

Support to Basic and Primary Education

**His Majesty's Government
Ministry of Education**

NEPAL

**THE CTA OF BPEP II's
BI-ANNUAL REPORT NO. 15¹
1 August 2000 - 31 July 2001
TO ROYAL DANISH EMBASSY**

Danida
104.Nep.39

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BPEP II

¹ Due to circumstances, MFA, Copenhagen and RDE, Kathmandu endorsed that the office should not do the report in January 2001. Thus, this report covers two 6-months periods.

KEY DATA

Country: Nepal

Project Title: Basic and Primary Education Programme (BPEP II)
(EDUSAP: Education Sector Assistance Programme)

Report No: 14 Danida Ref: 104.Nep.39
Account No: 505-3391-8

Period covered: 01/08/00..31/07/01

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Next report due: 02 - 2002

Danida grant :** DKK 300,000,000

Contribution in US\$ mill:	Budget 2000/2001	Expenses August 00-July 01
Danida		
- Basket Funds	5.90	2.48
- Direct Funds	2.10	1.89
HMG	0.80	NA
Others: CIP Donors		
IDA	4.20	2.40
EU	3.00	1.50
NORAD	3.60	1.80
FINNIDA	1.10	0.57

Source: Budget: PIP 2000-2001
Expenses: DOE Estimation of Cash Requirement FY 00/01

- MOES & DOE Activities, JEMC Upgrade for durable textbooks, PAT Operation, Braille books, Database, ILP.
- The contracts entered in Copenhagen.

**DANIDA TA (Long Term Advisers) is over and above DANIDA Grant to BPEP II

Government agreement signed: 29th May 1998

Project period: 1998– 2003
(Should be adjusted to 2004)

Implementing agency: Department of Education under
Ministry of Education & Sports
Kathmandu, Nepal

PROGRAM OBJECTIVES

The programme is pursuing the consolidation of the objectives of 1st Development Phase (1993-1998) i.e. to provide universal primary education to all children of Nepal. In line with the World Declaration on Education for All, the focus of BPEP II is to provide access to quality primary education for all in a sustainable manner.

Instead of the former earmarking of funds towards specific components and activities, all core investment donors (CIP-donors) have now agreed in principal to the "basket"-funding modality (total co-funding within all components). All donors have released funds to the basket but co-funding of areas outside the basket has still not been agreed to.

The overall program target is national coverage. As envisaged, expansion took place in phased manner. During the first and second year the program was expanded from 40 to 48 and 60 districts respectively. Starting July, 2001, program has been expanded to all 75 districts, meeting the target of national coverage.

IMMEDIATE OBJECTIVES AND PROGRESS WITHIN THE 17 COMPONENTS

Since the introduction of the basket modality, PAT provides technical assistance to all areas of Department of Education and thus, the bi-annual report of the CTA to RDE covers all 17 components.

Component 1: Physical school facilities

The objectives: Schools physical environments are well maintained so as to improve the teaching-learning and health situations and protect the large investment in physical structures. To involve local authorities in maintaining schools. To improve access and reduce over crowding in classrooms, and provide proper sanitary installations. To ensure that new construction is earth- quake resistance and cost effective and only build according to need.

Strategies/Activity/Progress:: To establish a regular maintenance habit of schools based on local community involvement and contribution and by involving VDCs in supporting schools regular maintenance. Introducing the Schools Physical Improvement Programme (SPIP), where schools physical basic needs are established. Improve existing new classroom design by development of new design and construction method. New construction of additional new administration building at central and district level where in need.

The 2 DW (MS) attached to BPEP are in 2 districts training of DDC, VDC chairman and staff, SMC and HM and maintenance teacher in the new maintenance approach, where VDC will be requested to contribute to schools regular maintenance.

Readjustment of steel structure for the new earthquake design in progress and pre-qualification of manufactures in progress. Design of new DOE building at Sanothimi and 6 new DEO buildings in progress, however at different levels. Pre-qualification for manufacturing/supplying and bidding preparation for new classroom design in progress.

SPIP survey is delayed due to new procedure (household survey - GER & G. NET) .

Interactions with disability NGO's and Special Education Section on accessibility has been initiated.

Component 2: Alternative Schooling:

The objectives of this component is to try out a number of modalities for easing access for disadvantaged children to obtain the overall programme goal of universal access to primary education. Two modalities school out-reach program and flexible schooling. The objective of the Out-reach

program is to provide grade 1 to 3 schooling opportunities for children living far away from the school or who are excluded from the school for other reasons. 150 centres have been started in 19 districts. The objective of the flexible schooling program is to provide learning opportunities corresponding to primary education grade 1 to 5 to working children in urban, semi-urban and rural areas through a condensed package using a non-formal education strategy. 150 centers have been started in 15 districts. Out of School Program (OSP) is a continuation of BPEP-I and following the same strategy.

Strategy/activity/progress: Out-reach-programme was started as scheduled, but there seems to be problems with the location of the program sites. Often they are situated very close to a school, or even in schools, and seem to be used more as a mean to ease overcrowded classrooms than actually providing opportunities to children in remote areas. The second year of the school flexible programme is heavily delaying due to the confusion creating about no objection procedure of WB. The process of materials development (learning as well as training materials) has not started yet.

In many districts the actual implementation of OSP was almost on time this year. The component is at present challenged by the problem of meeting the educational needs of approximately 25000 primary age children of former Kamaya families many of them living in camps without access to education.

NFEC has developed monitoring tools and tested in five districts. From coming fiscal year comprehensive monitoring system will be established at district as well as centre level.

Component 3: Education of Girls

The objective of this component is to increase girls' enrollment and retention through providing various types of incentives. These activities are particularly targeted to areas with low girls' GER. To facilitate girls' participation in secondary education, the feeder hostel programme will be continued/revitalized and secondary education scholarship has been provided to 1000 girls. Those programs are expected to help to enlarge the group of potential female teachers, especially in the remote areas, and eventually support the implementation of the HMG policy on having minimum one female teacher per primary school.

Strategy/activity/progress: The strategy of this component is to launch a multi-pronged incentive scheme and to mobilize communities and NGOs to participate in the implementation of the scheme

WES has been conducting activities in accordance with PIP and ASIP. However, it has to be mentioned that considering that girls' are consisting the largest share of out-of-school children the efforts and resources put into improving girls' enrolment, retention and outcome of primary education are modest. The idea when BPEP-II was designed was that gender issues should be part and parcel of all other components. It is however difficult to monitor to what extent this happens. None of the other components (except NFE/women) seems to be explicit about their targets in terms of girls/women.

The WES has completed its program for FY 2000/01 and reached the set targets and outputs. However, it has to be mentioned that due to delayed budget allocations at the beginning of the year, incentives are paid very late into the school year, and one can thus have doubts about the cost-effectiveness and impact of the scheme. In addition to the planned activities listed in ASIP the WES has drafted TORs for a gender audit and has with basket and Norwegian direct funds launched a comprehensive evaluation of the existing strategies to supply, recruit and deploy female teachers.

Component 4: Special focus Groups:

The **objective** is to increase enrollment and retention of primary school age children of disadvantaged groups through the launching of awareness programmes in those communities where the special focus groups are and to conduct motivational programmes in order to increase the demand for education.

Strategy/activity/progress: The strategy is to identify special focus groups and their needs, to conduct workshops on VDC level in order to involve the community and to make parents aware of the importance of education. 5 districts (Shiraha, Ilam, Bardiya, Kanchanpur and Rupandehi) have been identified, tools have been developed for survey and orientation programme has been completed. The component is at present challenged by the problem of meeting the educational needs of approximately 25000 primary age children of former Kamaya families many of them living in camps without access to education.

The component is progressing according to plan.

Component 5: Special Education

The objective of this component is to contribute to the improvement of enrolment, retention and completion rates of primary children by implementation of a national special education programme catering for the needs of children with visual impairments, hearing impairments, physical disabilities and minor intellectual disabilities with minor physical and intellectual disabilities. The educational needs children with disabilities of disabled children have as far as possible to be met in regular school settings.

Strategy/activity/progress: The main elements of the strategy are to ensure primary education for children with disabilities by establishing resource classes, resource centres and assessment centres in order to integrate children with disabilities in normal school settings and furthermore to develop more inclusive schools.

The transition from BPEP I to BPEP II and evaluation of the impact of strategy and activities during BPEP I has provoked a process of changing strategy from a single strategy approach, establishing of resource classes with hostel, to a more flexible multiple strategy approach in order to be able address the diversities of local conditions and the different needs of children with disabilities.

The main elements of the strategy are to ensure primary education for children with disabilities, in as integrated settings as possible, by establishing special education arrangements such as resource classes with hostel, disability day centres, itinerant work, scholarship, home schooling, building up more comprehensive sign language environments and development of more inclusive regular schools

In consequence of this strategy awareness campaigns, teacher training program, training of trainers, capacity building of disability NGO's and development and production of educational materials has been carried out in co-operation with disability NGO's and other institutions.

Moreover, as a part of the Special Needs Education/Inclusive Education Institutional Linkage Program between the Danish University of Education/Copenhagen County and Department of Education/Special Education Section pilots on Inclusive Education have been started in Banke and Udayapur districts.

Component 6: Early Childhood Development

The **objective** of the ECD programme is to contribute to overall development of children through the establishment of Community Based Early Childhood Development Centers (Bal Bikas Kendra, BBK) involving as far as possible the communities. Besides giving children a holistic early childhood care and preparing them for school, the objective is also to get under-aged children out of grade 1.

Strategy/activity/progress: The strategy is to develop and get approved a national ECD policy, and to inform the VDCs and local communities of the new modality of BBK. A training package for ECD teachers has been developed.

During the past year ECD activities have been initiated/conducted in 41 districts. On the recommendation of the donors, May 2000, DOE has fielded missions in June and July to assess the situation with a view to limiting community based ECD activities to 20 districts. The outcome of this assessment is yet to be finalized. One of the main problems is that the Centres are not community based, but still located in schools and serve more as pre-primary classes than early childhood development centres. Proper monitoring, backstopping and evaluation in this piloting phase of the BBKs has been a problem with such a large program coverage. There is a need to strengthen capacities at central level to cope with the demands and planning for ECD.

Component 7: Community Mobilization

The objective of this component addresses the issue of non-enrolment, low retention and low promotion rates through the involvement of the community in school planning, and developing a feeling of ownership among local stakeholders.

Strategy/activity/progress: The strategy is to establish VECs, SMCs, and involve NGOs, CBOs and other local organization in planning and implementation of BPEP activities. A clarification process regarding the concept of partnership and different modalities for developing and organizing cooperation with NGO's and CBO's has been initiated. Local level community mobilization should be budgeted initiated. Discussions are on-going on testing different types of SMC modalities and pilots are planned to be carried out in FY 2000-01. The Education Act for revising SMC and establishment of VECs is in the process.

Component 8: Literacy

The **objective** of this component is to address the learning needs of women in the age-group 15-45, who have not had a chance to go to school or have dropped out before reaching a sustainable literacy level through delivery of twelve months packages. The first 6 months of the package focus on basic literacy skills, the second 6 months on functional literacy and skills training.

Strategy/activity/progress: The strategy is to develop and produce reading materials for the 12 months package and select and train facilitators. Books and training materials have been produced, training of facilitators completed and Basic literacy classes have started in the districts. But for the second six months process of new materials development has not started yet. The old text materials, which were developed on the basis of first nine months basic literacy program, are in use. The program has been seriously delayed also this year due to delays in distributing the text as well as training materials.

Component 9: Curriculum and Text Book Development

The **objective** of this component is to develop, produce and distribute curriculum materials for all primary grades as well as supplementary teaching-learning materials and books and explore the possibility of establishing and strengthening school libraries.

Strategy/activity/progress: Working and advisory groups will be formed and new materials will be tested in schools. All main activities: Development of curriculum in optional subjects, development of workbooks in Grade 1, produce and print content elaboration is completed. Development and distribution of supplementary reading materials completed according to plan.

Training of writers and development of textbooks in local languages is proceeding as planned: Grades 4 and 5 in Limbu, Tamang, Maithili, Bhojpuri, Awadhi, Newari, Tharu; Grades 1_3 in Magar and Rai. Proposals for a major reform of the primary curriculum are being developed. This reform process is likely to begin with a broad and deep national study during 2001/02, looking broadly at the aims and objectives of primary education and in more detail at the content of individual curriculum areas.

Component 10: Continuous Assessment

The overall **objective** of this component is to put in place a system of monitoring children's learning achievement on a continuous basis in order to improve shortfalls in teaching/learning and facilitate the successful implementation of the liberal promotion policy.

Strategy/activity/progress: The strategy is to form advisory and working groups and to test materials in the districts, to train teachers and to develop a system of continuous data collection. The scale of the piloting within the 5 districts is still under discussion. Master trainers have been trained and they have trained RPs and teachers.

CAS has been introduced into Grade 1 in all schools in the five CPE districts, with 50 of these schools being selected for piloting purposes in order to gather data on the effectiveness of the programme. Teachers who will be new to the CAS programme have been trained preparatory to its extension into Grade 2 in 2001/02. CDC will prepare a report on the first year of CAS early in 2001/02. The piloting phase will last for three years and will be closely monitored for quality and impact before there is an expansion in future years.

Component 11: Recurrent cluster-based training

The **objective** of this component is to provide recurrent teacher training (whole school approach and modular modalities) to all teachers through formalized training at the resource centre and school visits by resource persons in order to provide on the spot professional back-up to teachers.

Strategy/activity/progress: The strategy is to establish Resource Centers each covering a cluster of schools. The sizes of these clusters vary from 15 until more than 30 schools. At district level recurrent teacher training (any 10 days modular training) has been delayed due to late production and distribution of training materials from centre level. The Resource Person, who is supposed to provide technical support to teachers in schools also has to carry out the re-current training in the center, and has been a key person in the formulation of district plans. In addition RP also has responsibilities in mobilizing communities, looking after NFE, special education etc. The time a RP can actually spend on supporting teachers is very limited, and this has implications for raising learning achievement of children. The need for RPs to be working more with teachers in schools was identified during an ILP workshop on RCs. However, to translate this into reality appears to be problematic. There is a need for seriously looking into the functioning of and the impact of the RC-system - it is considered as one of the cornerstones in BPEP II. The concept of Lead Resource Centre is still under discussion.

A 30 days job induction-training package for RPs has been developed by NCED.

Component 12: Certificate Teacher Training

The **objective** is to provide basic ten months in-service training, to improve the present evaluation system of teacher training, to develop crediting schemes for recurrent training and to develop guidelines for teacher licensing systems.

Strategies/Activity/Progress: 330 hours training for 4,342 primary teachers, 1 month training for 947 headmasters has been carried out through the 9 Primary Teacher Training Centres. Further, 6218 teachers were trained in second package (330 hours) through the Distance Education Centre in this fiscal year. Furthermore, teacher training policy has been developed and endorsed by training management and co-ordination committee.

Component 13: Strengthening of Department of Education

The **objective** is to strengthen and equip MOES and DOE physically, to establish an EMIS/SM and providing training to key personnel in managing it.

Strategies/Activity/Progress: Develop EMIS and School Mapping (SM) managing tools needs for central level, assess and identify equipment and physical needs. Develop a core team and provide training staff and training of trainers. Develop new EMIS forms and redesign computer planning and system design in corporation with local consultant. Procure computer equipment and train of staff. Train regional staff as trainer of trainers in filling in forms and they will train district staff. Establish support from IIEP, Paris in upgrading EMIS in general. School Mapping (S-M) packages developed and training of regional and district staff in mapping. Provide each district with maps. Establish support from IIEP, Paris in upgrading School Mapping in general.

New EMIS survey forms developed, training and distributions district completed. Data entering in progress. Redesigning of software in progress. Negotiations with IIEP after their identification and planning mission in January for further support to establish national EMIS and SM systems.

Component 14: District Education Planning

The **objective** is to assist the Districts in building capacity in prioritising educational provisions putting a focus on disadvantaged groups and addressing most pressing problems. This will be done through strengthening DEOs, preparation of district education plans and strengthening EMIS/PMIS.

Strategy/activity/progress: A participatory approach will be embarked upon in order to have school improvement plans developed by VECs and SMCs to feed into an overall district education plan. 8 out of 12 planned districts have been involved in preparing SIPs/SPIPs.

Establish a well function EMIS and SM data collection system and train district staff so the data can be in-corroborated data into the DEP based on given policies.

Activity: Improve EMIS and SM programmes and training of local staff.

Progress: Staff trained in DOE's improved EMIS and SM exercise. All 75 districts completed EMIS survey, SM still on-going.

SIPs/SPIPs have been conducted in districts as planned. 5 district have been selected for piloting of a bottom-up planning exercise intended to provide lessons for the wider system. A formula funding workshop has been conducted with assistance from EU assisting DOE in identifying a modality for distribution of funds to the districts. How to distribute funds at sub-district level , however, requires further work.

Agreement has been reached to invite NIEPA from New Delhi to undertake a fact-finding mission on decentralization in education and to assist with formulating the pilot projects in the 5 bottom-up planning districts.

Component 15: Local Capacity Building

The **objective** is to strengthen capacity building at local level, to increase managerial capacity and to develop sustainability of school programs aiming at upgrading key persons at the community level (head teachers, VECs, and SMC members) through bottom-up planning, establishing school level EMIS.

Strategy/activity/progress: The strategy is to prepare a manual for master trainers and train master trainers on this basis, establish school based EMIS and prepare and revise SIPs. Training manual and

awareness materials are being developed. There is a lack of coordination between different organizations/sections of MOES regarding the management training of H-masters.

VEC's and SMC's in some districts have not been established and this has hampered the training activities under this component.

Component 16: CIP-program management

Strategy: to provide financial support to establish PMIS and FMIS and to retain qualified and skilled BPEP I staff.

Component 17: TSAG

The **objective** is to provide technical support to the implementation of BPEP II.

Strategy/activity/progress: Meetings are still called on *ad hoc* basis instead of bi-monthly. TSAG is still struggling to find its optimal form. It seems that TSAG for the time is used primarily as a body that endorsed even minor activities of the R&D section. Conscience of the existence and possible role of TSAG seems very low indeed. The DOE wants to have the idea of TSAG revised during the December mission.

CROSS-CUTTING ISSUES

Overall assessment of programme implementation FY 2000-2001:

The year saw a very late release of budget and norms, which hampered the implementation throughout the year. It is estimated that only some 60% will be utilised. The late release – due to HMG regulations – was paralleled by confusion and lack of understanding of program procurement rules. What followed was a lot of bottlenecks for program implementation.

The ASIP for 2001/2002 recognised a number of weaknesses for the implementation of the program. In terms of lack of implementation, these are among others:

- Collaboration between sections is minimal,
- Lack of cooperation with civil society,
- Collaboration between many of the sections in the planning and implementation of activities is minimal.
- There is a lack of cooperation with civil society,
- The convergence between the activities of the different programme components and between central - district – village and school is too weak.

However, a number of very important steps were also seen. Among others, these include that DOE succeeded to prepare ASIP and AWPB for the year 2001/2002 in the period between November and March mission. It gives hope for a smoother implementation during which the activities are launched not only in the last part of the fiscal year.

Further, it was decided to develop the modalities of the education planning into a more comprehensive decentralisation. This includes financial management as well education management information systems. A policy for teacher education has been articulated and endorsed by the Ministry as part of an internal preparation for the coming ADB project.

DOE was engaged in a number training activities as short-term capacity build and last but not least a management training program targeted at middle managers has been developed.

Finally, the Special Education Section has moved to Sanothimi facilitating a more organic integration of the SES-activities into DOE.

HMG:

The March 2001 Mission endorsed donor funding for a total BPEP budget of NRs. 1,251 million (ref. para 37 of the aide-memoire). It recommended the Government to revise the proposed budget of NRs. 1,579 million and present the same for review to the Local Donor Group. The revised budget amounted to NRs.1,290 million. The amount exceeded the ceiling approved by the Mission by 39 million rupees. However, it was decided that there was no rational scope for further cutting the allocations for components 2-17. DOE made a solid exercise with involvement of all component chiefs to come up with the revised budget.

Concerning the World Declaration on Education for All (EFA), HMG has initiated the process to develop a National Plan of Action for achievement of education for all by 2015. The plan will, in accordance with the Dakar Framework for Action, be finalised in 2002.

HMG intends to incorporate the National Plan of Action on EFA into the 10th National Five-year Plan (2002-2007), and that BPEP policies and strategies will form an integral part of that plan.

The PAT office further supported the preparation for the Ministerial meeting for the regional follow-up on EFA, hosted by HMG in Kathmandu mid-April.

The Annual Strategic Implementation Plan (ASIP) 2001/02

Through a participatory approach DoE had prepared an Annual Strategic Implementation Plan(ASIP) for the FY 2001/02 for review by the mission. The present ASIP reflects its key purpose of providing monitoring guidelines for implementation of the complex BPEP II program. ASIP and Annual Work Plan and Budget (AWPB) were developed in parallel

The ASIP does not translate policy trends fully into implementation requirements. The implications for program implementation were, however, not defined in operational terms in the ASIP.

The support to basic and primary education from JICA and UNICEF is reflected in the Annual Work Plan and Budget for 2001/02.

In March 2001, HMG and the Asian Development Bank signed a Memorandum of Understanding for completing final preparations for the Teacher Education Project (TEP). This project is designed to provide inputs to the primary education sub-sector through training of primary school teachers.

The Joint Donor Mission recommended that future ADB support to Teacher Education from 2002/03 onwards be co-planned with the CIP support and reflected in the budget. It was further agreed that the primary purpose of co-ordination was to ensure joint sub-sector planning. It was also agreed that ADB would participate in the joint donor missions – at least for the planning exercise relating to teacher training and management – and in local donor meetings.

Staffing of DOE

The Public Expenditure Review Commission (PERC) has reviewed staffing requirements in DOE. While taking into account the recommendations and suggestions of PERC, the Joint Donor Mission concluded a need for DOE to assess the number of staff needed in professional and administrative posts, and the qualifications required to effectively fill these posts. The assessment would be expected to include permanent and temporary staff. The assessment will be a basis for conclusion on the optimal size and design of DOE facilities.

Donors:

Monthly local donor meetings have been initiated under the Chairmanship of World Bank. Regular meetings with the DOE and the MOES have been conducted.

Extensive efforts have been launched to secure a better coordination of donor activities. The Joint Donor Mission April 2001 instituted the donor group as a clearing house for new program activities. Subsequently, a number of meetings have been conducted in order to search for a formula of shared planning modality. So far, this planning has not materialized. New initiatives for TA have to be part of the annual strategic planning for BPEP II.

Hearing of all donors before the World Bank gives 'no-objection' to DOE is still in function, although the process of "no objection" in itself poses a number of problems for implementation of programs.

Danida:

The BPEP Programme Advisory Team (PAT) consists of 4 Danish advisors and two program officers. As stated in the beginning of this report, the PAT office covers all BPEP II components. Further, the PAT office has also become responsible for the coordination of the Danish assistance for secondary education.

A new decentralised and flexible procedure for the initiation and approval of activities funded under the DANIDA direct funding scheme was agreed between the MOES and PAT March 2001. A short summary and overview of funded activities is to be found in Annex I.

Internally, the PAT office has developed a new financial management manual, designed to accommodate the program approach rather than the projecting under BPEP I. The manual builds upon the new direct funding procedure. Also a number of administrative guidelines have been prepared as to make the administration of PAT office activities transparent to all concerned.

Institutional linkage program

Institutional Analysis Study

An Institutional Analysis Study (IAS) was recently undertaken to examine institutional capacity of the Ministry of Education and Sports (MOES) and its constituent bodies. The study describes the institutional environment within the Ministry of Education and Sports and its constituent bodies and also analyses how various management functions of planning, decision-making, communication, staff development, and monitoring and evaluation are undertaken. A preliminary draft report of the IAS was submitted to the MOES and relevant stakeholders with a view to obtaining their feedback on the report. A number of workshops were organized at the regional and district level to share the findings of the study with the educational administrators, community workers, parents, politicians, NGO workers, head teachers, teacher leaders and other concerned. Based on the inputs received from these efforts, the report has been given final shape. BPEP/PAT will soon make the study report available.

Human Resource Development Plan

In the November Mission (2000) of BPEP II, as agreed between the Ministry and BPEP II donors, a Human Resource Development Plan (HRDP) is to be developed following the completion of the Institutional Analysis Study (IAS). The main objective of this exercise is to develop a comprehensive, long-term institutional capacity building/staff development plan for the Ministry of Education and Sports. The overall task of preparing the HRD plan will be led, co-ordinated, and managed by the Ministry of Education and Sports. Therefore, for this purpose the Ministry has recently constituted a ten-member

Human Resource Development Steering Committee under the chairmanship of the Education Secretary.

PIP states that it will be impossible to achieve quality and access related goals and targets of BPEP II unless sufficient management/institutional capacity is developed within the MOES from the central and down to the school level. Obviously, the most effective way of institution building is to arrange for systematic plan for human resource development.

Institutional/staff development needs of different levels of organisations within the MOES (centre, region, district, cluster and school) vary as their mandates and roles differ from each other. Similarly, each individual institution will have its unique staff/institutional development needs. The HRD plan will have to consider the institutional/staff development needs of each layer of administration as well as the individual institution. As institutions are at different stages of development and as the functions of different institutions vary in terms of their importance, it may be useful to prioritise units and functions in terms of those that are in pressing and urgent need of capacity building support.

HRD Plan is to be prepared in a participatory manner. A number of working groups and task forces will be created to allow wider participation.

Academic Program at Danish University of Education (DUE)

Under Danish assistance to BPEP II, 25 MOES officials are currently undergoing M.Sc.Ed./M.Phil. and Ph. D. studies at the Danish University of Education (DUE) in Denmark. A total of 19 students are in the M.Sc./M.Phil. Program and six of them are in the Ph.D. program. The Master's level students have successfully completed six modules. Currently, these students are working on their dissertations. The first batch of 19 Master's students enrolled in January 1999 will complete their studies in September/October 2001. Upon completion of their study, they will resume their positions within the MOES.

Second Batch Master's Program

With a view to upgrading the professional capacity of the MOES staff and helping the MOES to develop its institutional capacity, the Danish University of Education is starting the second batch M. Phil. program beginning August 2001. The M.Phil. (Ed.) is a two-year full-time academic study program under DUE curriculum, study guidelines and examination rules and regulations. The M. Phil. degree will be awarded by DUE. The two-year program begins in August 2001 with expected completion in November 2003.

It was jointly agreed that MOES and DUE would adopt a transparent and competitive procedure for selecting the candidates. To this end, a notice was published in a national daily to inform the potential MOES candidates working at central institutions and district offices. A five-member scholarship committee was formed by the MOES. In response to MOES request for submitting applications for the course, some 273 persons applied for the course, consisting of 15 women candidates. In identifying the candidates from a pool of 273 applicants, criteria such as **academic performance, seniority, years of service in remote districts, and training** were used by the MOES. Students also wrote an essay in English describing their past experience and future career goals. DUE's selection procedure involved the following: (a) English Language Test administered by the British Council; (b) Written Examination/Essay Test and (c) Oral. The written and oral tests were administered by the DUE faculty. A total of 47 candidates sat for the entrance test (English, written and oral), consisting of 8 women candidates. Only 18 candidates passed the entrance examination, including 2 women.

The academic program is to be provided in close collaboration with the Faculty of Education (FOE)/Tribhuvan University. DUE and FOE/Nepal have signed a Memorandum of Understanding (MOU) on collaboration for implementation of the second batch of M. Phil. (Education) program. The

aim of this collaboration is two-fold: to increase joint understanding and engagement between Danish and Nepalese academic staff; and to reduce dependence on external inputs in the area of academic study programs. It is expected that this approach would facilitate capacity building within FOE.

Assumptions and Risks

Immediate risks:

Long-term risks: The successful outcome of BPEP II is dependant on successful decentralization. In light of the current economic, political and social crisis prevailing in Nepal HMG may not in the future be able to honour its present commitment to education. In addition, the HMG needs to strictly and consistently endorse rules, norms and regulations, as to e.g. make sure that teachers spent time in classrooms teaching.

Major problems

The program implementation is faced with a number of weaknesses. These were described in detail in the ASIP 2001/02. The HMG needs to address these weaknesses consistently.

Frequent changes and transfer of key staff at central and district level still pose major problems, but besides issues related to the instable political situation the primary problem is that too few are doing too much while far too many are virtually being idle.

Recommended actions

Danida: As indicated above a precondition for a successful implementation of BPEP II will be a much stronger technical MOES/DOE, which has fully understood the role as back-stopper/facilitator for the implementation of district level activities. To this purposes a number of linkages has been suggested and are in a process of being carried out.

Still the internal structure must be revitalised. Delegation of authority. Monitoring programs. Management training etc.

And then patience. Change takes time and gains are not easily recorded in the short run.

Review and Evaluation

A joint donor mission was carried out under the leadership of NORAD in November 2001. The next mission lasted two weeks of November 2000 and gave a number of prescriptions for DOE.

In March/April 2001 the World Bank, chaired a Joint Donor Mission that scrutinised the ASIP, work plans and proposed budget.

The mission follow-up has focused upon laying out the purpose and structure for the coming Mid-Term Review. The review is going to take place from December 3 to 15th.

Finally, a Third Party Review has been initiated. The report is expected in October 2001.

Annex 1

Activities under TA funding Direct

August 2000-July2001

The textbook experiments have been progressing, however the pilot programs on free distribution of textbooks in 12 districts are underway starting May 2001. PAT office with the cooperation of DOE officer has been able to monitor funds & activities. This program will be completed in December 2001. The evaluation study for durable textbooks is being carried out surveying of 12 experimental districts. This surveying and reporting will be completed by September 2002.

The processing of comprehensive data from 25,000 schools is almost complete. In addition DOE made a request for the data analysis for which a data analyst has been requested to do the necessary arrangement to make it very effective. The data analysis will be completed after 60 working days starting 13 July 2001.

The shifting of Special Education Section in the DOE complex will take place August 1st. Construction & renovation work of the building is finished and the work has been very satisfying.

The Third Party Physical Review of schools has been extended up to the end of August 2001. The scope of the services consists of field survey, data collection, and data analysis and report preparation. Ilam, Bara, Syangja and Bardiya are the chosen districts; three clusters of 60 schools in all are being surveyed.

Under the new program of communication strategy development, a new concept of disseminating information & raising awareness about programme objectives to the stakeholders will be carried out. This will provide ideas for stakeholders to get engaged in the system. The work will be completed by the end of August 2001.

As per the planned activities to support NGO through Special Needs Education Programme, it has been successful. The programme under Inclusive Education Programme has been progressing. Many workshops in pilot districts Banke, Udaypur have been launched with participation and support from DEO officers and teachers with great enthusiasm.

Support to NFEC regarding EMIS to establish for processing, collecting and disseminating of data collected will be placed at NFEC in Sanothimi by the end of July 2001. Due to lack of equipment and technological facilities the work so far has been delayed. This strengthening of EMIS will really provide greater opportunity to the staff to speed up the work for reaching targets.

It was agreed by MOES/DOE to acquire the technical assistance of NIEPA to prepare for future decentralization of BPEP II program. As per the agreement, NIEPA fact-finding mission has been completed and a conceptual framework for decentralized planning and management of education has been developed and discussed among the stakeholders of BPEP II. During the coming months, NIEPA will assist MOES/DOE in formulating bottom-up planning; identifying and drafting training need plans. Long-term institutional cooperation with NIEPA is envisaged.

Under Capacity building programme, new developments have taken place. All class II officers will be trained in new management culture of performing and gaining practical management skills that will lead to higher efficiency and effectiveness in their section, departments, and teams. The officials will also develop communication & interpersonal relationships.

Under ILP many activities such as trainings, supporting staff to increase qualifications have been carried out. Many programmes related to ILP will be carried out in the future with the finalization of the IA and HRD plan. Under the direct TA funding, 12 MOES officials are currently enrolled in M.Phil. and 1 is enrolled in Ph.D. studies in Kathmandu University. Similarly, one official is currently pursuing PhD

from US. Further, one Under-Secretary, MOES was nominated and has completed diploma in IIEP, Paris during the reporting period.

The KK contracts are entered in Copenhagen but they all are initiated for and by DOE. The activities so far carried out are ILP, textbook distribution & inclusive education programme.

Although there are other central level agencies such as NFEC, CDC & NCED for which funds have been utilized but however the overall result shows high percentage of request of funds by DOE to carry out activities under TA funding-direct.

Basic and Primary Education Program-II
Programme and Activities for TA Funding-Direct
Period: August-2000 to July-2001

SN	Activities	Component	Purpose	Requesting Agency	Amount in NRs.	Starting Date	Completion Date	Status
1	Evaluation study of BPEP (II) Textbook Provision Experiments	Quality	Durable textbooks	DOE	5,656,890.00	Nov00		Work in Progress
2	Textbooks distribution Experiments, equipments to JEMC & steel cupboards in 3 test districts	Quality	Production of durable textbooks & for durability	DOE	7,971,633.00		Dec-00	Completed
3	Textbooks distribution Experiments	Quality	Durable textbooks	DOE	8,248,510.00		Dec-00	Completed
4	Materials for Janak Educational Materials Center (JEMC)	Quality	Durable Textbook production	DOE	2,047,278.00		Dec-00	Completed
5	Piloting of Textbook	Quality	Piloting of free textbook distribution in 12 districts.	DOE	7,456,835.00	May-01		Work in Progress
6	Primary Publishing Cell Curriculum Development Centre	Quality	Maintenance and upgrading of PPC run office producing camera ready copies for textbooks development	CDC	478,668.00		May-01	Completed
7	Training of trainers, Teacher education	Quality	Upgrading of teachers	NCED	72,904.00		May-01	Completed
8	Teacher Absentism Programme	Quality	Interactions of teachers cum study programme	DOE	105,000.00		Mar-01	Completed
9	Education Interaction Programme	Quality	Publishing articles in Kantipur daily	DOE	25,000.00		Oct-00	Completed
10	Development of Comprehensive Education Management Information System (EMIS) & data analysis	Quality	To process datas of all schools	DOE	2,878,000.00	May-01		Work in Progress
11	Teachers Education,NCED	Quality	Policy Measures for primary school teacher training	NCED	107,300.00		Jun-01	Completed
12	Consultancy to the Minister of MOES	Quality	Review of Aide Memoire	MOES	60,000.00		Mar-01	Completed
13	Inclusive Education training programme under ILP	Access	Primary School teachers training programme	DOE	33,770.00		Dec-00	Completed
14	Inclusive Education & Early Intervention programme	Access	Training for Special Education section staff for community based rehabilitation: Planning & Management	DOE	74,350.00		Feb-01	Completed
15	Support for renovation work at Lab school	Access	Support to provide better facilities to students	DOE	30,000.00		Sep-00	Completed
16	Conference for resource teachers for the blind at Sanjivani school & support for an excursion tour to blind students	Access	An integrated programme for students with visual impairments and teachers	DOE	156,405.00		Dec-00	Completed
17	Training programme at Institute of Engineering for DOE engineers	Access	Increasing capacity of DOE engineers in Seismic Resistant Design of Reinforced Concrete Structure for school construction	DOE	24,000.00		Aug-00	Completed
18	Construction of the school and furniture supplied	Access	Prototype Test classrooms for future constructions	DOE	1,073,700.00		Jan-01	Completed
19	Civil Works (moving of Special Education Section to Sanothimi)	Access	Facilitate integration into DOE structure	DOE	1,152,794.00	Mar-01		Work in Progress

20	Local consultancy on DEO buildings	Access	Study of structural designing of Dadeldhura and Ilam District Education Offices.	DEO	40,000.00		Jul-01	Completed
21	Third Party study-consultancy-Physical Service Section	Access	Physical improvement of schools-assessment	DOE	497,518.00	Mar-01		Work in progress
22	Communication Strategy Development	Access	* To assist the DOE in developing a comprehensive information strategy for disseminating information about HMG & reform programmes in education & raise awareness amongst stakeholders about programme objectives. * Enhance the communication of stakeholders to the system.	DOE	510,000.00	Jun-01		Work in progress
23	NGO support	Access	Printing of posters and leaflets to create public awareness of disability census.	National Federation of the Disabled-Nepal (NFD-N)	283,000.00		Jun-01	Completed
24	NGO support	Access	One day interaction programme on the concept of Inclusive Education seminar	Nepal Association of the Blind (NAB)	34,000.00		May-01	Completed
25	NGO support	Access	Two days basic leadership development programme	Nepal Association of the Blind (NAB)	8,000.00		Jul-01	Completed
26	Inclusive education workshop in Nepalgunj and Kohalpur in Banke districts/Udaypur district.	Access	*Monitoring of pilot programme under inclusive education, *Preparation of study tour programme of officers to see the Centre for disabled and home school programme in Shukla primary school in Khairanitar VDC, * One day interaction programme on inclusive education pilot programme	DOE	149,728.00		Jul-01	Completed
27	Publication of Braille books (Special Education Programme)	Access	Production of Braille books	DOE	1,316,827.00		May-01	Completed
28	Support to Paralympic committee	Access	To run the 9th national school level special games and 7th special cultural programmes	DOE	286,075.00	Jul-01		Postponed
29	Strengthening EMIS in Non-Formal Education in Sanathimi	Access	For collecting, processing, analysing, publishing & disseminating statistics of Non-Formal Education.	NFEC	458,000.00	Jul-01		Work in progress
30	Equalization of opportunities for persons with Disabilities	Access	Printing of UN standard rules	DOE	90,100.00	Jul-01		Work in progress
31	Early Childhood Development	Institution	Monitoring of Functioning of ECD Centers	DOE	110,000.00		Feb-01	Completed
32	Workshop under ILP for UNESCO programme	Institution	Discussion on Education for All.	MOES	153,381.00		Aug-00	Completed
33	Education for All (EFA)	Institution	Support for Dakar Framework for All	DOE	180,000.00	Jul-01		Work in progress

34	Management Training Programme	Institution	Building capacity of Middle managers	DOE	3,460,000.00	Jul-01		Work in progress
35	Capacity Assessment	Institution	Building capacity of Middle managers	DOE	negotiated	Jul-01		Work in progress
36	Workshop and Seminar- Annual Strategic Implementation Plan (ASIP)	Institution	Preparation of budgets and work plan for fiscal year 01/02	DOE	220,422.00		May-01	Completed
37	Decentralization with NIEPA-Delhi-Consultancy.	Institution	Fact finding mission to assist with piloting of decentralized management of education under BPEP II	DOE	353,500.00	Jul-01		Work in progress
38	Institutional analysis briefing seminar	Institution	Briefing of MOES/DOE & other Central Level Agencies officials on findings of IA.	MOES	35,000.00		Apr-01	Completed
39	NIEPA-Decentralization Plan	Institution	Development of District Education Plan Concept	DOE	Still to confirm	Jul-01		Work in progress
40	*English Language training, *Computer training *Procurement training in Delhi, *Support to M.Phil. students at KU. * Support to a civil servant at IIEP, Paris, Educational Planning & Administration * Support to Ph.D student in US.	Institution	Upgrading capacity of MOES staff.	DOE	8,900,000.00		May-01	Completed

Contracts entered in Copenhagen

41	ILP	Institution	Support to Edu. Dev. Provided by RSES/DUE	DOE	6,385,274.00	1998/1999		Work in Progress
42	Special Education Programme, Inclusive Education	Access	Preparatory work for Inclusive Education programme	DOE	3,308,806.00		Mar-01	completed
43	Textbook Development	Quality	Textbook Experiment	DOE	5,743,600.00	1999		Work in Progress
44	Education Management Information System(EMIS)	Quality	Preparatory work for EMIS programme at DOE	DOE	2,205,750.00		May-01	completed
45	ILP	Institution	Upgrading Staff of MOES/DOE, MA/PhD students first batch	DOE	14,184,224.00	2001		Work in Progress
46	ILP	Institution	For upgrading MOES Staff, 18 New students(2nd batch)	DOE	1,772,878.00	2001		Work in Progress
47	Distribution of Textbook	Quality	Textbook Experiment	DOE	6,989,571.00	2001		Work in Progress
48	Inclusive Education programme	Access	Technical Assistance Special Needs Education	DOE	16,689,906.00	2001		Work in Progress
49	Inclusive Education programme	Access	Technical Assistance Special Needs Education	DOE	35,240,454.00	2001		Work in Progress