



Nepal: Supporting the School Education Sector Plan

Project Name	Supporting the School Education Sector Plan																										
Project Number	49424-002																										
Country / Economy	Nepal																										
Project Status	Approved																										
Project Type / Modality of Assistance	Grant Loan Technical Assistance																										
Source of Funding / Amount	<table border="1"> <tr> <td>Grant: Supporting the School Education Sector Plan</td> <td></td> </tr> <tr> <td>European Union</td> <td>US\$ 15.39 million</td> </tr> <tr> <td>ATF - Norway TA Grant</td> <td>US\$ 6.76 million</td> </tr> <tr> <td>United States Agency for International Development</td> <td>US\$ 6.38 million</td> </tr> <tr> <td>Government of Finland</td> <td>US\$ 7.51 million</td> </tr> <tr> <td>United Nations Children's Fund</td> <td>US\$ 940,000.00</td> </tr> <tr> <td>Loan 4269-NEP: Supporting the School Education Sector Plan</td> <td></td> </tr> <tr> <td>Concessional ordinary capital resources lending</td> <td>US\$ 200.00 million</td> </tr> <tr> <td>Loan: Supporting the School Education Sector Plan</td> <td></td> </tr> <tr> <td>World Bank</td> <td>US\$ 160.00 million</td> </tr> <tr> <td>TA 10012-NEP: Enhanced Policy and Program Implementation in School Education</td> <td></td> </tr> <tr> <td>Technical Assistance Special Fund</td> <td>US\$ 1.00 million</td> </tr> <tr> <td>ATF - Norway TA Grant</td> <td>US\$ 600,000.00</td> </tr> </table>	Grant: Supporting the School Education Sector Plan		European Union	US\$ 15.39 million	ATF - Norway TA Grant	US\$ 6.76 million	United States Agency for International Development	US\$ 6.38 million	Government of Finland	US\$ 7.51 million	United Nations Children's Fund	US\$ 940,000.00	Loan 4269-NEP: Supporting the School Education Sector Plan		Concessional ordinary capital resources lending	US\$ 200.00 million	Loan: Supporting the School Education Sector Plan		World Bank	US\$ 160.00 million	TA 10012-NEP: Enhanced Policy and Program Implementation in School Education		Technical Assistance Special Fund	US\$ 1.00 million	ATF - Norway TA Grant	US\$ 600,000.00
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Strategic Agendas	Environmentally sustainable growth Inclusive economic growth																										
Drivers of Change	Gender Equity and Mainstreaming Governance and capacity development Knowledge solutions Partnerships																										
Sector / Subsector	Education / Education sector development																										
Gender Equity and Mainstreaming	Gender equity																										
Description	The results-based lending (RBL) program will assist the Government of Nepal in reforming the school education system through the implementation of its School Education Sector Plan (SESP) in a sector-wide approach (SWAp) supported by eight development partners, including the Asian Development Bank (ADB). The RBL program will strengthen equity, quality, and resilience of school education by helping the government (i) enhance learning provisions for basic and secondary schools; (ii) strengthen teaching and learning in basic and secondary schools; (iii) accelerate the recovery from learning losses caused by the coronavirus disease (COVID-19) pandemic; and (iv) improve the capacity of governments, especially local governments, for education planning, monitoring, and reporting.																										
Project Rationale and Linkage to Country/Regional Strategy	Reducing inequities in access and participation and improving the quality and resilience of school education are essential steps to better prepare Nepal's youth for higher education and the acquisition of skills that employers require. In line with Nepal's long-term vision and its commitment to the Sustainable Development Goals, the Ministry of Education, Science and Technology (MOEST) approved the SESP for 2021-2030, and prepared a costed program for the first 5 years (FY2023-FY2027). The JFPs will tackle the remaining inequities and constraints that lead to low learning by prioritizing and sequencing required results from the SESP. The RBL program is aligned with its Strategy 2030 and the operational priorities of (i) addressing remaining poverty and reducing inequalities; (ii) accelerating progress in gender equality; (iii) tackling climate change, building climate and disaster resilience, and enhancing environmental sustainability; and (iv) strengthening governance and institutional capacity. The RBL contributes to pillar 2 (improved access to devolved services) of ADB's country partnership strategy, 2020-2024 for Nepal; and to Sustainable Development Goals 4, 5, 10 and 13.																										
Impact	Competent and qualified citizens increased																										
Project Outcome																											
Description of Outcome	Equity, quality and resilience of the school education strengthened.																										
Progress Toward Outcome																											
Implementation Progress																											
Description of Project Outputs	Learning provisions for basic and secondary schools enhanced. Teaching and learning in basic and secondary schools strengthened. Learning recovery accelerated. Local governments' education planning, monitoring, and reporting improved.																										
Status of Implementation Progress (Outputs, Activities, and Issues)																											
Geographical Location	Nation-wide																										

Safeguard Categories	
Environment	B
Involuntary Resettlement	C
Indigenous Peoples	B

Summary of Environmental and Social Aspects	
Environmental Aspects	The RBL program is categorized as B for environment. In accordance with the ADB and the World Bank's respective safeguards policies, Environmental and Social Systems Assessment (ESSA) is completed upon examination of Nepal's existing legal, regulatory, and institutional framework for environment and social management systems (Annex 4 [to be replaced by website address once MOEST publishes]). Site specific and temporary construction-related environmental impacts are anticipated from upgrading of secondary schools which will include GESI friendly features and disaster and climate resilient design standards.
Involuntary Resettlement	No involuntary resettlement will occur under the RBL since minor civil works will be within existing school premises. Permanent and temporary involuntary resettlement impacts will be assessed. Program activities will be screened for such impacts. If any additional land is required, either negotiated settlement in compliance with para. 25 of ADB's SPS Safeguard Requirements 2 will apply, or voluntary donations following best practices to establish that the donation is indeed voluntary and not subject to any coercion, including from the community. Guidelines will be prepared that comply with SPS Safeguard Requirements 2 on involuntary resettlement for negotiated settlement and best practices on land donation processes. The program will ensure that failure of negotiation will not result in acquisition under eminent domain.
Indigenous Peoples	The indigenous peoples (Adivasi and Janajatis) are expected to benefit from the program's affirmative actions, which will increase their participation and improve their learning outcomes. No major negative impacts on indigenous peoples are expected. The education curricula and teaching pedagogy should be relevant, nondiscriminatory, and child-centric. Their positive impact on indigenous peoples will be monitored. Affirmative actions will be adopted to enable the participation of indigenous peoples' children, such as incentive schemes relating to scholarships, free textbooks, residential facilities in remote locations, equity-index-based resource allocation, education in mother tongue, and allocation of quota for marginalized indigenous students. An environmental and social management framework was prepared to avoid any adverse impact while delivering program activities. It includes provisions to ensure that indigenous students receive culturally appropriate education benefits, do not suffer from adverse impacts, and can participate in and benefit from program activities.
Stakeholder Communication, Participation, and Consultation	
During Project Design	MOEST approved the SESP after 250 consultation meetings with more than 8,000 stakeholders. The RBL program factors in representation from CSOs such as AIN, NCE, National Federation of Disabled People Nepal, and Nepal Federation of Indigenous Nationalities; and beneficiaries' participation in all three tiers of government. Such continuous engagement and participation, a standard practice already under previous programs, will continue during implementation and is built into the SWAp.
During Project Implementation	CSOs played an active and crucial role during consultations for SESP preparation and finalization. AIN Nepal, through its member organization on education, and NCE will continue to play a key role in supporting the implementation and monitoring of SESP, including in the Local Education Group. Other CSOs and development partners will be consulted as part of the SWAp and will remain engaged throughout SESP implementation.

Business Opportunities	
Consulting Services	ADB will engage the consultants following the ADB Procurement Policy (2017, as amended from time to time) and its associated project administration instructions and/or staff instructions. The total TA inputs include 146 person-months (18 person-months of international inputs and 128 person-months of national inputs). The single source selection (SSS) for the recruitment for examination and item banking software team is proposed. The justification for_SSS_for open assessment technologies (OAT), S.A, Luxemburg in partnership with_National Education Foundation Research, United Kingdom are (i) the tasks are continuation of the work that was initiated from the ongoing TA9215_with_phase one related to software installation completed while phase two entail completion of customization of test generation module in_the same software installed by OAT, S.A, Luxemburg; (ii) the OAT,S.A, Luxemburg was selected for first phase through competitive selection using consulting qualification selection ; and (iii) the OAT, S.A, Luxemburg is proven its technical competence in installation of the examination software and capacity development and is considered as a one of the leaders in the world in improvement of examination system.
Procurement	The program will be jointly financed by seven other JFPs and financial resources of each financier will be co-mingled and administered by the borrower for the program. Under such an arrangement, OCR resources and financiers' resources will be used to jointly finance procurement packages and universal procurement is applicable.

Responsible ADB Officer	Van Dael, Rudi Louis Hendrikus
Responsible ADB Department	South Asia Department
Responsible ADB Division	Human and Social Development Division, SARD
Executing Agencies	Ministry of Education, Science and Technology

Timetable	
Concept Clearance	19 Jul 2022
Fact Finding	15 Aug 2022 to 30 Aug 2022
MRM	04 Oct 2022
Approval	06 Dec 2022
Last Review Mission	-
Last PDS Update	06 Dec 2022

Loan 4269-NEP

Financing Plan		Loan Utilization			
	Total (Amount in US\$ million)	Date	ADB	Others	Net Percentage
Project Cost	3,386.12	Cumulative Contract Awards			
ADB	200.00	-	0.00	0.00	%
Counterpart	3,186.12	Cumulative Disbursements			
Cofinancing	0.00	-	0.00	0.00	%

TA 10012-NEP

ADB	Cofinancing	Financing Plan/TA Utilization				Total	Cumulative Disbursements	
		Counterpart					Date	Amount
		Gov	Beneficiaries	Project Sponsor	Others			
1,000,000.00	600,000.00	0.00	0.00	0.00	0.00	1,600,000.00	-	0.00

Project Page <https://www.adb.org/projects/49424-002/main>

Request for Information <http://www.adb.org/forms/request-information-form?subject=49424-002>

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