensure that children from vulnerable households in the project areas are informed, consulted and mobilized to participate in SSDP funded educational system.
41. Meaningful consultations will be undertaken with all stakeholders to share project benefits and to seek their involvement in the project. Meaningful consultation is a process that: (i) begins early in the project preparation stage and is carried out on an ongoing basis throughout the project cycle; (ii) provides timely disclosure of relevant and adequate information that is understandable and readily accessible to affected people; (iii) is undertaken in an atmosphere free of intimidation or coercion; (iv) is gender inclusive and responsive, and tailored to the needs of disadvantaged and vulnerable groups; and (v) enables the incorporation of all relevant views of affected people and other stakeholders into decision making, such as project design, mitigation measures, the sharing of development benefits and opportunities, and implementation issues. Consultation will be carried out in a manner commensurate with the impacts on affected communities.
42. The consultations were carried out on regular basis through coordination committees constituted at federal, provincial and local levels. Consultation workshops will be conducted at federal and provincial and local level inviting all stakeholders including Educationists, NGOs, Lawmakers, organization representing child welfare, Indigenous peoples and gender and inclusion. Intensive consultations were carried out at the CEHRD level and school level involving political parties, SMCs, VDCs, NGOs, Teacher's union, PTA etc. The recording of consultation format is given in Annex5.
43. During implementation, the CEHRD will also disclose and consult with the relevant stakeholders at central level for finalizing ASIP. Consultations will be organized at the district level for finalizing the DEPs. This VCDF is prepared in consultation with representing organization of dalits, women, indigenous people and disabled. The consulted organizations are National Dalit Commission, National Women Commission, National Foundation for Development of Indigenous Nationalities, National Federation for Indigenous Nationalities and National Federation for Disable People with Disabilities.

44. At village level, public consultation and information dissemination/campaign will be carried out in each school catchments area to disseminate information about SSDP to local communities. Participation of vulnerable communities as well as other stakeholders will be facilitated throughout the SSDP implementation period. SMC, PTA, RM/M, students, teachers, and parents may be used to facilitate this process. Various mechanisms of participation will be adopted in the process.
45. The information dissemination will be through posters and pamphlets, public consultation meetings, focus group discussion, information campaigns, frequent interaction with vulnerable communities. Further, the vulnerable groups will be provided relevant SSDP information in language(s) and manner suitable to them. Details of all public consultation meetings with dates, names of the participants, location and information provided will be documented.
46. In order to ensure that the SIP has incorporated concerns raised locally and measures to minimize adverse impacts (if any) and enhance SSRP benefits, the VCDP will be finalized only after the final consultation with representative of vulnerable groups. The draft SIP will be discussed and finalized in the joint meeting of SMC and PTA. SMC meeting will approve the SIP. Then send it to RM/M with the recommendation of Resource Person (RP) for review and funding. Copies of the SIP will be placed at school accessible to the public. A summary of relevant information from the SIP (number of scholarships planned, assistances, timing of scholarship distribution, selection criteria, alternative measures etc.) will be made available to vulnerable groups as leaflets in local language.

#### **B. Grievance Redress Mechanism**

47. Schools are established by the communities in Nepal and no land acquisition will be financed under the SSDP. Therefore impact to community due to project intervention is less. Even though during the project implementation, if incase local or vulnerable groups get affected by project intervention then this need to be properly and timely addressed. Therefore, to address complains of affected person, CEHRD has developed a working procedure "Grievance Redress Procedure 2074" to quickly and transparently address the grievances, and without retribution to the Affected People (AP) or student. This procedure is prepared to provide a mechanism to students of the school to raise their grievance about sexual harassment, gender and caste disparities, bulling and any other problem which directly or indirectly giving mental and physical trouble and to provide redressed for the same in the presence of student and judiciaries for smooth education at the school.
48. According to this procedure, there must be a complain box inside the school premises, which shall be easily access and in the secure place where student/ individual can file

their complaints without disclosing their identity. The box shouldn't be inside the principal room or in the staff room where student/ individual feel insecure and difficulty to register complaints. To resolve the grievances directly at field and project level a Grievance Redress Committee (GRC) shall be formed in every school with the member of School Management Committee, Principal, Parent and Teacher Association, 2 members (1 Male and 1 Female) from Child club, Female member from RM/M and focal teacher from school. The meeting of committee shall be take place once a month where local police staff, Health/ Medical officer, social worker, local child protection committee or NGO and INGO shall also be invited. Student should be aware about complain box and grievance redress mechanism therefore, school should provide GRM information to student in every 3 months. The committee will ensure confidentiality during the inquiry process and will ensure that in the course of investigation a complaint. The GRC follows mediation/arbitration method/procedure to negotiate or resolve a grievance.

#### **Procedure of Grievance Redress**

49. In general, the complainant shall register or drop their complaint in complain box. The format of complain form is given in Annex 4. Then, focal teacher and one member from committee shall open the complain box once a week or if necessary box can be open in mid of week also. Then complain will be categories as follows:

- Child protection/ Sexual harassment
- Educational Learning
- Physical Infrastructure (including affect on environment)

50. Then after GRC will discuss about complain and shall fix the resolving time. According to character of complain, related expert or institution will be involved. If legal investigation is needed then committee will involve police personal also. If complainant is not satisfied with the investigation made by school committee then complaint shall appeal in following individual or institution, and the format of mapping of service provider is in Annex 10.

- School management committee
- Police station
- Rural Municipality or Municipality
- Local Education officer
- Local Children Protection section
- District Administration office

#### **Recording and Reporting of GR**

51. In every four month and annually the focal teacher of the school will prepare a report

on the basis of complaints or grievance registered and resolved by GRC. The format of the reporting mechanism is given in Annex 8 for monthly reporting where as Annex 9 format is for annual reporting. Focal teacher will manage written complain and oral complain in different files. Resolved or the investigation applied in complain shall be managed according to the format given in Annex 7 (Recording format). A record shall be maintained by the focal teacher for the problems which will be solved outside of school. Complaint confidentiality shall be maintained.

52. The process about GR, GRC and the problem resolved shall be regularly monitored by education officer of local government, resource person and principal. The monitoring report shall be provided to related school. School shall provide motivational training, resource or prize for the implementation GRM.
53. If school couldn't resolve the problem or the character of matter is beyond the school limit, then it will be transfer to the local/ Centre level. Similarly in the Centre level, there shall be GRC which be led by the MoEST, CEHRD, and JFPs related officers. The GRC will first discuss the issue with the complainant and try to resolve the matter at field level within 7 days. If required, the complaint will be discussed with the safeguard focal point and the IA Chief, and make efforts to resolve the issue in consultation with the complainant. If the complaint is dismissed, the affected person will be informed of their rights in taking the next step. A copy of the decision will be kept for record, and status reported in routine progress report.
54. If disputant is not satisfied with the decision made by the GRC or not interested to resolve his/her complaint with the established GRM within the school, he/she is free to seek the solution of his/her problem through judicial system of the government or other justice delivery services.

## **VI. Monitoring and Evaluation**

55. Ministry of Education, Science and Technology will be responsible for overall monitoring of vulnerable group/indigenous peoples issues and activities carried out by CEHRD and Local authorities. The IA will be responsible for monitoring the programs and projects periodically and will report to the Ministry. The information required for the monitoring of vulnerable/indigenous group intervention will be done through Education Management Information System (EMIS). The EMIS will capture and analyze data on social groups disaggregated by type of vulnerability/indigeneity and gender which is illustrated in flash report I and II by conducting monitoring twice a year (during enrolment of students and after final examination. The analysis will be done to feed into preparation of a consolidated education report and also use the findings to prepare school improvement plans. MoEST will carry out annual review and reporting to assess how effectively the social safeguard requirements have been

followed.

56. Similarly there is Scholarship Management Guidelines 2074 which also monitor the distribution of scholarship to the vulnerable/indigenous children. According to the guideline, School Level Scholarship Management Committee will coordinate with the organization or the donor who is providing the scholarship to the student of the school or who are interested to provide scholarship and manage the recording mechanism. This committee will collect the scholarship registration forms from the students, investigate the form and certifies and prepare the final name list of scholarship of the school. The School scholarship reporting form is given in Annex 4. Then this list is again verified by resource centre and the record will be provided to district education office and then to CEHRD.
57. Monitoring indicators will include gender and vulnerability specific indicators, and monitoring reports will present data disaggregated by gender and vulnerability. Indicators that can be monitored for this purpose may include, how many students from vulnerable communities participated in SSDP and benefited from targeted assistance.

## Annex 1: Major Targets, Key Issues, Mitigation Measures and Residual Risks for Vulnerable Groups/Indigenous People

S.N	Priority SSDP Interventions	<sup>5</sup> Targets/ Key Results	Description of Key Issues	Mitigation Measures	<sup>6</sup> Rating of Residual Risk
	Scholarship	<ul style="list-style-type: none"> <li>• 365 integrated schools with resource classes for children with disabilities</li> <li>• 620,000 children receive midday meals annually in target districts and all Karnali districts</li> <li>• 34 special schools and eight residential schools in operation for students with hearing impairments</li> <li>• 40 special schools with full residential and care services operating for children with disabilities</li> <li>• 86,400 grade 8 graduates with poor economic conditions receive incentive support to continue secondary education</li> </ul>	All children, particularly girls and children in difficult circumstances and those belonging to disadvantaged ethnic groups, to have access to and complete free and compulsory quality primary education. There have been large increases in the net intake rate in grade 1, increasing to 92.7 percent of eligible girls and 93.3 percent of eligible boys in 2015, and a steady improvement in basic level net enrolment rates (to 88.7 percent in 2015), although these figures fall short of the SSRP target of 98 percent. Girls from the lowest wealth quintile and from Madhesi and Muslim communities are under-represented in secondary education. Measures will be taken under the SSDP to increase the enrolment of children from vulnerable and disadvantaged groups.	<ul style="list-style-type: none"> <li>• Revised scholarship schemes (targeting and amounts)</li> <li>• Midday meals in targeted districts.</li> <li>• Use the Equity Index to identify the most disadvantaged districts and to mainstream out-of-school children.</li> <li>• Provide higher value scholarships for poor and marginalized students (residential and non-residential).</li> <li>• Run targeted programmes in districts with low GER/NER and low GPI (increase the no. of scholarships).</li> <li>• Reduced disparities in access and participation across gender, regions/districts, disadvantaged social groups and for CwDs.</li> </ul>	
	Implementation of Multilingual Education (MLE) in schools	<ul style="list-style-type: none"> <li>• Appoint teachers to ECED/PPE centres (as vacancies arise), and where needed appoint assistant</li> </ul>	Nepal's education sector caters for a very diverse group of stakeholders so there are many different first languages. The Constitution of	<ul style="list-style-type: none"> <li>• Schools teaching languages and in Languages appropriate for their student populations</li> <li>• Revise and develop</li> </ul>	

<sup>5</sup> Targets are based on SSD Plan 2016-2023.

<sup>6</sup> The overall risk factors may aggravate in future if the political instability and disturbances continue and deteriorate further in the years ahead.

		<p>teachers to match languages of students</p> <ul style="list-style-type: none"> <li>• Implement targeted programme to improve acquisition of English by students including use of interactive methods and equipment.</li> <li>• Provide training for teachers on teaching children with a first language other than Nepali,</li> <li>• Nepali as a second language, and teaching multiple languages, including the transition between languages.</li> </ul>	<p>Nepal provides that every Nepali community living in Nepal shall have the right to acquire education in its mother tongue. There is also provision to establish a language commission ensuring representation of the provinces within a year from the commencement of the constitution.</p>	<p>additional TPD packages for basic school teachers (EGR Nepali as second language medium of instruction, MTB-MLE, interactive English, ICT, soft skills, maths and science kits, CAS and remediation).</p>	
	<p>School curriculum development in local subjects and languages</p>	<ul style="list-style-type: none"> <li>• 7.5 million children annually have access to a full set of textbooks and supplementary reading materials.</li> <li>• 29,000 schools have library corners and supplementary reading material in grades 1-3 Free textbooks provided to 6.1 million students in basic education annually 11,245 basic schools supported with science and maths kits.</li> <li>• Develop and distribute e-learning resources and videos.</li> <li>• Revise the curriculum, textbooks and teacher guides.</li> <li>• Establish the National Education Board; develop quality test items; improve exam administration, scoring and grading and data analysis; and introduce standardized board exams,</li> </ul>	<p>Develop integrated curriculum and textbooks for early grades and revise the curriculum (including reduced subject loads in basic and secondary covering ICT, languages, Comprehensive Sex Education (CSE) and soft skills).</p>	<ul style="list-style-type: none"> <li>• Improved curriculum (including assessment framework), textbooks and learning materials. Develop the National Curriculum Framework (NCF) and revise the curriculum, textbooks and materials.</li> <li>• Revise grade 1-3 text books and curriculum. Improved student assessment and examination system</li> </ul>	

		<p>including single subject certification, in grades 10-12.</p> <ul style="list-style-type: none"> <li>• Extend NASA to grade 10.</li> </ul>			
	NFE/post-literacy programs through Alternative / Flexible Education Program	<ul style="list-style-type: none"> <li>• 2,400,000 illiterate and neo-literate people receive continuing education.</li> <li>• 165,000 children in basic education receive flexible education programme (basic (1-5 and 6-8 grade equivalent), secondary level (9-12 equivalent)).</li> <li>• 160,000 facilitators receive basic and refresher training.</li> <li>• 4,242 CLCs in operation providing continuing education</li> </ul>	<p>Literacy and lifelong learning increased functional literacy and reading and learning habits cultivated among youths and adults. 29 districts have been declared as literate districts by the end of 2015/016 and 30 additional districts are expected to be declared by literate within the first year of the SSDP (2016/017).</p>	<ul style="list-style-type: none"> <li>• Implement tailored programme packages for working youth and adolescents.</li> <li>• Strengthen the transition to formal education through accreditation and equivalence of lifelong learning programmes.</li> <li>• Provide professional development training for literacy and lifelong learning facilitators.</li> </ul>	
	Teacher Development and Management	<p>Create an enabling environment that is supportive towards recruitment of female teachers and teachers from targeted and marginalised groups until the reservation quotas are met.</p>	<p>Inadequate teachers from socially disadvantaged groups including females.</p> <p>Existing teachers from disadvantaged groups may not have the qualifications to meet the upgraded eligibility criteria for their current positions and for being head teachers.</p> <p>Strengthened quality education through improved teaching and management</p>	<ul style="list-style-type: none"> <li>• Strengthen teacher allocation through recruitment, deployment and redeployment based on revised norms Develop a national teacher competency framework and a national framework for teacher preparation and professional development.</li> <li>• Strengthen capacity for continuous Professional development of teachers, including peer support, mentoring and coaching.</li> <li>• Redefine roles and responsibilities among the institutional arrangement for teachers' professional development, such as (local) resource centers and ETCs.</li> </ul>	
	Institutional Arrangements to	<p>Develop tailored intervention packages to strengthen district</p>	<p>Low levels of awareness at the district and school level on</p>	<ul style="list-style-type: none"> <li>• Update implementation manuals and guidelines as</li> </ul>	

	ensure inclusion of vulnerable groups (as per VCDF)	and local management in areas with the lowest education outcomes, such as the central Tarai and the Karnali zone	provisions and guidelines for vulnerable groups. Enhance the coordination between different departments and sections focusing on vulnerable groups, at central and province and local level.	per provisions made for vulnerable groups in SSDP. <ul style="list-style-type: none"> <li>• Increase capacity of SMCs, Resources Centers for inclusion of vulnerable groups, and run awareness campaigns.</li> <li>• Strengthen the roles of village and municipality education committees (VECs and MECs).</li> <li>• Enhance coordination between the centre and the Local level.</li> </ul>	
	Monitoring and Evaluation (M&E)	<ul style="list-style-type: none"> <li>• Strengthen the results-oriented monitoring and evaluation system and the EMIS.</li> <li>• Ensure that disaggregated data on children with different types of disabilities is in line with</li> <li>• International standards and is collected regularly and is available to inform policy and planning processes.</li> </ul>	Certain vulnerable groups are not being tracked by the EMIS. Poor capacity of SMCs to provide data for EMIS.	<ul style="list-style-type: none"> <li>• Disaggregate EMIS data further to track specific vulnerable groups</li> <li>• Enhance local capacity for capturing disaggregated data, including both physical and human resource support.</li> </ul>	

## Annex 2: SSDP Strategic Priority Area for Change, Positive Impacts and Risk to Vulnerable Groups/IPs

The SSDP is designed to reduce/eliminate the existing challenges of Nepal's education such as (a) Quality of ECED/PPE and basic education, (b) Quality of Secondary Education, (c) Equity and Access, (d) Efficiency, (e) Governance and Accountability. Hence, SSDP's goal is: To contribute to socioeconomic development and reduce disparities in the country through the continuous and inclusive development of its human resources capacity by facilitating all citizens with opportunities to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and needs and with regards to the forthcoming federalization of the country. The strategic priority area for change, positive impacts and risk to vulnerable groups/Indigenous people in the SSDP are presented in the table below.

### SSDP Strategic Priority Area for Change, Positive Impacts and Risk to Vulnerable groups/IPs

SN	SSDP Strategic priority area for change	Positive Impacts to IPs	Risks to Vulnerable groups / IPs
1	Decentralized Governance and Federalism	Realized encouraging changes and include their language, culture in the text books.	Possibility of exclusion
2	Quality and Effective Pedagogy for Improved Learning Outcomes	Consult, inform and take part in curriculum development programs and teaching learning materials preparation workshops and seminars.	Possibility of exclusion Forced to learn high caste/class teaching and learning materials
3	Curriculum Framework and Learning Materials	Consult, inform, discuss to prepare curriculum framework and learning materials	Possibility of exclusion
2	Assessment and Examinations	Design assessment and examinations process and methods in consultation with IPs	Apply traditional process and methods of assessment and examination process and methods without consultations
4	Teacher Management and Professional Development	Hire teachers from IP communities and offer professional training	May not recruit IP teachers, if there is no special vacancy
5	Languages of Education	Include mother languages of IPs in curriculum, opportunity of learning available in mother languages	Possibility of exclusion
6	Equity and Inclusion	Feel equitable education and learning in school	Possibility of exclusion

7	Enabling Environment	Grasp knowledge in equitable and inclusive learning environment	May not realize change
8	Infrastructure Development and School Safety	Take ownership of change in school education system	Possibility of exclusion
9	Capacity Development	Get opportunity by IPs to be teachers and receive professional training	Possibility of exclusion

### Annex 3: Environment and Social Screening Checklist

**1. Name of Program:**

**2. Program related information**

Name of the School	
Address	
Name of Head Teacher	
Telephone/ Fax	
Email	
Proposed Infrastructure <i>(Please list the specific type of construction work taking place)</i>	

**3. Environment and Social Screening Questionnaire**

Questions	Yes (√)	No (√)	Scale of Impact (√)			Problem Details/Remarks	Mitigation Measures
			High	Med	Low		

<b>A. Situation of Construction Area</b>							
1. Protected Area (Such as, National Park, Wildlife Conservation Area, Hunting Reserve and so on.)							
2. Buffer zone							
3. Wetland							
4. Special area for protecting biodiversity (Such as Botanical Garden, Zoo and so on)							
5. Near landslide and erosion							
6. Water logging area							
7. Underground utilities (Such as, drinking water pipe, sewage pipe and so on)							
8. Soil, stone, sand etc. quarrying area							
9. Near river bank							
10. Inside or near Cultural Heritage Site							

11. Near the Transmission Lines								
12. Will the school infrastructure cause encroachment on above listed sensitive area?								
<b>B. Status of environment and social impact due to construction</b>								
1.Slope	Possibility of landslide or erosion due to construction							
	Soil that easily moves with flow of water found in site.							
2.Water Management	Water availability in the site							
	Cause short term and long-term impact on surface and ground drinking water quality							
	Impact on source of water							
	Impact on the irrigation system							
3.Waste Management	Release of hazardous materials or chemicals(e.g. bitumen, cement paint, explosive fuels, lubricants and so on) from construction materials							
	Materials released during construction cause impact on drainage system.							
	Contamination in the soil, air and water by the waste disposal							
4.Habitat Destruction	Hamper any rare, threatened or endangered species found nearby							
	Removal of large number of trees ( <i>Mention the numbers of</i>							

	<i>trees removed)</i>							
5.Noise and Air pollution	Affect community by noise producing from blasting and use of vibration							
	Impact on the air quality from the dust of construction site							
6.Health and safety	Cause risks to the locals due to physical, chemical, biological, and radiological hazards							
	Cause transmission of disease from workers to the locals							
7.Land Acquisition/ land received from donation	Land owned by school <i>(Mention if there are enough documentations in the remark section)</i>							
	Conflict on land ownership							
	Loss of agriculture land							
	Possibility of displacement of the local community							
8.Vulnerable groups	Possibility of negative impact on poor, women and children <i>(include children with disabilities)</i>							
9.Indigenous People	Possibility of negative impact to local/indigenous people							
	People are aware about construction and its negative effect? <i>(Mention the process of consultation in remark)</i>							
10.Social conflicts	If workers from other regions or countries are hired							
<b>C. Frequently hit by natural disasters</b>								

--	--	--	--	--	--	--	--

Date:	
Screening done by:	
Position:	
Institution Name:	
Address:	

**Photos (if available):**

Notes to the screener:

1. While ticking "Yes" or "No" in above questions please explain the reason and mitigation measures to the extent possible.
2. Mitigation measures for the negative impact of school construction could be:
  - a. Health and Safety
    - Using occupational safety materials (Helmet, Gloves, etc.)
    - Medicine management (Cotton, Bandage, Cetamol, etc.)
  - b. Water and sanitation
    - Clean drinking water to workers
    - No adverse impact on water sources
    - Waste management
  - c. Slope
    - No construction in steep slope
    - Consultation with a technical expert if needed
    - Refer to National Building Code (NBC)
3. Benefits of filling Environment and Social Screening Checklist are as follows:
  - Possible environment and social impact due to construction can be identified during the early stage of project.
  - After identification of environment and social impacts, it will be easier to identify mitigation measures.
  - After identifying mitigation measures, it will be easy to prepare required budget, divide responsibilities and arrange logistics for monitoring.
  - It will help sustain the project.

**Annex 4: School Scholarship Reporting Mechanism**

District: .....

School Name and Address: .....

Date of scholarship distributed: .....

SN	Student Name	Gender	Class	Type of Scholarship	Cash Provided	Received Person	Relationship with student	Signature

Principal Signature

**Annex 5: Student Complaint Writing Format**

1. Date: .....
2. Name of Student: .....(leave this line if you don't want to disclose )
3. Class: ..... (leave this line if you don't want to disclose )
4. Age: ..... Gender: .....
5. Complain/ Event.....
6. Culprit: .....
7. Event or problem are new or repeated: .....
8. Solutions could be: .....

**Annex 6: Consultation organized for stakeholders**

SN	Type of Consultation	Date	Place	Name of Organization	Number of participants
	Workshop organized				

**Annex 7: Recording format of the Redressed Grievances at School**

School Name and Address:

.....  
.....

Local Level:.....

SN	Name of Student	Class	Grievance Recording Date	Brief Description of Grievance	Character of Grievance	Affected Person

.....

Focal Teacher Signature

**Annex 8: Four Monthly Reporting Format for School Grievance Redress**

School Name and Address:

.....  
 .....  
 .....

Rural Municipality/ Municipality:

.....

District:

.....

Reporting Period:

.....

Date:

.....

SN	Character of Grievance	Number of complain	Female Student	Male Student	Age of Complaint			Status of Grievance			
					Less than 10 year	10-14 years	Above 14 – up to 18 years	Solved	In the process	Not settled	Transfer to the institution
A	Child Protection and Sexual Harassment										
	Emotional violence										
	Physical violence										
	Sexual harassment/ violence										
	Gender based violence										
	Negligence and Discrimination										
	Child Marriage										
B	Infrastructure										
	Physical Infrastructure and services										
C	Teaching Learning										
	Teaching Learning										
D	Others										
E	Total (A+B+C+D)										

Description of unsettled complains of last 4 month

SN	Character of Grievance	Grievance registered Month	Cause

**Annex 9: Annual Reporting Format for School Grievance Redress**

a) School Name and Address:

.....  
 .....  
 .....

b) Rural Municipality/ Municipality: Municipality:

.....

c) District: .....

d) Reporting Period: .....

e) Date: .....

f) Program activities related to Grievance Redress Procedures

S N	Program	Organized date	Targeted groups – students, parents, teachers, child club, working groups other (Mention)	Total Participant
	Orientation Program of Grievance Redress Procedure			

g) Details of Student task force for child right promotion and gender based violence prevention

SN	Information of member of student working group	Number of member of Working group		
		Total	Female student	Male student
1	Studying in Class 6			
2	Studying in Class 7			
3	Studying in Class 8			
4	Studying in Class 9			
5	Studying in Class 10			
6	Studying in Class 11			
7	Studying in Class 12			
	Total			

h) Progress of Grievances registered in a year

SN	Character of Grievance	Number of complain	Female Student	Male Student	Age of Complaint			Status of Grievance				
					Less than 10 year	10-14 years	Above 14 – up to 18 years	Solved	In the process	Not settled	Transfer to the institution	
A	Child Protection and Sexual Harassment											
	Emotional violence											
	Physical violence											
	Sexual harassment/ violence											
	Gender based violence											
	Negligence and Discrimination											
	Child Marriage											
B	Infrastructure											
	Physical Infrastructure and services											
C	Teaching Learning											
	Teaching Learning											
D	Others											
E	Total (A+B+C+D)											

- i) Progress and achievement of Grievance Redress Committee.....
- j) Problem and challenge during Grievance Redress.....
- k) Expected support relevant to Grievance Redress .....
- l) Other remarks.....

Report prepared by.....

Signature.....

S N	Member of Grievance Redress Committee	
	Name	Signature
1		
2		
3		
4		
5		

**Annex 10: Mapping of Service Provider**

SN	Services	Name and Address of Individual or institution (Service provider)	Name and contact number of Focal Point(Service provider)	Qualification/ Certificates	Other Information
	Health				
	Security/ Police				
	Mental Health Service				
	Legal Service				
	Nutrition Program				
	Education				
	Disability Services				

	..... .....				

## **Annex 11: Progresses in addressing the Educational Needs of Vulnerable/Indigenous Groups in Nepal**

### **1. Progresses**

#### Access and Inclusion

The government of Nepal has been implementing the School Sector Reform Programme (SSRP), aiming to restructure the school education system with basic education (consisting of grades 1-8, with age 5-12 years) and secondary education (consisting of grades 9-12, with age 13-16 years). According to the flash report 2017/18, Gross Intake Rate (GIR) and Net Intake Rate (NIR) in Grade One are 128.6 % (133.5% in the last school year) and % 95.9 (94.7% in the last school year) respectively. The Gross Enrolment Rate (GER) at primary, lower secondary, basic, secondary, higher secondary and secondary levels are 132.3 % (133.6% in the last school year), % 108.0 (103.3% in the last school year), % 120.1 (122.4% in the last school year), 80.3% (79.0% in the last school year), 40.9% (40.4% in the last school year) and 60.6% (59.6% in the last school year) respectively. The Net Enrolment Rate (NER) at primary, lower secondary, basic, secondary, higher secondary and secondary levels are 97.2 % (96.9% in the last school year), 87.4% (80.9% in the last school year), 92.3% (91.0% in the last school year), 65.9% (59.8% in the last school year), 22.0% (18.2% in the last school year) and 43.9% (38.9% in the last school year) respectively. Despite considerable expansion in the number of primary schools, there are many villages in remote areas where new schools are yet to be constructed.

The overall enrolment percentages of children by types of major disabilities in total enrolment at primary, lower secondary and basic levels are 1.2%, 0.9% and 1.1% respectively. Of them (45,655 in total) at primary level, 0.36%, 0.31%, 0.18%, 0.02%, 0.1%, 0.02% and 0.16 have a physical (disabilities on the mobility of physical parts), intellectually impaired (includes children with psychological difficulties, intellectual limitations and autism), hearing impaired (children who are profoundly deaf and children with limited hearing and also use sign language for conversation), blind (visually impaired or children who are not able to see and make differences between size and color of any objects), low vision (with limited vision or children who are not able to see and read the E-chart/Vision chart from 10 yard), deaf and blind (both visually and hearing impaired children), and vocal and speech-related disability respectively.

In the same way, out of the total 18,294 students with a disability at lower secondary level, 0.36%, 0.15%, 0.13, 0.02% 0.14%, 0.02% and 0.16% children have a physical, mental, deaf, blind, low vision, deaf and blind, and vocal and speech-related disability respectively. Similarly, out of the total 63,949 students at basic level with a disability, 0.36%, 0.26%, 0.16%, 0.02%, 0.11%, 0.02 and 0.16% have a physical, mental, deaf, blind, low vision, deaf and blind, and vocal and speech-related disability respectively

The gender parity in school education has been achieved. The Gender Parity Indexes (GPI) in NER at primary, lower secondary, basic, secondary, higher secondary and secondary levels are 1.00; 0.97; 0.99; 0.98; 1.04 and 0.99 (0.99; 1.01; 1.00; 0.97; 1.01 and 0.98 in the last school year) respectively.

The girls' enrolment constitutes 50.6% (50.4% in the last school year) at primary level, 50.5% (50.5% in the last school year) at lower secondary level, and 50.6 % (50.5% in the last school year) at basic level. Likewise, girls comprise 51.7% (51.8% in the last school year) at secondary level, 53.9% (54.5% in the last school year) at higher secondary level and 52.5% (52.7% in the last school year) at comprehensive secondary (grades: 9-12) level. This illustrates a higher degree of participation of girls in the school education system, pointing out that when admitted they tend to continue their education more than the boys.

The share of Dalit enrolment is 19.9% at primary, 16.0% at lower secondary, 11.1% at secondary and 6.5% at higher secondary level, which are higher than to the previous school year. The share of Janajati enrolment is 36.8% at primary level, 40.9% at lower secondary, 33.8% at secondary and 23.3% at higher secondary level. Compared to their population share (37.2%), the participation of Janajati children in school education is reasonably balanced. The total number of student enrolment by extremely disadvantaged Janajati (22 ethnic groups) is 89,216 (93,351 in the last school year) at primary level, 31,852 (31,733 in the last school year) at lower secondary level, 15,781 (15,585 in the last school year) at secondary level and 3,444 at higher secondary level, reflecting slightly increase in participation in upper levels of school education.

The proportions of female teachers by levels, in all types of schools, are: 44.6% (44.0% in the last school year) at primary level, 30.5% (28.9% in the last school year) at lower secondary level and 19.2% (18.3% in the last school year) at secondary level. The proportions of female teachers in all types of community schools are: 41.0% (40.3% in the last school year) at

primary level, 25.4% (22.2% in the last school year) at lower secondary level and 15.9% (14.8% in the last school year) at secondary level. The proportions of Dalit teachers at primary, lower secondary and secondary levels are: 5.6%, 4.5% and 5.4% (5.3%, 4.3%, and 4.6% in the last school year) respectively. The proportions of Janajati teachers at primary, lower secondary and secondary levels are: 32.8%, 24.8% and 19.5% (30.9%, 20.3% and 18.8% in the last school year) respectively.

**The Non Formal Education (NFE)** system has been recognized crucial in reaching the target groups which constitute mostly the adults of 15 to 60 years of age and 6 to 14 years of age children under alternative/ flexible education system. Current literacy initiatives of NFE comprise programs for basic neo/ post literacy and income generating activities with particular focus on women through 805 Community Learning Centres (CLCs) established in different districts. NFE programs are implemented by DEO in the districts in coordination with Community Managed Centres, local communities, I/NGOs. GoN has aimed at eradicating illiteracy in two year's time by 2010 demonstrating a strong political commitment to literacy and non formal education targeting the excluded groups which constitute around 8 percent of the total population. The scale of NFE interventions has varied across districts with some districts performing very well than others for different reasons. The NFE courses have also been implemented aiming to meet the diversity needs of the adults taking care of language, culture, vocational skills and economic needs of the target groups.

<sup>9</sup> The EFA core document defines marginalized groups as Dalits, girl children, ethnic minorities, linguistic minorities, children from indigenous groups, children with disabilities, working children, street children, conflict affected children, calamity affected children, children from remote regions, poor children, children with parents in prison, children rescued from trafficking and children of migrant parents.

During EFA 2004-2009 significant progress is achieved in the **recruitment of teachers** (permanent positions keeping constant but increasing rahat positions). In 2004 in community managed schools (CMCs) there were 70555 teachers of whom only 16560 were female. In 2008, the number of teachers increased to 108,453 of whom 35560 were female which contributed to increased female teacher per school figuring 1.8 (Norad, EFA Joint Evaluation2009).

Under the **special needs education** the DOE is providing education to four types of disabled children. There are 28 schools with 340 resource classes in 74 districts through which the special educations are provided. As an incentive to the students, scholarships amounting from Rs 500 to Rs 15000 are provided annually per student with additional facilities on case to case basis. The total number of disabled children enrolled in all grades (1 to 10) is estimated to be about 62,000 in the year 2007/08.

DOE since last 3 years has started providing supports for the education of **street children** and about 200 children have been able to access the service in 5 districts viz Sunsari, Kathmandu, Kaski, Banke and Rupandehi at present. The DEOs have implemented the programme in coordination with seven district based NGOs, 3 of which are in Kathmandu district but these programs are limited to accommodate the growing number of street children in the country.

#### **i. Mother Tongue Education**

Nepal is a multilingual country, where groups of people speak many different languages as their mother tongue in daily practices. The provision of teaching through local language/s is in line with the government initiation to promote the local languages/mother tongues for teaching and learning activities at primary level. Altogether 21 textbooks have been developed by the Curriculum Development Center (CDC) in different languages, based on the curriculum. Accordingly, to promote the use of local language/s in teaching and learning the National Center for Educational Development (NCED) has developed training packages and provided training to teachers through the 10-day Teacher Professional Development (TPD) modules.

In total there are 69 local languages, which have been used as the medium of instruction in the classroom teaching and learning activities at primary level. Out of total 29,035 community schools in the school year 2017-018 the local languages presented in the table 4.2 were used as the medium of instruction by grade at primary level in teaching and learning activities. The data shows the use of various local languages in grades I-V at primary level. Among the reported local languages, Maithili, Tamang, Doteli, Awadhi, Bhojpuri, Tharu, Magar, Limbu, Bajjika etc. were usually used in the Terai and Hilly districts.

Of the total 69 local languages used as the medium of instruction in the classroom teaching and learning activities at primary level, in total 275,863 students in grade 1 of 7,955 schools, 197,980 students in grade 2 of 7,221 schools, 166,837 students in grade 3 of 6,357 schools, 133,355 students in grade 4 of 4,929 schools and 106,071 students in grade 5 of 4,749 primary

schools benefitted from the facilitation by trained teachers, contributing to their enhanced understanding of the prescribed subject matters in their local language/s. In total, 6,685 schools used one local language, 828 schools used two local languages. 473 schools used three local languages, 545 schools used four local languages and 285 schools used five local languages as the medium of instruction in the classroom teaching and learning activities at primary level in the school year 2017-018.

When compared with the status of the previous school year, the percentage of students at the primary level receiving a full set of textbooks increased from 87.6% in the previous school year to 90.9% in the current school year. The highest percentage of students receiving a full set of textbooks by the reference date was Grade Three students with 95.4% and Grade Five students with 95.0%. The highest percentage of the students not receiving even a single textbook was the Grade Eight with 2.0%. Almost 91.0% students (excluding additional 5.2% partial and 2.3% reused) at basic level and 94.2% students at secondary level received full set of textbooks in time. The figures suggest that including the status of the students with Full sets, Partial sets and Re-used text-books almost 1.4% of students at basic level and 1.2% of students at secondary level did not receive even a single textbook by the reference date of 2074/01/15 in the school year 2017/018. This indicates that the respective organizations including parents and students need to be more pro-active in the future to ensure that every student should get full sets of text-books within the prescribed time-line.

Progress in multilingual education system remains quite impressive although much more needs to be done to improve and expand the same at the national level. In total there are 16 languages which have been used as the medium of instruction with class room teaching learning activities at primary level. Out of total 28304 schools, multilingual education is reported to have been practiced in 26.7 percent schools (Flash I:2007-08).

DOE has also piloted education on mother tongue based on local language and teaching methods/ instruments with support from Finnish Technical Assistance. Currently, these are limited to six pilot districts viz Rasuwa (Tamang language), Palpa (Magar language), Kanchanpur (Rana Tharu language), Dhankuta (AathPahariya Rai language), Sunsari and Jhapa (multilingual). The impacts of the education in these districts are yet to be assessed and expanded. The MLE has also been implemented in three SSRP pilot districts (Rasuwa, Kapilbastu and Dadeldhura) of which Rasuwa is a common district for both pilot cases.

## ii. Scholarships and Incentives

Allocation of scholarships and incentives to the vulnerable groups viz girls, Dalits, disadvantaged Janajatis, poor, disabled etc is a major strategic intervention of EFA program to increase access to a wider group of people in the country. The program aims to provide scholarship to all Dalits and 50 percent of girls in each district at the rate of Rs 350 per annum (which was Rs 250 before). Similarly, scholarships to disabled children range from 500 to 15000 per annum subject to additional incentive for extra costs of care and education. School feeding and nutrition programs are also launched in number of places by the support of World Food Program (WFP) which include distribution of vegetable oil scheme and various local schemes like providing morning or lunch time meal or snacks to students.

### Scholarship

The categories and the distribution of the scholarship for the last fiscal year 2074/75 are tabulated below:

SN	Types of Scholarship	Nos. of Scholarship distributed	Amount (Rs1000)
1.	Ram Narayan Mishra special Scholarship (Dalit and backward people of Tera iMadeshi student from class 11 to 12)	22958	68874
2.	Declining and marginalized people Scholarship (Mukta kamaiya, Haliya, Charuwa and Badi offspring) Non- Residential	21291	17609
3.	Pro-Poor Target Scholarship	9084	18868
4.	Disable Scholarship (9-10) Residential	956	36287
5.	Disable Scholarship (9-10) Non- Residential	6120	28090
6.	Secondary Education Scholarship (9-10) Non-Residential	89511	152607
7.	Residential Scholarship for Children of Mukta Kamlahri, Himali Hostel, Fidar Hostel, Model School. Himali Residential, Most Marginalized Groups	2104	91360
8.	Scholarship for Mukta Kamlahri	3226	14297
9.	Scholarship for Martyr's Children	471	29088
10.	Scholarship for Himali Residential School Student	20	800
11.	Girls Student Scholarship (Class 1-8) including Karnali Package (Non-Residential)	1965804	820284
12.	Scholarship for Dalit (Class 1-8)	1076821	430728.3 99999999
13.	Scholarship for Dalit (Class 9-10)	105278	52639

### Mid-day meal

Similarly for the Mid-day meal for the student were met as follows:

Activities	TOTAL_QTY	Amount (Rs1000)
Grant to school for management of day meal to student from marginalized community	156,308	422,033
Grant to school for day meal to the children of ECD to grade 5 from Karnali	101,267	368,038
Grant to school for day meal for the children from low food productive and malnutralited area	74,918	198,194
Grant to school for day meal to the children from targeted group at determined districts	67,916	187,970

## 2. Lessons Learned from EFA2004-2009

The EFA implementation over the period 2004-2009 marks important milestone in setting the proper direction and goal in Nepal's education sector and the lessons learnt during this period could be useful to be considered in design and implementation of SSR Plan in the coming years. Summary of the key lessons learnt are as follows (EFA Evaluation, 2009):

- ⊖ Incentives like free textbooks and scholarships have seemingly had a significant impact on access of vulnerable groups such as girls, Dalits and disadvantaged Janajatis. In poorest communities, incentives like provision of snacks or meal have proved to be very effective.
- ⊖ There are feedbacks that the potentiality and need for schools to include a large number of disabled children from their catchment areas are quite high which are yet to be reached through effective mechanism.
- ⊖ Social mobilization and campaigns encompassing advocacy on right to education, free education along with different types of incentives to different groups have been found effective.
- ⊖ Partnerships in inclusive education seem possible with increasing roles and responsibilities borne by VDCs, SMCs/ PTAs, NGOs and other agencies supporting for inclusive education.
- ⊖ VDCs in many places have supported the implementation of ECD centres whereas the SMCs are taking more management responsibilities.
- ⊖ There have been good achievements, especially in reaching a large number of target groups through programs like ECD, NFE and Adult Literacy.
- ⊖ An inclusive culture with growing sense of responsibilities among teachers, students,

parents have been observed. Also there are less discriminating practices among children of Dalits and disadvantaged groups.

- ⊖ School environments, both psychological and physical, are getting better becoming more safe and friendly, especially for female students and teachers.
- ⊖ Regarding SMC's performances the variations are quite striking. SMCs seem to be working very well when they have leadership with close ties to the communities.
- ⊖ The management transfer of schools to communities to become SMCs has generally had positive outcomes. However, efforts to prepare SMC members, Head Teachers, and even district level staff in line of decentralization have been patchy.
- ⊖ Some VDCs have allocated significant proportions of their budget to help primary schools to accomplish their activities every year.

## **Annex 12: Summary of Intervention for Vulnerable groups in EFA Programme Implementation Manual of DoE (2008/09)**

### **Component 1: Early Child Development (ECD)**

- Establishment of early child development center, there is programme implementation guideline to establish new ECD
- Provision of facilitator salary: preference to married women
- 16 days basic orientation to facilitator
- Grant for teaching material, per center 1000

### **Component 2: Access guarantee for all**

- School welcome programme:
  - ⊖ Organization of school enrolment campaign
- Non-formal Education Programme: There is guideline for non-formal education programme guideline
  - ⊖ Provision of salary for facilitator, provision of grant for teaching material) Inclusive education
    - Provision for Children with disability
  - ⊖ Operation of resource classes
  - ⊖ Identification of resource class

- ☺ Appointment of resource person / teacher (resource teacher, mobile teacher)
- ☺ Hostel facility
- ☺ Scholarship to students with disability with hostel facility
- ☺ Extra- curricular activities
- ☺ classroom improvement for children friendly environment

Alternative education programme (housewife and adult literacy classes)

- ☺ Operation of adult literacy classes
- ☺ Grant salary for facilitator/teacher
- ☺ Use of condensed course prepared by NFE center

### **Component 3: Reduction of illiteracy**

- Women literacy programme 1 and2:
  - ☺ Orientation to facilitator
  - ☺ Salary grant for facilitator
  - ☺ Grant for teaching material and practical classes
  - ☺ Local inspector training
  - ☺ Salary grant for local inspector
    - Income generation activity for women those completed the women literacy2:
  - ☺ Orientation to saving and credit programme operation
  - ☺ Seed money
  - ☺ Subject specific vocational training programme (5 days)
  - ☺ Facilitator salary grant and miscellaneous
    - Community Learning Center:
      - ☺ Lump sum 50000 ground for the operation of CLC
      - ☺ Salary grant for service provider
      - ☺ Orientation training to CLC management committee
        - Programme for drop-out children:
          - ☺ Salary grant to facilitator
          - ☺ Grant for consumable for parents campaigning
          - ☺ Grant to facilitator for reporting

#### Component 4: Wipe out of gender discrimination

- Scholarship for all Dalit, 50% girls

⊘	Mountain	Hill	Terai
⊘ Stationary only	200	175	150
⊘ Dress only	400	350	300
⊘ Stationary and dress both	600	525	450

- The SMC will decide the student who will get one of above category or both facilities based on poverty status.
- Scholarship for martyrs children (primary level: 12000, lower secondary: 18000 and secondary: 24000) per child
- Karnali Zone Scholarship
- Scholarship for marginalized, endangered, ethnic minority and poor family
  - ⊘ Stationary only 200
  - ⊘ Dress only 400
  - ⊘ Stationary and dress both 600
- Conflict affected child grant scholarship

## **Annex13: OUTLINE OF AN INDIGENOUS PEOPLES DEVELOPMENT PLAN (if required)**

This outline is part of the ADB SPS safeguard requirements. An indigenous peoples (IPs) development plan is required for all projects with impacts on IPs. Its level of detail and comprehensiveness is commensurate with the significance of potential impacts on IPs. The SSDP is not a program to adverse impacts on Indigenous people but as per the government policy to empower/include and respect vulnerable and indigenous people equally as other Nepali, SSDP must empower/include/respect such groups equally in the school education. The substantive aspects of this outline guide the preparation of an Indigenous Peoples Plan (IPDP), although not necessarily in the order shown.

### **A. Executive Summary of the Indigenous Peoples Plan**

This section concisely describes the critical facts, significant findings, and recommended actions.

### **B. Description of the Project**

This section provides a general description of the project; discusses project components and activities that may bring impacts on IPs; and identify project area.

- Objectives of Indigenous Peoples Plan
- Legal Framework  
Government of Nepal Laws  
ADB Safeguard Policy Statement, 2009 on Indigenous Peoples

### **C. Social Impact Assessment**

This section:

- (i) reviews the legal and institutional framework applicable to IPs in SSDP context.
- (ii) provides baseline information on the demographic, social, cultural, and political characteristics of the affected IPs communities; the land and territories that they have traditionally owned or customarily used or occupied; and the natural resources on which they depend.
- (iii) identifies key project stakeholders and elaborate a culturally appropriate and gender-sensitive process for meaningful consultation with IPs at each stage of project preparation and implementation, taking the review and baseline information into account.
- (iv) assesses, based on meaningful consultation with the concerned IPs communities, and the potential adverse and positive effects of the project. Critical to the determination of potential adverse impacts is a gender-sensitive analysis of the relative vulnerability of, and risks to, the concerned IPs communities given their particular circumstances and close ties to land and natural resources, as well as their lack of access to opportunities relative to those available to other social groups in the communities, regions, or national societies in which they live.

- (v) includes a gender-sensitive assessment of the IPs' perceptions about the program and its possible impact/benefit on their social, economic, and cultural status.
- (vi) identifies and recommends, based on meaningful consultation with the IPs communities, the measures necessary to avoid adverse effects or, if such measures are not possible, identifies measures to minimize, mitigate, and/or compensate for such effects and to ensure that IPs receive culturally appropriate benefits under the project.

Perception about program and its impact

Potential Impact on IPs (Negative and Positive)

Avoidance and Minimization of Potential Adverse Impacts

#### **D. Information Disclosure, Consultation and Participation**

This section

- (i) describes the information disclosure, consultation and participation process with the concerned IPs students and communities that can be carried out during SSDP implementation;
- (ii) summarizes their comments on the results of the social impact assessment and identifies concerns raised during consultation and how these have been addressed in project design;
- (iii) in the case of SSDP activities requiring broad community support, documents the process and outcome of consultations with IPs students, teachers and communities and any agreement resulting from such consultations for the project activities and safeguard measures addressing the impacts of such activities;
- (iv) describes consultation and participation mechanisms to be used during implementation to ensure IPs participation during SSDP implementation; and
- (v) confirms disclosure of the draft and final IPDP to the affected IPs students/communities.  
(refer to the same Information disclosure and consultation process described in SMF)

Public Consultations

Information Disclosure and Dissemination

Continued Consultation and Participation

#### **E. Beneficial Measures**

This section specifies the measures to ensure that IPs receive the benefits of SSDP.

#### **F. Mitigative Measures**

This section specifies the measures to avoid adverse impacts on IPs; and where the avoidance is impossible, specifies the measures to minimize, mitigate and compensate for identified unavoidable impacts for each IPs group.

## LEGAL AND INSTITUTIONAL ARRANGEMENTS FOR IPP IMPLEMENTATION

Legal Arrangements

Institutional Arrangements

### G. **Capacity Building**

This section provides measures to strengthen the social, legal, and technical capabilities of (a) Center for Education and Human Resource Development (CHRD) of Government of Nepal to address IPs issues in the project area; and (b) IPs students/teachers and communities in the SSDP implemented schools in Nepal.

### H. **Grievance Redress Mechanism**

This section describes the procedures to redress grievances by affected IPs communities. It also explains how the procedures are accessible to IPs and culturally appropriate and gender sensitive (refer to the same GRM described in SMF).

### I. **Monitoring, Reporting and Evaluation**

This section describes the mechanisms and benchmarks appropriate to the program for monitoring and evaluating the implementation of the IPDP. It also specifies arrangements for participation of affected IPs in the preparation and validation of monitoring, and evaluation reports.

### J. **Institutional Arrangement**

This section describes institutional arrangement responsibilities and mechanisms for carrying out the various measures of the IPP. It also describes the process of including relevant local organizations working for school education development in carrying out the measures of the IPDP.

### K. **Budget and Financing**

This section provides an item wise required budget for all activities described in the IPDP.

**Annex 14: Sample Format of Land Acquisition Assessment Data Sheet (if required)**

- a) Location map
- b) Documentary proofs of land ownership or rights of use. (Notarized or witnessed statements)
- c) Land/ assets acquired

Plot No.	Area, local unit	Area, Sq.Ft equivalent	Description of assets in the land, if any	Date of acquisition (year, month, day)	Previous owner (choose one of the following: Individual/ Government/ Public)	Name of the owner <sup>3</sup>	Method of acquisition (choose one of the following: donation, sell-purchase/lease/rights of use)	Previous use (choose one of the following: barren land, farm land, squatter, describe in case of other uses)