

**Nepal: Global Partnership for Education (GPE)  
Education Sector Program Implementation Grant -ESPIG (Trust Fund)  
Additional Financing to School Sector Development Program  
Appraisal Consultations  
(November 25, 2018 -February 7, 2019)  
Aide Mémoire**

1. A World Bank team<sup>1</sup> led by Shwetlena Sabarwal and Mohan Prasad Aryal carried out the Appraisal Consultations for the proposed Global Partnership for Education (GPE)<sup>2</sup> additional financing (AF) to the School Sector Development Program (SSDP) during the period of November 25, 2018 - February 7, 2019. The Consultation was extended for a longer period to further clarify unresolved issues of fiduciary and safeguard management including upward reporting arrangement and aligning GPE-ESPIG and SSDP SWAP implementation arrangement with the Transitional Road Map in federal set up. The Bank, as a grant agent<sup>3</sup> for the GPE grant, in coordination with the coordinating agency<sup>4</sup> is leading the GPE application process. The objectives of the Appraisal Consultations were to assess: (i) the institutional arrangements in the implementation of Disbursement Linked Indicators (DLIs) and Results Framework (RF); (ii) financial management, procurement and safeguard compliances; (iii) the arrangements in planning, monitoring and upward reporting and coordination including with the SSDP development partners; and (iv) the possible risks for the smooth implementation of school sector service delivery and recommending actions to mitigate identified risks.

2. The Aide Mémoire (AM) summarizes the team's findings and recommendations and reflects the discussions with officials of Ministry of Finance (MOF), Ministry of Education, Science and Technology<sup>5</sup> (MOEST), Office of the Auditor General (OAG), Financial Comptroller General's Office (FCGO) and the newly formed Centre for Education Human Resource Development<sup>6</sup> (CEHRD). The finding of the consultation was also discussed during the SSDP Joint Review Meeting (JRM, November 25-29, 2018) and the key agreed actions of the JRM have been equally critical towards the GPE AF preparation going forward. The AM also reflects the discussions held with local governments (LGs) in Dolkha district. The list of people met during the consultation is presented in Annex 1. The AM was discussed at the pre-wrap up meeting chaired by Mr. Baikuntha Prasad Aryal, Joint Secretary (Planning), MOEST on February 6, 2019 and at a debriefing meeting at MOF chaired by Mr. Tek Bahadur Khatri, Under Secretary on February 7, 2019. As agreed, the AM will be classified as a public document as per the World Bank's Access to Information Policy

3. **Proposed Project Scope:** The proposed AF will not entail a change in the original Project Development Objective (PDO) of SSDP which is to "improve the quality, equitable access, and efficiency of basic and secondary education in Nepal by supporting the Government's School Sector Development Program." The performance indicators and the project components will also remain unaltered within the Government's SSDP Program Framework. The main changes are: addition of new Disbursement Linked Results (DLRs) as Fixed and Variable Parts of the GPE application within the existing Government's SSDP Disbursement Linked Indicators (DLIs). These additional DLRs would **enrich the existing SSDP DLIs and Results with a view to protect and enhance education service delivery during the ongoing federal transition.** Specifically, they aim at enhancing capacity, incentives and transparency of local governments in delivering quality education. The results to be supported through the GPE AF, presented in Annex 2, has been finalized in consultation with the GON,

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<sup>2</sup> GPE Board has approved a maximum country allocation of US\$ 24.2 million, including US\$ 15 million from the GPE Multiplier fund for the 2018-20 GPE Education Sector Program Implementation Grants (ESPIG) application for Nepal.

<sup>3</sup> Bank was selected as the grant agent by the Local Education Group during the SSDP Joint Review Meeting in November 2017.

<sup>4</sup> ADB, DP focal point, is the coordinating agency.

<sup>5</sup> MOEST was formed by merging two Ministries, the Ministry of Education and the Ministry of Science and Technology.

<sup>6</sup> As part of the organizational restructuring several central level agencies under the MOEST, namely Department of Education, Non-formal Education, and National Center for Educational Development, have been merged into the newly formed Centre for Education Human Resource Development, and the DOE role of SSDP implementation has been transferred to CEHRD.

coordinating agency and the local education development partners group (LEDPG). The proposed AF is aligned with GPE strategic goals of quality, equity, and efficiency.

4. **Proposed Project Cost and Financing:** The proposed GPE AF grant of US\$ 23.958 million will be for a **four-year** operation (FY2018-FY2021). GPE AF will help the GON meet a portion of its SSDP financing gap (Table 1) focusing support to federal transition.

**Table 1. Estimated SSDP Financing Plan (FY2016–FY2021)<sup>7</sup>**

Source	Amount (US\$, millions)	Share of Total (%)
Government	5,739	88.8%
IDA/World Bank	185	2.9%
Other JFP/Non-JFP	295	4.6%
Financing gap	242	3.7%
<b>Total</b>	<b>6,461</b>	<b>100.00</b>

Source: SSDP PAD

Note: JFP = Joint Financing Partner; DPs' financing is estimated based on commitments indicated so far: ADB (US\$120 million), EU (US\$72 million), Finland (US\$23 million), GPE and REACH MDTF (US\$27 million), Norway (US\$21 million), UNICEF (US\$3 million), JICA (US\$15 million), and non-JFPs (US\$14 million).

5. **Implementation Arrangement:** SSDP AF will use government system for strengthening and adapting Program implementation, especially in the context of the federal transition of the country. A number of institutional set-ups in the federal structure have been put in place. The Federal MOEST will serve as the Executing Agency (EA) and will have overall responsibility for policy guidance and oversight for Program implementation. The newly formed CEHRD will be the main implementing agency (IA). The task of the IA will be to prepare the Annual Strategic Implementation Plan (ASIP) and Annual Work Plan and Budget (AWPB) and carry out the Program activities and coordinate with Provincial and Local Governments. The IA will also coordinate with other central level institutions such as National Examination Board (NEB), Education Review Office (ERO), Curriculum Development Center (CDC), Teacher Service Commission (TSC).

6. As required by federal transition, Regional Education Directorates (REDs) and District Education Offices (DEOs) have been dissolved. The roles and responsibilities of the Regional Education Directorates (REDs) have been transferred to the Education Development Directorates under the Ministry of Social Development at the Provincial government. At the district level, Education Development Coordination Unit (EDCU) has been established. While majority of the DEO's functions have been transferred to the local government<sup>8</sup>, some technical functions will remain at the EDCU. The roles and responsibilities EDCU will include liaising between the federal and local governments, providing technical support to local governments and schools in implementing the SSDP activities. EDCU will also be responsible for compiling the EMIS data for upward reporting. Although, institutional set-ups are largely in place, linkages and detailed coordinating and reporting arrangements, including clarity of functions across the newly formed institutions and the sub-national governments are largely clarified in the transitional Road map of the SSDP Implementation in federal set up.

7. A Grant Management Unit (GMU) to be established at each local government, will be responsible for administering the conditional grants to schools according to Grant Management Guidelines and the Program Implementation Manual. At the school level, where most of the SSDP expenditures are made, the provisions remain the same as before. School Management Committees (SMCs) are responsible for managing all school-level activities and the Parent Teacher Associations (PTAs) are tasked with monitoring them. The restructured Education Training Centers (ETC) and Resource Centers (RCs) at the field will provide training, management, and monitoring support to schools.

<sup>7</sup> This excludes the additional funding that has been projected by the Government of Nepal in the expression of interest submitted to apply for the GPE Multiplier.

<sup>8</sup> Local government operations act (2017)

## Fiduciary Arrangement

8. **Procurement Arrangement:** The team carried out fiduciary assessment of some municipalities, who have the primary responsibility for procurement management for the program within the municipalities' jurisdiction. The assessment has revealed that the municipalities are largely aware that they need to follow the Public Procurement Act and Regulations, national legal framework for procurement. Most procurement of goods are of low value and carried out using Government's direct procurement method, which is similar to the Bank's shopping method. Currently there is a trend that works estimated below NPR 10 million are carried out through User Committees. Works that are of small value, more labor intensive, technically non-complex works and that don't require use of much heavy equipment can be done through User Committees. Technically complex and high value contracts should be done through competitive procurement process to ensure the quality. Currently, municipality engineers are providing supervision support for construction activities of schools. Capacities of different municipalities in procurement management vary substantially depending upon the staff's experience. Especially, they have inadequate experience in procurement and contract management. In order to mitigate this risk, an action plan for preparing operation manuals for procurement management, and regular training to staff involved in planning and budgeting, procurement and contract management needs to be developed and implemented on a regular basis during project implementation.

9. **Financial Management:** As the implementation of basic and secondary education has moved to the local government, the fiduciary assessment of both rural municipality and municipality was carried out. It was noted that the municipalities have progressed ahead by approving some of the required laws and regulations on fiduciary requirements, while the rural ones seem lagging. The common gaps noted in both was lack of staff and capacity to effectively implement applicable provisions and to develop additional required measures on internal controls. The SSDP budget transfer from the Federal Government to the Sub-National Governments including LGs is under Conditional Grants. The Appropriation Act specifies the requirement for LGs to report back on utilization and implementation status of the conditional grant. However, the reporting mechanism is yet to be established. The Bank team was informed that the annual reporting templates have been approved by the OAG. Based on these approved templates, FCGO will also be requesting trimester reports from the LGs consistent with the Appropriation Act. Given that assurance of utilization of the Bank's funding on intended purpose is a prerequisite, establishment of reporting mechanism for LGs is proposed as Effectiveness Condition for the GPE-ESPIG AF. Also, to ensure timely and quality financial reporting, FCGO plans to roll out SuTRA (Sub-National Treasury Regulatory Application) to all LGs by the end of FY 2018/19. The establishment of the Grant Management System (GMS) as a DLR at the LGs would significantly help to ensure internal control mechanism of SSDP at LGs in the federal set up.

10. The unqualified opinion on SSDP Audited Financial Statement for FY2016/17 was received on time. While audit observations have decreased compared to previous year, the nature of audit observations on excess salary payments, excess payment for text books and non-availability of work completion reports continue to recur. Given partial settlement of the prior year audit observations, the Development Partners' proportionate funding share of the remaining unsettled as well as recovered amounts of NPR 68.48 million pertaining to FY 2015/16 was requested for refund by November 30, 2018. Also, on the audit observations related to work completion reports outstanding since FY 2012/13, the agreed timeline for submission of OAG follow-up audit was November 30, 2018. These issues were also discussed in the wrap up meeting of the SSDP JRM on November 29, 2018. A follow up meeting on the same was also held jointly with OAG and MOEST on December 14, 2018<sup>9</sup>. With regard to the MOF/ MOEST proposal for extending the date for follow up audit until February 2019, it was agreed that the Government will respond IDA formal letter dated October 31, 2018 with justification for such extension, which is pending. MOF/MOEST will send the response by February 28, 2019 for IDA decision.

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<sup>9</sup> Mr. Ishwor Nepal, Deputy Auditor General, Mr. Tara Lamsal and Mr. Bibekananda Ghimire (OAG), Mr. Khaga Raj Baral, Secretary (Education), MOEST, Director General and Finance Chief, CEHRD, and Mr. Mohan Aryal and Ms Timila Shrestha (World Bank) participated in the meeting

## Safeguard Arrangement

### Environmental and Social Safeguards

11. The review team noted that for Environmental Management Framework (EMF)/Social Management Framework (SMF) progress reporting in the federal set up needs to be worked out. The GMU to be established at the LGs would be responsible to carry out this task. The provision of EMF/SMF laid out in the CEHRD Program Implementation Manual (PIM) will help the Federal and Sub-National Governments including individual schools to focus on regular monitoring and reporting including on safeguards. The capacity building package for the LGs, which will also include the elements of EMF/SMF Monitoring and Reporting, will further strengthen the LGs' capacity. The Appraisal consultation agreed that (i) CEHRD technical team will finalize the case study of EMF/SMF monitoring checklist of some representative schools by February 28, 2019; (ii) the CEHRD team will work closely with the World Bank environment and social safeguard team to finalize the revised Vulnerable Community Development Framework (VCDF) in the changed context by February 28, 2019; and (iii) CEHRD will translate SMF/EMF executive summary and screening checklist into Nepali. The translated document will also be uploaded in the CEHRD website.

12. Citizen Engagement: Citizen engagement is an integral part of the Program. At the federal level, eight JFPs, five non-JFPs, AIN representing 26 INGO's engaged in SSDP, National Campaign for Education (NCE) representing 339 members from CSOs are closely involved in the design, monitoring and implementation support of SSDP. They also actively participate in the Annual Budget Review Meeting (Program Planning meeting) in March/April and Joint Review Meeting in November/December. At the school level, citizen engagement is a legal requirement and mandatory for all schools in the school management process. The SMCs are elected from among the parents, teachers and local elected officials, which provide space for wider stakeholder engagement in the school management process. A functional SMC is one of the prerequisite for receiving performance grant as per the Education Policy. PTA is also a requirement and provides parents a space to voice their concerns and provide feedback to the school management. Similarly, there is a mandatory requirement to carry out social audit annually through stakeholder consultation as per the social audit guidelines and are publicly disclosed. However, the quality of social audit needs to be enhanced to reflect social safeguards and gender issues. The preparation of the School Improvement Plan (SIP) also requires participatory consultation with wider stakeholders such as SMC, PTA, local leaders, and other stakeholders.

13. Grievance Redress Mechanism (GRM) is not yet fully functional in all the schools. At the school level grievance box is maintained and the gender focal person is assigned to handle the grievances. However, it was observed that in most cases this system was not functioning. Rather "Hello Sarkar" a nationwide hotline to file complaints is mostly used. The GRM guideline 2074 exists and is publicly disclosed but not yet implemented in all the districts. At the department level a dedicated person under the 'governance improvement unit' maintains grievance related details.

14. Gender: SSDP directly encourages female access to quality education. Gender parity in access to basic and secondary education has been achieved. A number of girl-focused enabling environment are in place and contributing to these achievements. These enabling environments include among others, segregated toilets and water and sanitation facilities, scholarship and incentives including pro-poor scholarship, science scholarship for girls, feeder hostels, peer supports through gender focal points and networks, female teacher policies with increased number of female subject teachers, gender sensitive curriculum development and established system of resource allocation based on the equity index etc. The EMIS tracks girl's participation in access, survival rate, and female teacher share in basic and secondary education. The AF will continue supporting these initiative in SSDP. However, there is lack of clarity on the effective rollout of some of these strategies at the sub-national governments.

15. Climate Change: The AF will be screened for climate and disaster risks. Nepal is exposed to wide range of hazards, including earthquakes, floods, landslides, droughts and Glacial Lake Outbursts Floods. The effects of climate change and extremes have further aggravated the disaster vulnerability

in Nepal. One of the GON SSDP DLI has been dedicated to provision of adequate Disaster Risk Reduction (DRR) resilient safe school facilities at all levels. The DLRs include: (i) preparation of School Guidelines for DRR Standards for school construction, retrofitting and School Disaster Management (SDM) and approval of the comprehensive school safety Master Plan by the Government; and(ii) retrofitting of 400 school blocks in non-earthquake affected districts. The DLI is funded by the European Union and subscribed to by all JFPs within the 10 SSDP DLI Framework. In addition, public database has been established to track planned/ongoing/completed reconstruction and retrofitting of schools in earthquake affected districts.

16. The World Bank as an administering agency of the GPE TF has completed the decision meeting and Decision Review Meeting on October 29, 2018 and the Application Package for GPE Quality Assurance Review 3 (QAR 3) has been submitted in coordination with the MOEST and the Coordinating Agency (Donor Focal Point- Asian Development Bank).

### Proposed Timeline for Processing

GPE Grants and Performance Committee meeting	January 15-17, 2019
GPE Board decision/approval	February 26, 2019
Negotiations with the Government	March 14, 2019
Bank Approval	April 29, 2019

### Summary of Agreed Actions

SL	Actions	Responsibility	Agreed timeline
1	Response to the World Bank Letter on Ineligible Expenses and Work Completion Report dated October 31, 2018	MOF	February 28, 2019
2	CEHRD technical team will finalize the case study of EMF/SMF monitoring checklist of some representative schools	CEHRD	February 28, 2019
3	CEHRD team will work closely with the World Bank environment and social safeguard team to finalize the revised Vulnerable Community Development Framework (VCDF) in the changed context	CEHRD	February 28, 2019

**Annex 1**

**List of Persons Met**

**Ministry of Finance**

1. Mr. Tek Bahadur Kharti, Under Secretary, IECCD
2. Mr. Chudamani Aryal, Section Officer, IECCD

**Office of the Auditor General**

3. Mr. Ishwar Nepal, Deputy Auditor General

**Financial Comptroller General's Office**

4. Mr. Murari Niraula, Deputy Financial Comptroller General

**Ministry of Education, Science and Technology**

5. Mr. Khaga Raj Baral, Secretary
6. Mr. Baikuntha Prasad Aryal, Joint Secretary
7. Dr. Dhruva Raj Regmi, Under Secretary
8. Mr. Jaya Prasad Acharya, Under Secretary
9. Mr. Yadav Acharya, Section Officer

**Centre for Education Human Resource Development**

10. Mr. Babu Ram Poudel, Director General
11. Mr. Deepak Sharma, Director
12. Mr. Ghanashyam Aryal, Deputy Director
13. Mr. Khagendra Dahal, Financial Controller
14. Mr. Khagendra Bahadur Singh, Deputy Director, CEHRD
15. Mr. Padam Bista, Deputy Director, Inclusive Education, CEHRD
16. Mrs. Medinee Prajapati, Environmental Engineer, CEHRD

## Revised Disbursement Linked Indicator Matrix and Disbursement Arrangement

DLI	DLI Baseline	Disbursement Linked Results (DLRs)							
		Year 1 (date of the Agreement- July 15, 2017)	Year 2 (July 16, 2017– July 15, 2018)	Year 3 (July 16, 2018–July 15, 2019)		Year 4 (July 16, 2019–July 15, 2020)		Year 5 (July 16, 2020–Closing Date)	
Financing Source		IDA	IDA	IDA	GPE Grant	IDA	GPE Grant	IDA	GPE Grant
<b>DLI 1 (IDA/GPE Grant) Strengthened governance, fiduciary management, data systems and institutional capacity for results-based program implementation</b>	<p><b>DLR 1.4</b> 85% accuracy in self-reported student and teacher data (from the 2014 public expenditure tracking survey)</p> <p><b>DLR 1.1, 1.2, 1.6</b> Absence of a system to verify school funds eligibility and utilization compliance</p> <p><b>DLR 1.3, 1.5</b> Need for enhanced and specific institutional capacity for results-based program implementation</p> <p><b>DLR 1.7, 1.9</b></p>	<b>DLR 1.1</b> Enhanced fiduciary system in place	<p><b>DLR 1.2</b> GMS operational</p> <p><b>DLR 1.3</b> Satisfactory completion of capacity strengthening AWPB on key PSF activities</p>	<p><b>DLR 1.4</b> 4 percentage points improvement in teacher and student data accuracy compared to discrepancy in the sample verification survey carried out in year one or 95% accuracy in the sample verification survey carried out in year three</p> <p><b>DLR 1.5</b> Satisfactory completion</p>	<p><b>DLR 1.7</b> At least 75 LGs have integrated SSDP activities in the annual work plan and budget (AWPB)</p> <p><b>DLR 1.8</b> At least 200 LGs have made data on conditional grants released to individual schools, consistent with the Grant Management Guideline, public on user-friendly</p>		<p><b>DLR 1.9</b> At least 140 LGs have integrated SSDP activities in AWPB</p> <p><b>DLR 1.10</b> At least 300 LGs have made data on conditional grants released to individual schools, consistent with the Grant Management Guideline, public on user-friendly websites (or accessible spaces)</p>	<p><b>DLR 1.6</b> Audit observations decreased to 4% of total non-salary grants to schools</p>	<p><b>DLR 1.11</b> At least 400 LGs have made data on conditional grants released to individual schools, consistent with the Grant Management Guideline, public on user-friendly websites (or accessible spaces)</p>

	LG annual work plan and budget (AWPB) do not include SSDP activities  <b>DLR 1.8, 1.10, 1.11</b> LGs do not report data on conditional grants released to schools. (Baseline year: 2017-2018)			of capacity strengthening AWPB on key PSF activities	websites (or accessible spaces)				
<b>Allocated amount (SDR/USD, millions)</b>		<b>SDR4.415</b>	<b>SDR8.83</b>	<b>SDR8.83</b>	<b>USD7.9</b>		<b>USD7.9</b>	<b>SDR4.415</b>	<b>USD0.8</b>
<b>Disbursement deadline and formula</b>		<b>DLR 1.1</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> April 30 2017  <u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise	<b>DLR 1.2</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2018  <u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise  <b>DLR 1.3:</b> <u>Roll over:</u> No	<b>DLR 1.4</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2019  <u>Financing Formula:</u> SDR 2.945 million for 2 percentage points improvement and thereafter SDR 0.735 million per additional percentage	<b>DLR 1.7</b> <u>Roll over:</u> Yes  <u>Deadline for achievement:</u> July 15, 2020  <u>Financing Formula:</u> US\$3.3 million for 37 LGs integrating SSDP activities in their AWPB and thereafter US\$100,000 for each		<b>DLR 1.9</b> <u>Roll over:</u> Yes  <u>Deadline for achievement:</u> July 15, 2021  <u>Financing Formula:</u> US\$3.9 million if 108 LGs (cumulative) integrate SSDP activities in their annual work plan and thereafter US\$100,000 for additional	<b>DLR 1.6</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2021  <u>Financing Formula:</u> SDR 2.945 million for audit observations decreased to 5% of total non-	<b>DLR 1.11</b> <u>Roll over:</u> No <u>Deadline for achievement:</u> July 15, 2021  <u>Financing Formula:</u> US\$400,000 if 300 LGs (cumulative) make data on conditional grants released to schools consistent with the Grant Management Guideline, public on user-friendly websites (or accessible spaces) and thereafter US\$8,000 for each additional LG, with a maximum up to US\$800,000.

			<p><u>Deadline for achievement:</u> July 15, 2018</p> <p><u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise</p>	<p>point; or SDR 4.415 million if 95% or more accuracy in self-reported data, with a maximum up to SDR 4.415 million</p> <p><b>DLR 1.5:</b> <u>Roll over:</u> No</p> <p><u>Deadline for achievement</u> July 15, 2019</p> <p><u>Financing Formula</u> SDR 4.415 million if the DLR is achieved 0 otherwise</p>	<p>additional LGs integrating the SSDP in their annual work plan, with a maximum up to US\$7,100,000.</p> <p><b>DLR 1.8</b> <u>Roll over:</u> Yes</p> <p><u>Deadline for achievement:</u> July 15, 2020</p> <p><u>Financing Formula</u> US\$400,000 if 100 LGs make data on conditional grants released to schools, consistent with the Grant Management Guideline, public on user-friendly websites (or accessible</p>	<p>LGs integrating the SSDP in their annual work plan, with a maximum up to US\$7,100,000</p> <p><b>DLR 10</b> <u>Roll over:</u> Yes</p> <p><u>Deadline for achievement</u> July 15, 2021</p> <p><u>Financing Formula:</u> US\$400,000 if 200 LGs (cumulative) make data on conditional grants released to schools, consistent with the Grant Management Guideline, public on user-friendly websites (or accessible space) and</p>	<p>salary grants to schools, and thereafter SDR 0.735 million per addition 0.5 percentage point decrease in audit observations, with a maximum up to SDR 4.415 million</p>	
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					space) and thereafter US\$4,000 for each additional LG, with a maximum up to US\$800,000.		thereafter US\$8,000 for each additional LG, with a maximum up to US\$800,000.	
<b>DLI 2 (IDA/GPE Grant) Improved access to basic and retention in secondary schools</b>	<b>DLR 2.1, 2.2, 2.3, 2.5</b> Scholarship schemes are not pro-poor targeted  <b>DLR 2.7</b> Around 500,000 OOSCs in the age group from 5-12 years <b>DLR 2.6</b> Household surveys on OOSC in the age group from 5-12 years conducted in Year 1 or Year 2 in each Targeted District	<b>DLR 2.1</b> PPTS and PSS schemes approved	<b>DLR 2.2</b> PPTS in Grades 9 and 11, and PSS in Grade 11 implemented in 25 Districts	<b>DLR 2.3</b> PPTS in Grades 9, 10, 11, and 12, and PSS in Grades 11 and 12 implemented in additional 50 Districts	<b>DLR 2.6</b> 30% reduction in OOSC in the age group from 5-12 years in 15 Targeted Districts (based on equity index)	<b>DLR 2.4</b> 250,000 cumulative number of OOSC in the age group from 7-12 years brought to schools or Learning Centers	<b>DLR 2.5</b> Retention rate of poor students to Grade 12 in Community Schools is 60%	<b>DLR 2.7</b> OOSC in the age group from 5-12 years reduced to 5% nationwide
<b>Allocated amount (SDR/USD millions)</b>		<b>SDR4.415</b>	<b>SDR4.415</b>	<b>SDR4.415</b>	<b>USD1.2</b>	<b>SDR4.415</b>	<b>SDR4.415</b>	<b>USD1.2</b>
<b>Disbursement deadline and formula</b>		<b>DLR 2.1</b> <u>Roll over:</u> No  <u>Deadline for achievement</u>	<b>DLR 2.2</b> <u>Roll over:</u> Yes  <u>Deadline for achievement</u>	<b>DLR 2.3</b> <u>Roll over:</u> Yes  <u>Deadline for achievement</u>	<b>DLR 2.6</b> <u>Roll over:</u> No  <u>Deadline for achievement.</u>	<b>DLR 2.4</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15 2020	<b>DLR 2.5</b> <u>Roll over:</u> No  <u>Deadline for achievement</u>	<b>DLR 2.7</b> <u>Roll over:</u> No <u>Deadline for achievement</u> July 15, 2021  <u>Financing Formula:</u>

		<p>: April 30, 2017</p> <p><u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise</p>	<p>July 15, 2019</p> <p><u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise</p>	<p>: July 15, 2020</p> <p><u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise</p>	<p>July 15, 2019</p> <p><u>Financing Formula:</u> US\$600,000 if 50% of the target is met (30% reduction in OOSC = 100% of the target), and thereafter US\$40,000 for each additional percent of reduction. with a maximum up to US\$1,200,000 (total)</p>	<p><u>Financing Formula:</u> SDR 2.945 million for 150,000 OOSC brought to schools or the Learning Centers, and thereafter SDR 0.735 million per 50,000 additional OOSC brought to schools or the Learning Centers, with a maximum up to SDR 4.415 million</p>	<p>ent: July 15, 2021</p> <p><u>Financing Formula:</u> SDR 2.945 million for 50% of retention rate of poor students, and thereafter SDR 0.735 million per additional 15 percentage point increase in retention rate of poor students with a maximum up to SDR 4.415 million</p>	<p>US\$600,000 if the OOSC is reduced to 8%, and thereafter US\$200,000 for each additional percent of reduction with a maximum of up to US\$1,200,000 (total)</p>
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<b>DLI 3 (IDA) NCF revised and implemented</b>	<b>DLR 3.1, 3.2, 3.3</b> Secondary curriculum does not adequately serve the needs of diverse student population		<b>DLR 3.1</b> Revised NCF approved		<b>DLR 3.2</b> Revision of curriculum for Grades 9–12 approved	<b>DLR 3.3</b> Grade 9 new curriculum implemented
<b>Allocated amount (SDR, millions)</b>			<b>SDR5.9</b>		<b>SDR5.9</b>	<b>SDR5.9</b>
<b>Disbursement deadline and formula</b>			<b>DLR 3.1</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2018  <u>Financing Formula:</u> SDR 5.9 million if the DLR is achieved, 0 otherwise		<b>DLR 3.2</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2020  <u>Financing Formula:</u> SDR 5.9 million if the DLR is achieved, 0 otherwise	<b>DLR 3.3</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2021  <u>Financing Formula:</u> SDR 5.9 million if the DLR is achieved, 0 otherwise
<b>DLI 4 (IDA) Assessment and examination system reforms undertaken to improve teaching and learning</b>	<b>DLR 4.2</b> Letter grading and single subject certification introduced at Grade 10  <b>DLR 4.1</b> Inadequate capacity to carry out high quality (NASA)		<b>DLR 4.1</b> Analysis of results for nationally representativ e and competency- based NASA Grade 8 (carried out in Feb- March 2017) disseminated	<b>DLR 4.2</b> Single subject certification policy for Grades 11 and 12 implemented		<b>DLR 4.3</b> ERO has analyzed and reported Grade 10 standardized examinations of National Examination Board results and NASA results for the previous year in actionable form

	<b>DLR 4.3</b> Public examinations (Grades 8, 10, 12) not standardized		by August 2017 with specific time-bound action plan for relevant agencies			
<b>Allocated amount (SDR, millions)</b>			<b>SDR4.415</b>	<b>SDR4.415</b>		<b>SDR4.415</b>
<b>Disbursement deadline and formula</b>			<b>DLR 4.1</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2018  <u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise	<b>DLR 4.2</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2019  <u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise		<b>DLR 4.3</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2021  <u>Financing Formula:</u> SDR 4.415 million if the DLR is achieved, 0 otherwise
<b>DLI 5 (IDA) Improved School Management and Accountability System</b>	<b>DLR 5.1, 5.3</b> Block grants to eligible unaided (permitted) Community Schools, and performance grants to community schools not implemented  <b>DLR 5.2, 5.4</b>	<b>DLR 5.1</b> Revised grants manual approved for Community Schools, including guidelines for block grants to eligible unaided	<b>DLR 5.2</b> Performance-based grants for schools meeting minimum accountability requirements implemented in 3,000 schools		<b>DLR 5.3</b> Number of unaided schools receiving block grant reaches 500	<b>DLR 5.4</b> Performance-based grants for schools meeting minimum accountability requirements implemented in 7,500 schools

	Absence of incentives mechanism to address persistent accountability challenges in Community Schools	(permitted) Community Schools, performance grants to unaided schools eligible for block grants and Community Schools meeting basic accountability requirements, and pro-science enhanced grants				
<b>Allocated amount (SDR, millions)</b>		<b>SDR5.9</b>	<b>SDR5.9</b>		<b>SDR5.9</b>	<b>SDR5.89</b>
<b>Disbursement deadline and formula</b>		<p><b>DLR 5.1</b> Roll over: No</p> <p><u>Deadline for achievement</u>: April 30, 2017</p> <p><u>Financing Formula</u>: SDR 5.9 million if the DLR is</p>	<p><b>DLR 5.2</b> Roll over: Yes</p> <p><u>Deadline for achievement</u>: July 15, 2019</p> <p><u>Financing Formula</u>: SDR 5.9 million if the DLR is</p>		<p><b>DLR 5.3</b> Roll over: Yes</p> <p><u>Deadline for achievement</u>: July 15, 2021</p> <p><u>Financing Formula</u>: SDR2.96 million for 250 schools receiving block grant, and thereafter SDR 1.47 million per additional 125 schools receiving block grant, with a</p>	<p><b>DLR 5.4</b> Roll over: No</p> <p><u>Deadline for achievement</u>: July 15, 2021</p> <p><u>Financing Formula</u>: SDR 3.685 million for 6,000 schools implementing the performance-based grants, and thereafter SDR 0.735 million per additional 500 schools implementing the performance-based grants, with a maximum up to SDR 5.89 million</p>

		achieved, 0 otherwise	achieved, 0 otherwise		maximum up to SDR 5.9 million	
<b>DLI 6 (IDA) Improved Teacher Management and Accountability</b>	<b>DLR 6.1, 6.3, 6.5</b> Number of teachers identified nationally for redeployment  <b>DLR 6.2, 6.4</b> Limited teacher accountability (low levels of TST)	<b>DLR 6.1</b> Revised policy and guidelines on reallocation of teachers based on status and norms of teacher deployment; and policy and guidelines aimed at improving TST approved	<b>DLR 6.2</b> TST enhancing monitoring system operational in 15% of all Community Schools	<b>DLR 6.3</b> Number of teachers to be redeployed reduced by 25% of the baseline	<b>DLR 6.4</b> TST enhancing monitoring system operational in 80% of all Community Schools	<b>DLR 6.5</b> Number of teachers to be redeployed reduced by 60% of the baseline
<b>Allocated amount (SDR, millions)</b>		<b>6.62</b>	<b>6.62</b>	<b>6.62</b>	<b>6.62</b>	<b>6.62</b>
<b>Disbursement deadline and formula</b>		<b>DLR 6.1</b> <u>Roll over:</u> No  <u>Deadline for achievement</u> : April 30, 2017  <u>Financing Formula:</u> SDR 3.31 million if	<b>DLR 6.2</b> <u>Roll over:</u> Yes  <u>Deadline for achievement:</u> July 15, 2019  <u>Financing Formula:</u> SDR 6.62 million if the	<b>DLR 6.3</b> <u>Roll over:</u> Yes  <u>Deadline for achievement:</u> July 15, 2020  <u>Financing Formula:</u> SDR 6.62 million if the DLR is achieved, 0 otherwise	<b>DLR 6.4</b> <u>Roll over:</u> Yes  <u>Deadline for achievement:</u> July 15, 2021  <u>Financing Formula:</u> SDR 6.62 million if the DLR is achieved, 0 otherwise	<b>DLR 6.5</b> <u>Roll over:</u> No  <u>Deadline for achievement:</u> July 15, 2021  <u>Financing Formula:</u> SDR 4.415 million for 40% reduction in number of teachers to be redeployed of the baseline, and thereafter SDR 1.1025 million per additional 10 percentage points

		either (i) revised policy and guideline on teacher deployment is approved, or (ii) if policy and guidelines aimed at improving teacher time-spent-teaching approved; SDR 6.62 million if both (i) and (ii) are achieved, 0 if neither (i) nor (ii) is achieved	DLR is achieved, 0 otherwise					increase, with a maximum up to SDR 6.62 million
<b>DLI 7 (GPE Grant) Proficiencies and habits strengthened in early grades</b>	<b>DLR 7.1-7.3</b> LGs have not implemented the NEGRP minimum package (Baseline year: 2017-2018)				<b>DLR 7.1</b> LGs in at least 20 Districts have implemented the national early grade reading program (NEGRP) minimum package in at least 80% of	<b>DLR 7.2</b> LGs in at least 29 Districts have implemented the NEGRP minimum package in at least 80% of community schools		<b>DLR 7.3</b> LGs in at least 38 Districts have implemented the NEGRP minimum package in at least 80% of community schools

					community schools			
<b>Allocated amount (USD, millions)</b>					<b>USD1.0</b>		<b>USD1.979</b>	<b>USD1.979</b>
<b>Disbursement deadline and formula</b>					<p><b>DLR 7.1</b>  <u>Roll over:</u>  Yes</p> <p><u>Deadline for achievement:</u>  July 15, 2020</p> <p><u>Financing Formula:</u>  US\$500,000 if NEGRP minimum package is implemented in 18 districts and thereafter US\$250,000 per additional district, with a maximum of US\$1,000,000.</p>		<p><b>DLR 7.2</b>  <u>Roll over:</u>  Yes</p> <p><u>Deadline for achievement:</u>  July 15, 2021</p> <p><u>Financing Formula:</u>  US\$1,099,000 if NEGRP minimum package is implemented in 25 districts (cumulative) and thereafter, US\$220,000 for each additional district with a maximum of US\$1,979,000.</p>	<p><b>DLR 7.3</b>  <u>Roll over:</u> No</p> <p><u>Deadline for achievement:</u> July 15, 2021</p> <p><u>Financing Formula:</u>  US\$1,099,000 if NEGRP minimum package is implemented in 34 districts (cumulative), and thereafter, US\$220,000 for each additional district with a maximum of US\$1,979,000."</p>
<b>Total GPE Grant, US\$, million</b>					<b>10.100</b>		<b>9.879</b>	<b>3.979</b>