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THIS ACTION IS FUNDED BY THE EUROPEAN UNION

ANNEX III

of the Commission Implementing Decision on the financing of annual action plan in favour of Nepal for 2022

Action Document for Supporting Civil Society's Role in Education

MEASURE

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and measures in the sense of Article 24 of NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Supporting Civil Society's Role in Education OPSYS number: ACT-61470 Financed under the Neighbourhood, Development and International Cooperation Instrument (<u>NDICI-Global Europe</u>)
2. Team Europe Initiative	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Supporting (inter alia) TEI.
3. Zone benefiting from the action	The action shall be carried out in Nepal
4. Programming document	Multi-Annual Indicative programme for Nepal 2021-2027 ¹
5. Link with relevant MIP(s) objectives / expected results	Priority area 2: Human Capital Development Specific objective 1.a: In line with the National Development Plan, to support - inclusive and equitable quality education, to promote lifelong learning opportunities for all Expected results: 1.a: Increased access to inclusive and equitable early childhood education, primary, secondary and higher education; 1.b: Improved Learning Outcomes;
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	Not applicable
7. Sustainable Development Goals (SDGs)	Main SDG (1 only) : SDG 4 Quality Education Other significant SDGs (up to 9) and where appropriate, targets : SDG 1 No Poverty

¹ Within the maximum contribution of the European Union, the authorising officer responsible may adjust the allocation to the respective budgetary years subject to the availability of the commitment appropriations.

	SDG 5 Gender Equality SDG 8 Decent work and Economic Growth SDG 10 Reduced inequality SDG 16 Strong institutions			
8 a) DAC code(s)	Main DAC code: 112 Basic Education 60% 113 Secondary education 40%			
8 b) Main Delivery Channel	20000 NGOs and Civil Society			
9. Involvement of multilateral partners	No			
10. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Human Rights, Democracy and Governance			
11. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective	Principal objective
	Digitalisation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital connectivity		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital governance		<input checked="" type="checkbox"/>	<input type="checkbox"/>

	digital entrepreneurship		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital skills/literacy		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital services		<input type="checkbox"/>	<input type="checkbox"/>
	Connectivity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	transport		<input type="checkbox"/>	<input type="checkbox"/>
	people2people		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	energy		<input type="checkbox"/>	<input type="checkbox"/>
	digital connectivity		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Migration @ (methodology for tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities (methodology for marker and tagging under development)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Covid-19	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BUDGET INFORMATION				
13. Amounts concerned	Budget line (article, item): BGUE-B2022-14.020131-C1-INTPA Total estimated cost: EUR 1 500 000 Total amount of EU budget contribution EUR 1 500 000			
MANAGEMENT AND IMPLEMENTATION				
14. Type of financing	Direct management through: - Grants			
15. Type of measure	<input type="checkbox"/> Cooperation facility <input checked="" type="checkbox"/> Measures in favour of Civil Society			

1.2 Summary of the Action

Nepal's Constitution (2015) guarantees the right to compulsory and free education up to basic level and free secondary education to every citizen. The government, with support from the EU and other partners, has undertaken a series of national programmes in the education sector over the past two decades that have contributed to reducing education inequalities, improving governance, financing, and efficiency. However, challenges remain, especially in learning outcomes and equity in education, especially for girls and marginalised groups.

Nepal's progress in education has experienced a severe shock with the COVID-19 pandemic, which increased pre-existing disparities in access, participation and learning outcomes. An intensive corrective response over the next years will be necessary to recover the learning losses.

The Government of Nepal has worked in close coordination with development partners from 2020 to 2022 to develop the School Education Sector plan (SESP), which covers 2021 to 2030. The SESP differs from previous school sector plans in that it is designed in line with the new federal structure of governance for the Education system in Nepal, which has devolved many responsibilities for school education to local governments. The SESP is funded jointly by the Government of Nepal and donors covering the whole school sector education in Nepal. It is a continuation to the previous education sector programs School Sector Development Programme (SSDP) (2016-2021) and School Sector Reform Programme (SSRP) (2009-2016), both of which were supported by the EU.

This 5 years measure support is part of the EU Multi-annual Indicative Programme (MIP) 2021-2027 and it is complementary with "Quality Education for All" programme, the EU support to SESP implemented mainly by

budget support. This measure supports the role of the civil society organisations (CSOs) in the implementation of the SESP. The action intends to ensure the participation of civil society in the implementation and monitoring in the policy, by focusing on SDG targets such as quality, gender equity and inclusive education.

The overall objective of this action is to enhance civil society capacity to strengthen education goals by improving the participation of civil society, their efforts to enhance advocacy and to ensure transparency and increased effectiveness in national educational policy and implementation processes. The specific objectives are: 1) to strengthen national civil society engagement in education sector planning, policy dialogue and monitoring and 2) to strengthen civil society's role in promoting access to education for all girls and boys, transparency and accountability of national education sector policy and implementation.

The main expected results will be: i) Improved participation of CSOs in the implementation of the SESP at federal, provincial, local and school level; ii) Improved CSO's capacities for advocacy and for designing initiatives to increase the access to education of socially and economically disadvantaged girls and boys, girls and boys from marginalised groups and girls and boys with disabilities; iii) Improved CSO's capacities for enhancing transparency and accountability in the implementation of the SESP.

2 RATIONALE

2.1 Context

Nepal is a Least Developed Country (LDC) located in the Himalayas, endowed with an extremely diverse geography, climate, population and very biodiverse. It is one of the most disaster-prone countries in the world, ranking 4th in terms of climate risk according to the 2021 Global Climate Risk Index. Nepal aspires to graduate from least developed country by December 2026, however regional disparities continued increasing and could put the sustainability of the graduation at risk.

Nepal's Constitution (2015) guarantees the right to compulsory and free education up to basic level and free secondary education to every citizen. The government, with support from the EU and other partners, has undertaken a series of national programmes in the education sector over the past two decades that have contributed to reducing education inequalities, improving governance, financing, and efficiency. However, challenges remain, especially in learning outcomes and equity in education, especially for girls and marginalised groups. In addition, despite the great progress that Nepal has achieved at national level, the rate of development is geographically unequal. The new federal structure promulgated in the 2015 Constitution presents an opportunity to tackle the disparities and create an enabling environment for economic growth.

Under MIP priority area 'Human Capital Development', AAP 2022 will deliver basic education programmes, achieving the expected results of the MIP of increased access to inclusive and equitable education, and improved learning outcomes. Under Priority Area 'Inclusive Green Growth', AAP 2022 will support local adaptation measures with local governments, achieving the expected result of the MIP 'Increased land-use based climate change mitigation and adaptation'. Both actions are part of the Team Europe Initiative (TEI) 'Green Recovery'. The Education programme builds the human capital development pillar of the TEI while the Local adaptation to climate change programme contributes to the inclusive green growth pillar of the TEI, by supporting municipalities to adapt to climate change.

The AAP builds on the previous EU-funded actions with Finland, supporting education, and promoting local governance in the water sector. The education programme will continue EU budget support and provide focused technical assistance with for teacher training, and implementation of the SESP at the local level. Budget support is chosen as an aid delivery method as it strengthens the country system and allows political and policy dialogue.

With EU support, the Government has developed a new School Education Sector Plan (SESP, 2021-2030), which covers early childhood education, primary, and secondary education. This plan will support inclusive and equitable quality education for all children ages 4-16 in Nepal. It will contribute to socioeconomic transformation in the country by preparing competent, creative and values-oriented citizens.

The main implementing modality of the EU support to SESP will be budget support (Sector Reform Performance Contract) to support the sector policy dialogue. Complementary measures comprise technical assistance at federal and local level, supporting amongst others, data management, planning capacity at local level and teacher training ecosystems. With this support measure, grants will be awarded to CSO to support advocacy and accountability on

equity and inclusion. These grants to CSO will be implemented through this support measure. The complementarity of the different implementing modalities will reinforce the EU policy dialogue at federal, provincial and local level with the support of the technical assistance and in partnership with the CSO.

This measure will complete the support provided by Education Out Loud funded by the Global Partnership for Education (GPE) that in Nepal is empowering the CSOs to improve accountability of the education system.

2.2 Problem Analysis

There is a huge gap between the Nepal legal commitments to provide universal free and quality education and the reality of ensuring such quality education for all the Nepali children. It is particularly poor and marginalised groups that are denied quality education, such as children whose families live in poverty; girls due to gender discrimination; ethnic or linguistic minorities; children with disabilities or those who are forced to work. Many Nepali children and adolescents at the age of being in secondary school have not come further than primary school and school does not guarantee learning. There are many causes for this, such as lack of trained teachers, inadequate learning materials, poor school facilities or the lack of social policies for the poorest families which means that children risk to meet up in school sick, tired from child labour or hungry, which impede them to pay attention in class and to actually learn.

Children social discrimination takes also place inside the schools that directly exclude or indirectly push marginalised or discriminated children and adolescents out of school. This may impact on groups such as pregnant adolescent girls, refugees, certain ethnic groups, children with disabilities, homosexual adolescents, or those children or adolescents that come from poor families Therefore it is essential to have civil society that can strengthen the voice of underprivileged and marginalised groups in order to address structures and policies that increase societal inequality.

The participation of civil society can include: i) Participating in policy dialogues which provide information about the advances and weaknesses in the implementation of the education policies. National CSOs have the possibility to raise concerns related to the impact of the policies on the marginalised groups' education situation in the country; ii) National CSOs are particularly important when they are representative of the marginalised and therefore have stronger legitimacy to talk on their behalf. CSOs can contribute with valuable information and arguments for shaping the education policies in favour of the poorest and most marginalised population groups; iii) CSOs can also advocate for monitoring that the learning goes beyond traditional reading and writing skills and to promote life skills for children; iv) CSOs often have closer contacts with communities, and they can be the bridge so that student, parent or teacher concerns about the quality of education services reach policy makers; v) CSOs are also well placed to generate data and evidence through data collection from communities and analysis, research and evaluation activities in their respective communities.

The Nepali civil society is playing a key role contributing to close this gap by offering support, constructive critique and knowledge for the government to ensuring education for all. However, in order to be able to fulfil these roles, the Nepal CSOs need to be able to operate and they need to be strong and well-prepared with knowledge on technical topics, such as public education budgets. The EU's support aims at strengthening the organisations and enabling them to participate with constructive critique, proposals and knowledge in policy discussions on education; fulfil an important social accountability role and advocate for improvements in the education system. With the support, it is expected that the CSO's together can help moving the national education policies closer to reaching the goal of fulfilling the right to education for all and not leaving any child or adolescent behind.

Identification of main stakeholders:

The Nepali Federation of NGOs is a stable network covering a large number of Nepali non-governmental organisations (NGOs). The Association of International NGOs (AIN) is an important network and has 12 working groups including 27 CSOs working in the education working group. AIN is part of the Local Education Group (LEG) and it is full associated to the education sector wide approach (SWAP) in particular sector policy dialogue and coordination.

Other stakeholders (non-exhaustive list): i) National NGOs and community based organisations (CBOs) representing minorities and marginalized groups (the Nepali Federation of Indigenous Peoples, the national Federation of the Disabled Nepal, the Nepal Disabled Women Association, the Nepal National Dalit Social Welfare organization and the Feminist Dalit Organization, to name a few); ii) the government of Nepal in particular: The Ministry of Education, Science and Technology (MoEST) in charge of sector policy, planning and

coordination at federal level in association with other line ministries and governmental agencies; Ministries of Social Development at provincial level; the education units of local governments, the main implementing body of the new sector plan (SESP 2021-2030); iii) the teachers unions; iv) and at school level: the School management Committees (SMCs), the Parents and Teachers Associations (PTAs) and the Youth clubs.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective (Impact) of this action is to enhance civil society's capacity to strengthen education goals by improving the participation of civil society, their efforts to enhance advocacy and to ensure transparency and increased effectiveness in national educational policy and implementation processes.

The Specific Objectives (Outcomes) of this action are to

1. Strengthen national civil society engagement in education sector planning, policy dialogue and monitoring.
2. Strengthen civil society's role in promoting access to education for all girls and boys, transparency and accountability of national education sector policy and implementation.

The Outputs to be delivered by this action contributing to the corresponding Specific Objectives (Outcomes) are:

1.1 Contributing to Outcome 1 (or Specific Objective 1): Improved participation of CSOs in the implementation of the SESP at federal, provincial, local and school level.

2.1 Contributing to Outcome 2 (or Specific Objective 2): Improved CSO's capacities for advocacy and for designing initiatives to increase the access to education of children socially and economically disadvantaged, children from marginalised groups and children with disabilities.

2.2 Improved CSO's capacities for enhancing transparency and accountability in the implementation of the SESP.

3.2 Indicative Activities

Activities related to Output 1.1 Improved participation of CSOs in the implementation of the SESP at federal, provincial, local and school level:

- Bi-annual participation to the Budget Review Meeting and Joint Review Meeting in order to share the lessons and best practices and to improve the policy dialogue with the government and other stakeholders ensuring that youth's, marginalised and children with disabilities voices are included in the dialogue.
- CSO support to the local governments and schools in the implementation of the SESP including the disaster management plan and the improvement of green and resilient schools.
- CSO support to the local and provincial governments in the coordination and the SESP SSD.
- Capacity building of local CBOs to improve their role in the education sector.
- Capacity building of School Management Committees (SMCs) and Parents and Teachers Associations (PTA).
- Develop operational research, innovative work to support the implementation of the SESP.

Activities related to Output 2.1 Improved CSO's capacities for advocacy and for designing initiatives to increase the access to education of children socially and economically disadvantaged, children from marginalised groups and children with disabilities:

- Increase CSO capacities to support screening and early intervention for children with disabilities providing assistive devices, inclusive learning material and resources classes, mentoring and coaching support and creating accessible and disability friendly schools environment.
- Implementation of strategies for bringing out of school children into the school system (community visits and awareness campaign) and ensuring their retention.
- Improve CSO capacities to support LG and schools in implementing the equity strategy in addressing the diversity, promoting social justice, supporting children with disabilities, addressing gender discrimination and gender disparities and promoting multi-sectorial collaboration.

Activities related to Output 2.2 Improved CSO's capacities for enhancing transparency and accountability in the implementation of the SESP

- Improve the capacities of local governments, schools and CBO in good governance, transparency and social accountability.
- Enhance the capacities of schools in developing in a participatory and contextual manner the School Leadership and Management and the School Improvement Plan.

3.3 Mainstreaming

Environmental Protection & Climate Change

Outcomes of the EIA (Environmental Impact Assessment) screening: Not applied for this measure.

Outcome of the CRA (Climate Risk Assessment) screening: Not applied for this measure.

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that gender equality is a cross-cutting issue throughout all activities and envisioned outputs and outcomes. The SESP seeks to address gender inequality and social exclusion. This includes removing identified gender barriers, along with the challenges faced of the intersectionality of these barriers with additional drivers of exclusion such as those based on language, caste or socio-economic background. Major strategies under the SESP in this regard are the adaptation of the Consolidated Equity Strategy to be operational across the different tiers of government and support local governments to identify and unpack gender-driven education outcome disparities, followed by targeted interventions to reduce these and monitor progress through the equity index, which ranks local governments based on prevalence and severity of these disparities. Furthermore, by improving the physical and educational environments by making schools free from fear, discrimination, and abuse and conducive to diversity so that children can participate in learning activities in a child-friendly (including gender and disability-friendly) environment.

Human Rights

The SESP commits to ensure that all learners receive the knowledge of culture to respect a sustainable way of life, human rights, gender equity, peace, non-violence, universal citizenship and cultural diversity and skills to contribute to sustainable development. To achieve this, it has adopted the strategies of i) integrating various soft/non-cognitive skills and human values, including gender, inclusion, respect for diversity, equity, human rights, non-violence, peace and cohesion, awareness in the school education curriculum; and ii), develop the capacities of all teachers so that all incumbent teachers can teach addressing contemporary issues related to teaching and learning identified by national studies such as gender, inclusion, equity, human rights, peace and co-existence, awareness of environmental change, etc.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. The SESP was informed by a dedicated analysis on disability-inclusive education to inform the overall education sector analysis and the development of an inclusive education approach paper. Following this, the SESP sets out to strengthen inclusive education by including targets on scaling up inclusive education schools and turning the 380 existing resource classes into inclusive education resource hubs for schools within the respective local governments. It also scales up an inclusive Education Management Information sub-System at the local level to consolidate data on children with disabilities to be able to offer educational services that respond to their specific needs. This modelling of inclusive education is envisioned to be done alongside efforts to strengthen the capacity of governments to provide inclusive education services, including on identifying learning disabilities, developing tailored teaching and learning materials, along with teacher development.

Democracy

The emphasis of the system strengthening in the education sector is primarily aimed at the local level to ensure that the democratically elected local governments are enabled to exercise their roles and responsibilities as per their constitutional mandate. The SESP also clearly states in its vision and mission the ambition to ensure that education produces people that are able to engage in their community and the wider society.

Conflict sensitivity, peace and resilience

The action will contribute to strength the educational at local government level by reducing the disparities between them and the rest of the country directly contributes to a decrease of the flaring up of political agitation and conflict. Respecting local differences and allowing parents and children to have informed choices is a basis of the policy. Cross-cutting issues of child protection; preventing gender-based violence, sexual exploitation and abuse; and gender, age and disability needs to be systematically integrated in humanitarian responses. Children's related

vulnerabilities increase during crisis periods. The proposed modelling on school safety and resilience component of the SESP has a dual focus on prevention and response. As part of the comprehensive school safety, the schools as a zone of peace (advocating against the use of schools for politically motivated disruptions) mechanism will also be strengthened and (re)introduced at the local government level.

Disaster Risk Reduction

The devastating impact of the 2015 earthquakes on school infrastructure exposed the vulnerability of the system and the need for a common understanding of comprehensive school safety encompassing safe learning facilities, school disaster management and risk reduction and resilience education. Recurrent floods and other disasters, as well as the COVID-19 pandemic, has further shown the necessity to have a variety of strategies to reduce the burden of disruptions for students. The government's Comprehensive School Sector Master Plan and the minimum standards provides a foundation for this. However, this needs to be adapted to the federal context and operationalized at local and school levels to increase the ability of schools to prepare and respond to natural disasters and other crises, such as the COVID-19 pandemic. In line with this, local governments and schools need support to produce, update and implement school disaster management plans, and to train teachers and students on disaster risk reduction (DRR). At the same time, school safety needs to be understood as being related to more than physical infrastructure and DRR, including learning environments that are free of gender-based violence, bullying, corporal punishment and other violence. As many communities in Nepal are vulnerable to the impacts of climate change and natural disasters, there is an increasing need to strengthen awareness on climate and environment in schools.

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
external environment	Risk 1: Local capacities do not develop as required by the federalisation increasing inequalities between different parts of the country	High	High	Policy dialogue on monitoring and analysis of civil servants rotations /staff turnover
external environment	Risk 2: Financial and capacity building sustainability at local level not guaranteed	Medium	High	Focusing greater capacity and institutional development efforts and schools and community levels Local priorities to be taken into account in municipality's selection Formal memorandum of understanding signed by all actors prior implementation Visits to other municipalities successfully implementing
external environment	Risk 3: Resource duplication within CSOs	Medium	Medium	Improve the coordination and reporting system in line with the Technical assistance framework of the SESP
external environment	Risk 4: low engagement of beneficiaries and marginalized communities	Medium	High	Building advocacy skills and ensure participation of the beneficiaries in the designing, implementation and evaluation of the intervention as well as in the decision-making processes.

external environment	Risk 5: pandemics	Medium	High	Ensure implementation of health measures for risk reduction; ensure flexibility in planning to cope with potential delays
external environment	Risk 5: Earthquake, floods, landslides, etc.	Medium	Medium	Ensure flexibility in planning to cope with potential delays; advocate for appropriate disaster risk management at provincial and local level; continued effort to support government in ensuring safe schools.

Lessons Learnt:

Access, equity and quality

The low enrolment rate of children of some marginalized communities, children living in difficult circumstances, children with disabilities, and children of economically very weak communities; and a high number of students not completing the education level is a concern. Drop out and repetition indicate the need for the improvements in access and participation.

Strategies to reach the remaining out-of-school children and increase access to post-basic levels of education through addressing both socio-cultural and economic ‘demand’ factors can be very effective if well targeted and tailored to specific barriers.

Despite efforts made for improvement in quality, learning achievements obtained by the students show that improvement in quality is not achieved as expected. Creating ‘enabling conditions’ and ‘child friendly’ learning environments is not enough to guarantee improved learning outcomes: there must be a direct focus on classroom pedagogical processes that have a direct impact on learning outcomes.

Effective and efficient service delivery

The school improvement plan (SIP) is a useful tool for school development but only if it goes beyond a ‘mechanistic’ approach and is supported by ‘instructional leadership of head teachers, facilitating a participatory, whole school and whole community approach to change’.

Donor coordination and complementarity

Coordination mechanisms for the SESP will build on existing strengths, whilst seeking to further strengthen harmonisation in terms of reporting requirements, and a more coordinated approach to technical assistance including CSOs interventions).

3.5 The Intervention Logic²

The underlying intervention logic for this action is to support the EU-Nepal partnership. It will enable the EU to reinforce the policy sector dialogue implemented by other modalities (budget support and complementary measures). The focus of this dialogue will be the inclusive education and the good governance of the sector using the comparative advantage of the CSO in supporting the implementation of the new sector plan (SESP 2021-2030).

CSOs in their interactions with the different actors of the education system (the governmental administration of the sector, the schools and teachers as services providers and the beneficiaries like the children, their families and the communities) can contribute to improve the transparency and the social accountability of the education, the increasing the access to education of children socially and economically disadvantaged, children from marginalised groups and children with disabilities.

3.6 Logical Framework Matrix

Given the nature of this Action a Logical Framework Matrix is not required at Action level.

² @TEI Methodological Note to Support Design

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the partner country

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures³.

4.3.1 Direct Management (Grants)

Grants: (direct management).

(a) Purpose of the grant(s)

The grants will be contribute to achieve the two specific objectives of the action (see 3.1).

(b) Type of applicants targeted

The potential applicants for funding will be local, international NGOs or consortia thereof with minimum 5 years of experience working in the school education sector in Nepal (covering children from 4 to 16 years old) at federal, provincial, local, and/or school level and with beneficiaries and their representatives, as well as in areas of policy dialogue and advocacy, planning and monitoring, good governance, operational research and inclusive education.

4.3.2 Changes from direct to indirect management mode due to exceptional circumstances

The alternative to the direct management could be the indirect management with a pillar assessed entity.

4.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realization of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.5 Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Implementation modalities – cf. section 4.3	
Grants – total envelope under section 4.3.1	1 500 000
Totals	1 500 000

4.6 Organisational Set-up and Responsibilities

A separate, tailor-made steering system will be set up for the action in order to ensure the interaction of different actors at federal, provincial and local level and will include an active and meaningful participation of key stakeholders, including rights holders such as youth, women organizations and organizations representing vulnerable and marginalized groups as well will provide reasonable accommodation to allow participation of persons with disabilities.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.2 Evaluation

Having regard to the nature of the action, a final evaluation may be carried out for this action or its components via independent consultants. It will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that the action could include innovative strategies.

The Commission shall inform the implementing partner at least 1 month in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The financing of the evaluation may be covered by another measure constituting a Financing Decision.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements. The financing of the audits and verification may be covered by another measure constituting a Financing Decision.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

It will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding

statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.