

School Sector Development Plan

(FY 2016/17–2022/23) (BS 2073—2080)

VULNERABLE COMMUNITY DEVELOPMENT FRAMEWORK (VCDF)

**GOVERNMENT OF NEPAL
MINISTRY OF EDUCATION
DEPARTMENT OF EDUCATION**

October 2017

Acronyms

ASIP = Annual Strategic Implementation Plan

CBS = Central Bureau of Statistics

EFA = Education For All

EMIS = Education Management Information System

NAFIN = Nepal Federation Of Indigenous Nationalities

SIP = School Improvement Plan

SPIP = School Physical Facilities Improvement Plan

SSRP = School Sector Reform Plan

SSDP = School Sector Development Plan

SMC = School Management Committees

UNESCO = United Nations Educational, Scientific and Cultural Organization

VCDF = Vulnerable Community Development Framework

Table of Contents

1	Background	1
1.1	Introduction	1
1.2	Defining Vulnerable Communities	2
1.3	Program Description	4
2	Objectives of the Vulnerable Group Development Framework.....	5
3	Assessment of Legal Framework.....	5
3.1	Review of policies on Education and Language	5
4	Institutional Arrangement and Capacity	7
4.1	Institutional Arrangement	7
4.2	Review of Institutional Capacity of EA and IA	8
5	The key principles regarding Vulnerable Group safeguards.....	9
6	Mechanism for Implementation of VCDF	9
7	Preparation of SIP	11
8	Consultations and Grievance Redress	11
8.1	Consultations.....	11
8.2	Grievance Redressal Mechanism	13
9	Monitoring and Evaluation	13
10	Budget	14
	Annex 1: Year- wise targets for SSDP Vulnerable group involving programme activities	
	Annex 2: Policies in Addressing the Educational Needs of Vulnerable Groups	
	Annex 3: Summary of intervention for vulnerable groups in EFA Programme Implementation Manual of DoE (2008/09)	
	Annex 4 :Checklist to identify impact on Vulnerable Groups from Construction of School	

1 Background

1.1 Introduction

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. The population growth rate of different castes varies. Chhetri population is growing annually by 2.0%, Brahmin by 1.08%, Magar by 1.52%, Tharu by 1.25%, Tamang by 1.85%, Newar by 0.59%, Kami by 3.46%, Yadav by 1.64% and Rai by 0.24%. 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 (CBS, 2014).

The government has committed to achieving the goals of UNESCO's Education for All initiatives that would see all students of primary age accessing good quality primary education by 2015. In 1971, Nepal had a literacy rate of 14% (for the population 6 years and above), which increased to 67% in 2011. There are now over 34,000 primary and secondary schools in the country, nine university-level institutions, with over a 1,000 colleges and affiliated campuses. The number of primary schools increased from 18,694 in 1991 to 33,881 in 2011, indicating an increase of 123% during the period 1991-2011. The growth in lower-secondary and secondary level schools during 1991-2011 periods was 42% and 36% per cent respectively. Among the population 6 years of age and above in 2011, 26% had a primary level education followed by 22% with a secondary level education and 12% with SLC & Intermediate education. Only 3% achieved an educational level equivalent to graduate or post graduate in 2011 (CBS, 2014).

Poverty and social exclusion of women, disadvantaged castes and indigenous people are the main barriers to equitable access to education for all. 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). This indicates a high level of dropout at a higher level of education. The male literacy rate exceeded that of females by 18 percentage points, the rates were 75% for males and 57% for females respectively. The percentage of male literates increased around 3-fold from 24% in 1971 to 76% in 2011 and that of females increased by more than 14-fold from 4% in 1971 to 58% in 2011 (CBS, 2014).

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. While there are no national statistics to show what the progress has been in the enrolment of children facing specific difficult circumstances, a range of studies suggest that children from vulnerable groups constitute the vast majority of those who still do not have access. 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. 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 groups are underrepresented in both categories. However, 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.

1.2 Defining Vulnerable Communities

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 general 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.

The vulnerable groups will broadly include those that are considered target groups under Section 3 of the Social Protection Program Operational Procedure, 2016, and others that are considered vulnerable or marginalized by other relevant laws in Nepal. These groups, and their specific vulnerabilities, including the risks associated with them include:

Table 1: Vulnerable Group and associated risk

SN	Vulnerable Group/ Category	Vulnerability Risks
1.	Elderly (special focus on citizens above 70 years, all citizens of Karnali Zone above 60 years; all Dalit citizens above 60 years of age) <i>According to the population census of 2011, the number of people aged 65 years and above in Nepal was 843,134 which account for approximately 3.19% of Nepal's population</i>	Limited physical mobility, geographical isolation, discrimination within family, lack of land ownership, caste based discrimination
2.	Janajatis/Ethnic groups and people (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 total of 18,281 (0.069%) number of population are considered as 'endangered'. Of the 125 caste and ethnic groups, the census listed 63 as indigenous peoples. Similarly, Social Security Operation Guideline of DoCR 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
3.	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
4.	Single women (including, unmarried or divorcee)	Discrimination, gender-based

	women above 60 years of age, and widowed) <i>The census report has recorded approximately 500,000 single women in Nepal out of which 67 percent of the widowed are aged between 20 to 35 years of age.</i>	violence, including domestic violence, social stigma, poverty and lack of employment and other livelihood opportunities
5.	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, social stigma, Geographical remoteness and isolation, discriminatory practices, mobility constraints
6.	Children below 5 years of age (especially, the poor, children from vulnerable groups, children living with single mothers and those born out of wedlock) <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>	Difficulties in access to legal documents, vulnerable to falling into poverty, social stigma
7.	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

There are other groups inhibiting in Nepal that are not mention 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.

The Nepal Federation of Indigenous Nationalities (NAFIN) 2004 has classified Adivasi/Janajati groups into five different categories while characterizing their economic and social features: (i) endangered, (ii) highly marginalized, (iii) marginalized, (iv) disadvantaged, and (v) advantaged groups. These categories are based on their population size and other socio-economic variables such as literacy, housing, land holdings, occupation, language and area of residence.

Through document review, the DOE 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 mainstream 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 mention above, would be defined as vulnerable communities for the purpose of this SSDP.

1.3 Program Description

The Government of Nepal (GoN) implemented Education For All (EFA) 2004-2009, a five year strategic plan and the School Sector Reform Plan(SSRP) 2009-2015, which was designed for continuation of the ongoing EFA under its broader National Plan of Action (2001-2015) which stipulates the need to form an integrated school system from grade 1 to 12. Now the Government of Nepal developed the School Sector Development Plan (SSDP) for the July 2016 to July 2023 period to continue its efforts to ensure equitable access to quality education for all.

The SSRP successfully realigned the overall schooling structure, with basic education now covering to grades 1 to 8 and secondary education grades 9 to 12, thereby assuring a more balanced allocation of resources especially for putting in place the enabling conditions and human resources for quality teaching and learning between the school education sub sectors. Now, the Government of Nepal developed the School Sector Development Plan (SSDP) for the July 2016 to July 2023 period to continue its efforts to ensure equitable access to quality education for all. Based on this seven-year plan, an implementation programme has been developed for the first five years (2016-2021).

The overarching mission of the SSDP was developed through a participatory process led by the Ministry of Education, and in line with the country's vision of graduating from the status of a least developed country by 2022. Furthermore, the SSDP is considered an important vessel to enable Nepal in achieving the Sustainable Development Goals and to reach the goal of achieving the status of the level of the middle-income country by 2030. The goal (in brief) is thus to provide all citizens with the opportunity to become functionally literate and numerate, and to develop the life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and the federalization of the country. To achieve this, the plan will “improve the equity, quality, efficiency, governance and management of the education sector.”

The SSDP will be implemented under a number of policy documents. The Constitution of Nepal (2015) entails reorientation of the governance and management of the educational system and its delivery mechanisms, especially to meet the new guarantees of free and compulsory basic education and free secondary education. The increased powers of local bodies under the new constitution call for realigning the roles of school management committees (SMCs).

The SSDP has improving the quality of education as its central focus while safeguarding the achievements made in improving access made under SSRP. The plan also builds on the achievements in terms of increased access under the SSRP, while putting more emphasis on equitable access to overcome the disparities suffered by children from disadvantaged groups, children with disabilities and children from remote areas. The targets of SSDP towards development of Vulnerable Groups is attached in Annex 1.

This VCDF 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 vulnerable groups and that these groups are in no way affected adversely due to programme interventions. The main objective of this framework is to facilitate and reinforce the use and application of the SSDP strategies and interventions aiming to increase inclusion

of the vulnerable groups in education. In addition, this VCDF provides policy and procedures to screen SSDP impacts on vulnerable communities at community level and preparation and implementation of SIP, DEP and ASIP.

2 Objectives of the Vulnerable Group Development Framework

Development or expansion of infrastructure projects tends to impact on persons and communities. Therefore, Vulnerable Community Development Plan (VCDP) was prepared to ensure that all projects of SSDP is implemented in a manner that addresses issues related to access, equity, quality and sustainability of social protection schemes for the vulnerable groups; and informed consultation to identify their views and to ensure that the vulnerable groups are not adversely affected by the project interventions. Key policy goals and values such as to right to education, gender parity, inclusion and equity have guided the plan preparation process and have been integrated as strategic interventions in the plan (see matrix 1 for details).

This VCDF is prepared to guide the preparation of SIP under the SSDP to ensure better distribution of the project intervention and education mainstreaming of the vulnerable groups in the school catchments areas. The VCDF is developed based on the national policies/strategies, SSDP as well as safeguard policies and guidelines of DPs (including ADB's and WB's policy on indigenous people). The principal objectives of the VCDF are to:

- i. Ensure the participation of the vulnerable groups in the entire process of preparation, implementation, and monitoring of SSDP interventions;
- ii. Define the institutional arrangement for screening of impacts on vulnerable groups, preparation and implementation of SIP in schools; and
- iii. Outline the monitoring and evaluation process.

3 Assessment of Legal Framework

3.1 Review of policies on Education and Language

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: Policies, Acts, Regulations and Guidelines

SN	Policies, Acts, Regulations and Guidelines	Description of Requirement
1.	The Ninth Plan (1997-2002)	Aim to uplift the Dalits and certain ethnic groups. It became mandatory for Village Development Committees (VDCs) and District Development Committees (DDCs) to use part of their grant for income raising and skill development programmes for the excluded ethnic community.
2.	Tenth Plan/Poverty Reduction Strategy Paper (PRSP) (2002-2007)	Recognized that the root cause of poverty and deprivation in Nepal was social exclusion in the form of caste, ethnicity, gender and remoteness. Hence, it underlined the need to pursue an inclusive development policy; the shift paved the way for earmarking more resources to the social development and

		poverty related programmes.
3.	Children Act 1991 and Regulations 1995:	Any child under the age of 16 is consider child. The Act has prevented employment of any child under the age of 14 and has provided for special protection measures while employing any child above that age. Also made provisions for upbringing of children, facilities for health care, provisions for discrimination against son and daughter, provision against torture and employment in hazardous jobs, forcing to beg and offering to the gods. Provisions like preventing punishment to children unless for acts categorized as crimes in criminal laws, discount of crimes committed during childhood for making the person unfit in the future, not including crimes committed while being child as number of crime committed by that person when counting such for the purpose of sentencing, provision for punishment for making any child commit a crime but not for the child for carrying out the orders and other positive provisions.
4.	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.
5.	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
6.	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.
7.	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.
8.	Gender Equality and Social Inclusion (GESI) Operational Guidelines (2013)	For mainstreaming and institutionalizing GESI in its overall portfolio and operations
9.	National Committee for Development of Nationalities (1997)	For the welfare of Adivasi/Janajati
10.	National Foundation for the Development of Indigenous Nationalities (2003)	For the preservation of the languages, cultures and empowerment of the marginalized ethnic nationalities.
11.	Right to Information Act, 2064	
12.	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
13.	Local Self-Governance Act (1999)	Provides for protection and development of orphan children, helpless women, the elderly and people with disability. 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.
14.	Constitution of Nepal 2015	Every person shall have the right to live with dignity
15.	ILO Convention on Indigenous and Tribal Peoples, 1989 (No.169)	Aims to improve living and working conditions for working people all over the world without discrimination as to race, gender or social origin
16.	Jomtien World Conference on Education for All (EFA) (1990)	Education was recognised as being more than just access to primary education, and also addressed the basic learning needs of all children, youth, and adults.
17.	Dakar Framework of Action (2000),	Enable all individuals to realize their right to learn and to fulfil their responsibility to contribute to the development of their society.
18.	Millennium Development Goals (2000)	Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015
19.	Sustainable Development Goals (2016- 2030)	Ensure healthy lives and promote well-being for all at all ages. Ensure inclusive and equitable quality education and promote life long learning opportunities for all
20.	UN Declaration on the Rights of Indigenous Peoples, (2007)	Affirming that indigenous peoples are equal to all other peoples, while recognizing the right of all peoples to be different, to consider themselves different, and to be respected

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.

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.

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.

4 Institutional Arrangement and Capacity Development

4.1 Institutional Arrangement

The implementation of the federal form of governance enshrined in the Constitution of Nepal,

2015 is expected to be initiated within the SSDP period. This will restructure the state into federal, provincial, and local levels with changes to laws and the broader regulatory framework. The details of functions to be carried out by the respective tiers of government remain to be finalized. The report of the high-level commission to delineate boundaries of village bodies, municipalities and other autonomous or protected regions is due in March 2017. SSDP takes this developing context into account and until full-fledged state restructuring takes place, MoE will lead the implementation of SSDP and be responsible for oversight, financial management, procurement, safeguards, monitoring and evaluation, and reporting arrangements. The DoE will be the main implementing agency tasked with preparing the annual strategic implementation plan (ASIP) for carrying out programme activities with support of other central level agencies. Regional education directorates and DEOs will execute the programme at the regional and district levels, and report to DoE. At the school level, where most SSDP expenditure will happen, the main frontline actors are the community schools themselves, where SMCs are responsible for managing all school-level activities and PTAs, which are tasked with monitoring these activities. Twenty-nine education training centers (ETCs) and 1,053 resource centers provide training, management and monitoring support to schools.

The Ministry of Education (MoE), Department of Education (DOE) and Central Level Project Implementation Unit (CLPIU) are the central level government institutions responsible for planning, implementing and monitoring all program interventions under the SSDP. Ministry of Education is the executing agency (EA), and Department of Education and Central Level Project Implementation Unit are the implementing agency (IA) of the SSDP. The MoE is chiefly responsible for making higher level policy decisions, with the DoE and CLPIU. Education Policy Committee (EPC) at the Ministry level will look after policy harmonization and coordination. With new institutional arrangement, local authority will design plan according to the provided budget and program allocated by implementing agency. This framework is formed to facilitate uniformity country wide and to address problem of Vulnerable group in simple manner.

4.2 Review of Institutional Capacity of EA and IA

Analyzing the capacity of the EA (Ministry of Education) and IA (Department of Education and Central Level Project Implementation Unit) a safeguard desk is established at the DOE and CLPIU. Currently there is Gender Equity and Social Inclusion Section and which led the safeguard desk in DOE.

4.3 Capacity Development

Capacity of the institution at all levels should be enhanced. At central and district level, there is weak coordination between different departments and sections focusing on vulnerable groups. Similarly lack of awareness at school level on provisions and guidelines for vulnerable groups. Therefore, all capacity development activities in SSDP is preparation for and eventually the implementation of a decentralized federal system of governance. The strategic intervention of SSDP is development a national framework to support local governments to establish roles and functions including the capacity of SMCs to strengthen school governance and management. To strengthen the awareness of parents and communities to increase the capacity of SMCs and PTAs and through them the accountability of schools for providing quality education.

5 The key principles regarding Vulnerable Group safeguards

The DOE will follow a set of principles in implementing the infrastructures under SSDP to ensure Social sustainability of the subprojects and to identify Students from Vulnerable groups. The general principles of the Vulnerable Community Management in the Program will be as mentioned below:

- i. Screen the affected population to determine whether Vulnerable Group (VG) are present in the project area and the project is likely to have any impact on them (Annex)
- ii. 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.
- iii. 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.
- iv. Undertake a meaningful consultation with them and their VG organizations.
- v. Obtain their consent for acquiring their ancestral land, commercial development of natural resources within customary lands under use, and commercial development of VG cultural resources and knowledge.
- vi. Avoid acquisition of ancestral lands and physical displacement of VG.
- vii. Avoid any restrictions on their access to their ancestral domain.
- viii. Address all impacts on VGs and resolve them in a culturally appropriate manner without harming their culture, religion or identity.
- ix. Disclose and consultation findings widely and on websites.

6 Mechanism for Implementation of VCDF

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

a. Social Mapping:

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:

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 enrollment 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:

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 3: Mechanism for Implementation of VCDF

SN	Activities	Responsibilities	Remarks
1	Preparation of VCDF, its Approval Circulation & Incorporation in Program		
1.1	Approval of VCDF for SSP	MOE	
1.2	Printing, Publication of VCDF in Nepali & its wider circulation	DOE	DOE provides VCDF guidelines to DEOs for implementation
1.3	Dissemination of VCDF through Program Implementation Manual (PIM)	DOE/DEO	DOE will ensure that stakeholders e.g. DEO, SMC and others understands the VCDF requirements and VCDF provisions are followed while planning and implementation of school improvement plan (SIP) and DEO office buildings.
1.4	Incorporation of VCDF aspects in School Improvement Plan (SIP)	DEO/SMC	DOE will ensure that VCDF is an integral part of decision making for SSP activities.
1.5	Dissemination of VCDF through regular orientation programs organized for Engineers, Sub-Engineers, District Education Officers, I/NGOs and other partners working in collaboration with DOE	DOE/DEO/ Partner INGOs	All are made aware on how to incorporate VCDF provisions in planning implementing SIP
2	Social Assessment & Management		
2.1	Social Screening of Infrastructure through VG Effect Screening Checklist	SMC	Screening Checklist identified effected VG by infrastructure of school.
2.2	Social Mapping and Household survey using EMIS	SMC/PTA/ DOE	Inventory of the vulnerable children (Students)

2.3	Incorporate VCDF requirements in SIP preparation guidelines	DOE	Follow provisions of the approved VCDF
2.4	Incorporation of VCDF provisions in contract document	DEO	VCDF requirements clearly defined in BOQ and contract agreement.
2.5	Utilize VCDF requirements in school construction	SMC	Follow provisions as advised in SIP
3	Monitoring & Auditing		
	Compliance Audit - during implementation - annually	MOE/DOE Central Level Team (as an integral part of overall program implementation audit) Visits random representative samples.	Verifies overall compliance to VCDF & other social safeguard requirements.
4	Annual Reporting & Feedback		
	- interactions/workshops - - reports	DOE (DOE reports status and social functioning of the infrastructure & recommendations for improvement of MOE)	DOE will conduct an annual interaction to replicate the best practices.

7 Preparation of SIP

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 groups. If there is land take for enhancing school sector infrastructure within the program period, belonging to vulnerable groups including indigenous communities, the DEO 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 as per Resettlement Framework under SSDP.

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, (v) activities proposed under stipulated 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.

8 Consultations and Grievance Redress

8.1 Consultations

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.

The consultations were carried out from Date to Date through coordination committees constituted at center, regional and district levels. Workshops were conducted at central and regional levels inviting all stakeholders including Educationists, NGOs, Lawmakers, organization representing child welfare, Indigenous peoples and gender and inclusion. Intensive consultations were carried out at the DEO level and school level involving political parties, SMCs, VDCs, NGOs, Teacher's union, PTA etc.

During implementation, the DoE 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.

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, VDC, students, teachers, parents may be used to facilitate this process. Various mechanisms of participation will be adopted in the process.

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.

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 VCDF 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 DEO 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.

8.2 Grievance Redressal Mechanism

A mechanism to receive and facilitate resolution of the affected Indigenous Peoples communities' concerns, complaints, and grievances. The grievance mechanism will be scaled to the impacts of the project. It should address concerns and complaints promptly, using an understandable and transparent process that is culturally appropriate, gender responsive, and accessible to the affected Indigenous Peoples communities at no cost and without retribution. The mechanism should not impede access to the country's judicial or administrative remedies. The affected Indigenous Peoples communities will be appropriately informed about the mechanism.

Following the local traditional and cultural practices, unsatisfied group will go to School Management Committee (SMC), District Level Project Implementation Unit and District Education Office (DEO) with their complaints at first. Knowledgeable local peoples of SMC and DEO receive complaints or hear the grievances of people and will solve minor problems because the law allows resolving minor civil cases in the community. If they cannot resolve a specific case then they forward such case to the Grievance Redress Committee (GRC), this committee shall have member of Department of Education (DOE), Central Level Project Implementation Unit (CLPIU) and Ministry of Education (MOE). GRC with the minutes of the hearings at both school and district levels shall take the decision.

To ensure impartiality and transparency, hearings on complaints will remain open to the public. The GRCs will record the details of the complaints and the reasons that led to acceptance or rejection of the particular cases. The SMC/DEO will keep records of all resolved and unresolved complaints and grievances and make them available for review as and when asked for by DOE, ADB and other development partners and any entities interested in the program. Grievances will be redressed within two to four weeks from the date of lodging the complaints.

The key functions of the GRCs shall be to (i) record the complains, categories and prioritize them; (ii) settle the grievances in consultation with complainer and the Program staff; (iii) report to the aggrieved parties about the decision/solution; and (iv) forward the unresolved cases to higher authorities.

9 Monitoring and Evaluation

Ministry of Education will be responsible for overall monitoring of Vulnerable group issues and activities carried out by Department of Education/ Local authorities. The Department will responsible for monitoring programs and projects accordingly and will report to the Ministry. The Ministry of Education will establish a rigorous reporting system to prepare and distribute reports on time to relevant authorities on progress of the project. DOE will ensure regular data flow from the divisional to the central level and its reporting in regular progress reports. The information required for the monitoring of vulnerable group intervention will be through Education Management Information System (EMIS). The EMIS will capture and analyses data on social groups disaggregated by type of vulnerability. The analysis will be done at district level to feed into preparation of consolidated education at district level (DEP) and annual

ASIP. MoE will carry out annual review and reporting to assess how effectively the social safeguard requirements have been followed.

10 Budget

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.

ANNEXS

Annex 1: Year- wise targets for SSDP Vulnerable group involving programme activities

Table 1: Year-wise targets for SSDP basic education (including ECED/PPE & NFE) programme activities

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
ECED/PPE programme activities						
One month intensive training for ECED/PPE teachers by ETCs	Teacher	3,500	3,500	3,500	3,500	3,500
16 days refresher training for ECED/PPE teachers	Teacher	3,000	3,000	3,000	3,000	3,000
Refresher training	Teacher	4,567	4,567	4,567	4,567	4,567
MToT for ECED/PPE trainteachers	Trainer	200	200	200	200	200
Development of ECED/PPE course, and textbooks and reference materials as optional course subjects for grades 9 and 10	No.	1	1			
ECED materials and book corner costs	Centre	30,448	30,448	30,448	30,448	30,448
Strengthening of parental education	Program	3,000	3,000	3,000	3,000	3,000
Orientation programmes for local bodies	No.	2,000	2,000			
Strengthened Access and Equity in basic education programme activities						
Development and updating of program packages to implement consolidated equity strategy including equity index	No.	1	1 P	1	1	1
Integrated School in General Schools with resource classes with facilities for Children with Disabilities	Resource Center	365	365	365	365	365
Special Schools for audibly impaired children, including grants to the partner organizations.	School	34	34	34	34	34
Targeted programs to strengthen educational enagement of marginalized groups (Raute, Badi, Mushahar, Chepang and others)	Student	1,000	1,000	1,000	1,000	1,000
Scholarships and incentive schemes						
Provision of mid-day meals in targeted districts	Student	340,000	345,000	350,000	355,000	360,000
Review of basic and secondary scholarships	No.	1				
Scholarships for girls	Student	2,750,930	2,783,407	2,813,599	2,820,681	2,832,589
Scholarships for Dalit students	Student	600,000	950,614	961,270	963,770	967,972
Scholarships for janjati students	Student	128,351	129,917	131,374	131,715	132,290

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Scholarships for students with disabilities	Student	80,871	81,858	82,776	82,991	83,353
Program for Free and Compulsory Basic Education						
Enrollment campaign for grade I	District and region	80	80	80	80	80
Out of school children enrollment program	Out of school child	60,000	100,000	100,000	100,000	100,000
Identification of out of school children, planning and orientation - database preparation plus data collection	District	23			80	
Management cost for gender education network meetings and strengthening.	District and region	80	80	80	80	80
Programs to mainstream traditional and religious schools						
i. Grants to grades 1 - 5 traditional and religious schools	School	845	845	845	845	845
ii. Grants to grades 1 - 8 traditional and religious schools	School	29	29	29	29	29
iii. Training for teachers of basic level traditional and religious schools	Teacher	400	400	400	400	400
Mobile schools in the remote regions	School	10	10	10	10	10
National early grade reading program in grades 1 - 3, including supplementary EGRP materials	School	25,000	25,000	25,000	25,000	25,000
Printing/procurement of the EGRA teaching learning materials	Student	1,900,000	1,900,000	1,900,000	1,900,000	1,900,000

Table 2: Year-wise targets for SSDP secondary education and TVE programme activities

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Establishment of model schools						
Gender and inclusive sanitation facilities	Model school	50	100	100	150	150
Access and Equity support and incentives						
Secondary level special schools for children with hearing impairment	Special school		1	3	5	7

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Pro-poor incentives for selected students promoted from grade 8.	Student	5,400	10,800	16,200	21,600	162,00
Support to under-achieving schools through district subject experts' pool	School	750	750	750	750	750
Strengthening performance of secondary level students and schools						
Performance based support schemes for students	Student	500	1,000	1,000	1,000	1,000
Implement accountability and performance audit system to award community schools	Sample school		225	225	225	225
Scholarships an incentive schemes						
Provision of free textbooks to all students in grade 9	Student	438,375	422,722	428,570	476,492	480,220
Provision of free textbooks to all students in grade 10	Student	372,040	413,759	400,693	408,539	455,508
Provision of free textbooks to targeted groups in grade 11-12	Student	435,256	444,644	468,638	485,498	495,217
Residential scholarships for children of marginalized communities and targeted groups	Student	9,500	9,500	9,500	9,500	9,500
Residential scholarships for mountain and remote students	Student	3,000	3,000	3,000	3,000	3,000
Pro-poor scholarships for	Student	242,906	249,819	253,091	267,253	279,034

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Dalits and girls						
Secondary science scholarships with living expenses	Student	500	500	500	500	500
Scholarships (residential/non-residential) for children with disabilities	Student	11,000	12,000	13,000	13,000	13,000

Table 3: Year-wise targets for SSDP lifelong learning and literacy programme activities

Programme Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Development of Non Formal EMIS and linkage to EMIS	No.	1				
Non formal education program for women	Program	284	284	284	284	284
Literacy and neo literacy programs	Person	300,000	300,000	400,000	400,000	400,000

Table 4: Year-wise targets for SSDP teacher professional development and management programme activities

Programme Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Teacher preparation programs for +2 student for English, science and mathematics (from other faculties) and technical subjects	No.	20	0	60	80	100
Teacher preparation programs for English, science and mathematics (from other faculties) for model schools	Person	100	350	550	0	0
Teacher preparation program (including qualification upgrading) for core subjects in grades 6 - 8	Person			5,000	10,000	10,000
Teacher preparation programs for core subjects in grades 9-12	Person	1,000	3,000	7,000	11,000	16,000
Long term management training for head teachers	Person	200	300	300	300	100
Head teacher training for basic level	Person	1,500	2,500	2,500	2,500	1,000
Head teacher training for secondary level	Person	500	800	800	800	1,100
EGRP training for grades 1,2,3	Person	9,000	13,000	12,000	12,000	10,000
Certification training for lower basic teacher (10+5 days modules)	Person	3,000	8,000	8,000	8,000	9,000

Certification training for upper basic teacher (10+5 days 2 modules)	Person	1,500	1,700	1,700	1,700	1,400
Certification training for secondary teachers (10+5 days 2 modules)	Person	500	1,500	1,500	1,500	1,000
Development of online self learning courses	Person	8	12	12	12	6
On line self learning for the participants	Person	500	1,500	1,000	1,000	1,000
One month training for PPC/ECED teachers (10+5 days in 2 modules)	Person	1,500	2,500	2,500	2,500	1,000
14 day training for PPC/ECED teachers who have 16 days of training	Person	3,000	5,000	5,000	5,000	2,000
Refresher training for PPC/ECED teachers	Person	4,800	4,800	4,800	4,800	4,800
MTOT for PPC/ECED teachers	Person	200	200	200	200	200
School based professional development for basic level schools	Person	2,500	8,000	8,000	8,000	8,000
School based professional development for secondary level schools	Person	1,000	2,000	2,000	2,000	1,000
Moduler course and seminar - Refresher training course	Person	5,000	16,000	16,000	16,000	6,000
Moduler course and seminar - mobilizing subject wise teacher professional network	Person	400	1,600	1,600	1,600	600
Job induction training (10 days)	Person	4,000	8,000	8,000	8,000	2,000

Annex 2: Policies in Addressing the Educational Needs of Vulnerable Groups

1. GON Policies

The **Interim Constitution of Nepal** (2007) guarantees the basic rights of children such as health, education, nutrition, child care and protection. Article 17 further states that every community shall have the right to get the basic education in its own mother tongue and every citizen will have right to get free education up to the secondary level from the state. The Three year Interim Plan (2007/08-2009/10) of GON also lays emphasis on expansion and consolidation of ECED programs across the country and within three year plan period the government aims to support the establishment of 4000 new centres in disadvantaged communities. The Interim Plan also stipulates the provisions for ensuring equity and inclusion in education and literacy programs for excluded groups. In line with the spirit of constitution and plan the **Education Regulations** (2002) also stipulates that at least one woman teacher has to be a member of the management committee, and the district education committee. It also spells out about the provision of scholarship for students, female teachers, provision of inclusive education etc

1.1 GON Reservation Policy

Following the amended Civil Service Act 2007 the 45 percent reservation policy for the disadvantaged groups (women, Dalits, Janajatis, Madhesis, others) invokes to enforce the provision within MoE in coordination with the Ministry of General Administration. MoE in this context will increase women gazetted officers in MoE, DoE and DEO including those from Dalit, Janajati and other under represented groups. For making such reservation policy in teacher recruitment, Teacher Service Commission Regulations and other appropriate legislation need to be amended which will provide way for the recruitment of female teachers and teachers from disadvantaged social groups in vacant positions.

1.1.1 International Policies/ Conventions on Language

Some recent international (United Nations) Conventions / policies mentioning the right to education and language to which Nepal as member state has shown its commitments are: i) the 1990 Jomtien World Conference on Education for All (EFA) ii) Dakar Framework of Action 2000 iii) the Millennium Development Goals 2000, and iv) the UN Declaration on the Rights of Indigenous Peoples 2007. The GON is also signatory of ILO Convention on Indigenous and Tribal peoples which mandates that all children have rights to education in their mother tongue (Art. 27 and 28).

2. Progresses

2.1 Access and Inclusion

Primary level education (grade 1 to 5) is free in Nepal in government funded educational institutions. In 2008, the total enrolment in primary education was estimated at 4.78 million including the private sector institutions, which was higher by 18.7 percent than in 2004. The total numbers of primary schools in the country are reported to be 29220

(Flash Report, 2007). 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 five year EFA program implemented during 2004-2009 has made considerable achievements in addressing multiple issues related with access and inclusive education targeting the disadvantaged communities. There are evidences that Nepal has achieved considerable progress on a number of key education indicators during the period of EFA implementation which duly emphasized on the education of marginalized groups⁹. A report indicates that after EFA program primary school enrolment rose from 3.85 million learners in 2001 to 4.5 million in 2006 of which 48.1 percent were girls (ASIP, 2007/08). The EFA Joint Evaluation Study (Norad 2009) reports that total enrolment further increased to 4.78 million in 2008 with a marked rise in the figure of girls' enrolment than that of boys between the years 2003 and 2008.

Net Enrolment Rate (NER) at primary level increased from 83.5 percent in 2003 to 91.9 percent in 2008 while the Gross Enrolment Rate (GER) also grew markedly from 126 percent to 145 percent during the same period, as many children of under and over age group suddenly joined schools followed by intensive campaigns and awareness raising about children's education. Not only has the growth occurred in absolute figures for the children of primary level education but also in enrolment rates and gender parity index. Higher growth in net enrolment of girls (90.4%) in 2008 as compared to 2003 (77.5%) and 10 percentage point rise in GPI between 2003 and 2008 are definitely encouraging.

The available Flash data indicates that the enrolment of two major target groups i.e Dalits and Janajatis has gone up substantially with GPI remaining at par with general trend. In case of Janajatis the enrolment figures increased from less than one million to almost 2 million in 5 years, with near gender parity. Similarly, enrolment of Dalits at primary level also increased from 0.6 million in 2003 to a high of 0.97 million in 2008.

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.

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, and 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 Evaluation 2009).

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.

2.2 Mother Tongue Education

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 (Aath Pahariya 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 districts for both pilotcases.

2.3 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.

2.4 Lessons Learned from EFA 2004-2009

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 have 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 3: 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 enrollment 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

<input type="checkbox"/>		Mountain	Hill	Tera
<input type="checkbox"/>	Stationary only	200	175	150
<input type="checkbox"/>	Dress only	400	350	300
<input type="checkbox"/>	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

Annex 4: Checklist to identify impact on Vulnerable Groups from Construction of School

SN	Impact on Vulnerable Groups	Not known	Yes	No	Remarks or identified problems, if any
1	Are there Vulnerable Groups present in project locations?				
2	Will the sub project restrict their economic and social activity and make them particularly vulnerable in the context of project?				
3	Will the sub project changes their socioeconomic and cultural integrity?				
4	Will the subproject disrupt their community life?				
5	Will the subproject positively affects their health, education, livelihood or social security status?				
6	Will the subproject alter or undermine the recognition of their knowledge, preclude customary behavior, or undermine customary institutions?				
7	In case there is no disruption of vulnerable group life as a whole, will there be loss of housing, loss of land, crops, trees. And other fixed assets owned or controlled by individual Vulnerable people households?				

Reference

Children Act 1991 and Regulations 1995

Constitution of Nepal 2015

Dakar Framework of Action (2000)

Education Act (2001 Seventh Amendment) and Education Regulations (2002)

Gender Equality and Social Inclusion (GESI) Operational Guidelines (2013)

ILO Convention on Indigenous and Tribal Peoples, 1989 (No.169)

Local Self-Governance Act (1999)

Millennium Development Goals (2000)

National Foundation for the Development of Indigenous Nationalities (2003)

NFDIN Act (2002), National Human Rights Action Plan (2005), Environmental Act (1997), and Forest Act 1(993)

Right to Information Act, 2064

Social Protection Program Operational Procedure, 2016 National Committee for Development of Nationalities (1997)

Sustainable Development Goals (2016- 2030)

The ninth plan (1997 - 2002)

Tenth Plan/Poverty Reduction Strategy Paper (PRSP) (2002-2007)

The Interim Constitution of Nepal (2007)

The Three year Interim Plan (2007/08-2009/10)

The Girl's education strategy and implementation plan for gender equity development (2006)

UN Declaration on the Rights of Indigenous Peoples, (2007)