

# **Support to Basic and Primary Education**

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

## **NEPAL**

**BI-ANNUAL REPORT NO. 19  
for BPEP II<sup>1</sup>  
by the Chief Advisor  
1 January 2003 – 1 July 2003**

**TO ROYAL DANISH EMBASSY**

**Danida  
104.Nep.39**

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Karsten Jensen, Chief Technical Advisor  
BPEP II

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<sup>1</sup> The Biannual Report also refers to the preparations for Danida assistance to Secondary Education in Nepal, the Secondary Education Support Programme, prepared jointly between HMG, ADB and Danida.

## 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:** 01.01.03 - 30.06.03

**Prepared by:** Karsten Jensen  
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**Date:** 07 - 2003

**Next report due:** 01 - 2004

| <b>Danida grant:</b>           | <b>DKK</b> | <b>300,000,000<sup>2</sup></b> |  |
|--------------------------------|------------|--------------------------------|--|
| <b>Contribution US\$ mill:</b> |            | <b>Budget 2002/03</b>          | <b>Replenishment from Special Account Jan 03 - June 03</b> |
| <b>Danida</b>                  |            | <b>10.0</b>                    | <b>1.5</b>   |
| • Basket Funds                 |            | 8.0                            | 0.9  |
| • Direct Funds                 |            | 2.0                            | 0.6  |
| HMG                            |            | 1.0                            | 0.1  |
| Others: CIP Donors             |            |                                |  |
| IDA                            |            | 5.7                            | 0.6  |
| EU                             |            | 4.1                            | 0.6  |
| NORAD                          |            | 4.9                            | 0.5  |
| FINNIDA                        |            | 1.5                            | 0.1  |

**Source:** Budget: HMG/N budget for BPEP II 2002/2003  
DANIDA Long Term Advisers are over and above the grant to BPEP II

**Government agreement signed:** 29th May 1998

**Project period:** 1998– 2003 (has been extended to 2004, following the annual negotiations Nov. 2001)

**Implementing agency:** Department of Education under Ministry of Education and Sports (MOES), Kathmandu, Nepal, together with other central line agencies of MOES.

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<sup>2</sup> As per the “Styrelsesoplæg” of 12<sup>th</sup>. November 1997

## **PROGRAM OBJECTIVES**

BPEP II is a HMG reform program for basic and primary education. The programme is pursuing to consolidate the achievements of 1st development phase (1993-1998) i.e. provide access to quality primary education in a sustainable manner to all children of Nepal. It is in line with the World Declaration on Education for All (EFA) and government's poverty reduction strategy as stated in the ninth development plan and reiterated in the development of the tenth plan. The program has national coverage from 2001.

In line with the World Declaration on Education for All, the focus of BPEP II is to improve the quality of primary education, increase access to basic and primary education and strengthen management efficiency of education in Nepal. The Mid Term Review, conducted in December 2001 and March 2002 respectively strengthened the conditions for the programme to impact here through more emphasis on decentralisation and devolution of authority.

The assistance for Secondary Education in the form of the Secondary Education Support Programme (SESP) is seen as an extension of the support to the Basic and Primary Education Programme.

As such the programme builds on the achievements and experiences of current and previous programmes in the education sector and is intended to be fully complimentary to the Government's decentralisation programme.

## **OBJECTIVES AND PROGRESS OF PROGRAM COMPONENTS**

The overall program objective of BPEP II is to alleviate poverty by increasing economic productivity, health and sanitation practices and community awareness on development issues. The MTR of March 2002 (second leg) resulted in a restructuring of the program that now holds 5 components:

- Physical facilities
- Access and retention
- Quality education
- Institutional strengthening
- School improvement plan based local development

One of the MTR findings was a need to redefine institutional roles at central, district and sub-district levels in the education system in a way that supports the new focus on the school and the community envisaged in the Education (Seventh Amendment) Act. It is generally understood that it is necessary to attract more resources to primary education. This eventually leads to capacity building initiatives at both central and district levels.

A decisive addition to the educational reform is the upcoming Secondary Education Sector Programme (SESP). Danida support to the SESP is designed to facilitate poverty reduction through the improvement of access to secondary education for the population as a whole and for females, the poor and disadvantaged groups in particular.

Danida assistance will pursue two complementary strategies within the overall programme design of SESP.

The first strategy is a series of interventions with national coverage. These are in all four areas of the learning environment, curriculum development and assessment, teacher education and development, institutional management and capacity building. Programme activities undertaken in these

areas will be implemented with a view to achieving improvements at the national and school levels across all 75 districts before the conclusion of the first five years.

The second strategy to be pursued with Danida support is a more intensive set of activities to be undertaken in 10 districts during the first five-year phase. The purpose of these more focused activities is:

- To target poor districts and poor schools within these districts for poverty education;
- To promote institutional and financial sustainability through the provision of more intensive systemic capacity. Here the emphasis will be upon the institutional modalities of planning and programme implementation at district, VDC, and community school levels;
- To promote a feasible programme in logistical terms;
- To revise the implementation of the programme on the basis of first phase experiences.

The intensified assistance to 10 districts will be chosen among the 20 most poverty stricken districts (primarily in Far-West Nepal) and be funded through DANIDA direct funding.

The outcomes at school levels of the national strategy will however be quite dependant upon the schools' capacities to utilise the new techniques of school improvement plan (SIP) to secure resources through the education system and to mobilise local resources through community associations, local NGOs, local government organisations amongst others. As many schools currently receive support from such sources, the combination of improved resource provision and improved school management by SMC's and head teachers should provide a basis for further improvements in secondary education amongst a significant section of secondary schools in many districts. However, these are not likely to be the poorer schools in poorer communities in resource poor districts.

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 components of BPEP II.

The following is a description of the program component progress.

### **1. School Physical Facilities**

MOES is and has been investing in physical infrastructure at school level. It is acknowledged that a good physical learning environment is one of the major factors for improving the quality of teaching-learning environment and therefore there is a need to improve the existing situation by:

- Assessing the need of the individual school for physical environment improvement.
- To introduce and ensure regular maintenance is done with community participation.
- To rehabilitate existing physical buildings and external environment including hygienically installations.
- To replace temporary and or add new classrooms on need based criteria's including furniture.
- To provide supporting facilities for cluster training and district administration.

Activities 2002/03 are planned for 42 districts; however, the level of activities varies from district to district.

The budget to support the achievements of the above for 2002/03 was set at approximately DKK 100 Million. It will only be possible to describe levels of spending some time in late 2003, but it is anticipated that 80% or more this budget line will be utilised.

Table 1 displays the biannual achievements:

**Table 1: Biannual Achievements**

|   | District level                                  | Annual Target | Progress* January – June 03  |
|---|---|---------------|--|
| 1 | Rehabilitation of classrooms                    | 2,900         | 2,000 completed  |
| 2 | External environment                            | 1,550         | 1,400 completed  |
| 3 | New Classroom construction (NCR)                | 3,060         | 2,000 completed  |
| 5 | Resource Centre (RC) building construction      | 75            | 73 completed. 2 in bidding process   |
| 6 | Resource Centre Furniture                       | 121           | Being procured   |
| 7 | District Education Office Building construction | 17            | - 7 completed<br>- 7 work in progress.<br>- 2 are in bidding process.<br>- 1 is in planning process. |
| 8 | Furniture DeO buildings                         | 6             |  |
| 9 | Maintenance training at Cluster schools         | 135           | 115 Clusters completed.  |

\* The above figures are tentative as construction is still ongoing.

Construction of new DoE complex is at present 1 month behind schedule and completion is therefore expected mid February 2004.

Purchase of materials for 2600 new classrooms is delayed. Letter of Credit could not be opened due to delay in donor fund release. The supply has therefore been delayed with 3 months, which has implications on reaching the target within this financial year.

In late 2001 a project to rehabilitate some 297 schools in 38 districts, which were damaged by either earthquake or excessive flooding were initiated through Danida direct funding through DoE. The support did not cover the full repair but was given as an incentive to schools. A total number of 290 schools approved, 285 surveyed and 269 signed the agreement and 253 have made final settlement.

A monitoring report was undertaken in March/April 2003 of the rehabilitation project of schools. A total number of 23 schools in three districts were monitored. The report raises several issues. One of the main conclusion in the report is some schools have deviated from the agreed scope of work as they have done new construction rather than rehabilitation.

## **2. Access**

Students with disabilities, girls and disadvantaged children: The outcomes of the MTR such as the revised component structure of BPEP II and renaming of the Special Education Section to Special Needs Education Section together with the recommendations of the Gender Audit and the launching of SESP in summer 2003 calls for restructuring of DOE and the work of the sections engaged in improving access and retention to the Nepalese educational system.

As stated in the Bi-Annual Report, July 2002, the consequences of the renaming of the Special Education Section is the extension of the target groups from solely children with disabilities to all kinds of learners who are facing barriers regarding access to education. Further, the recommendations of the Gender Audit in which it is stressed that gender issues have to be anchored in all BPEP II sections and line agencies, should be followed up by awareness raising activities, discussions and implementation.

In order to meet those challenges since January 2003, ESAT has been involved in a number of activities together with respectively SNES and WES. Activities such as:

- Continued support to study on Dalit participation in Danida programmes, including BPEP II. The Report aiming improvement of Dalit participation in Danida supported programmes is now finalised.
- An institutional linkage with County of Copenhagen and the Danish University of Education aiming to develop a comprehensive strategy for improvement of access and retention including all children who experiences barriers regarding access to formal education has continued in the shape of Inclusive Education pilot activities at 12 schools in 4 districts. Beside the development work at each pilot school the first workshop for participants from all 12 pilot involved schools has been successful carried out in Banke district.

The formative research team related to the development of Inclusive Education has compiled and published the base-line study data encompassing all pilot schools and districts and is now, in order to follow the development processes at the schools, visiting all the pilot schools to accomplish second round of data collection. A number of planned instructional videos on how to develop inclusive schools are in the process of preparation. Two of the videos are finalised and the rest has been recorded but needs sound track and final editing. The videos will be utilized in the coming inclusive education dissemination process.

Finally, the Pre-Appraisal mission for EFA carried out June 3 – 18, 2003 urges that the government's make inclusive education a core strategy for EFA and that successful pilots need to be assessed and plans for their incorporation and scaling up included in the core document. Initiatives have been taken to follow-up on the urges of the Pre-Appraisal mission.

- It has been stated in several Donor Mission Aide Memoires that special attention should be provided for Primary Education of children of former Kamaiyas. A final proposal for collaboration between BASE and MOES/DOE has now been developed.
- The extension of WES and SNES activities, from targeting basic and primary education to encompassing both primary and secondary education, has been prepared.

Beside these general activities ESAT has, since January 2003, been involved in a number of other specific development activities within the area of access and retention in co-operation with DOE, SNES, WES and relevant NGO's. It is activities such as:

- A 10 months teacher-training package in Special needs/inclusive education has been prepared. WES has implemented and completed the planned activities for this fiscal year and SNES has met the target to launch special education programmes in 12 new districts and to extent the number of resource classes from 222 to 267.
- The training of assessment teams working at the newly established district assessment centres has proceeded as planned. The third assessment-training module out of planned five, targeting regional training teams, was carried out at central level in February 2003 and also been conducted in all five regions.
- As stated in the Bi-annual report July 2002 and in the Aide Memoire of SESP joint Review Mission 20 – 21 March 2003 and latest in the Aide Memoire of EFA Pre-Appraisal Mission 3 – 18 June 2003 there is a need to review BPEP II incentive programmes and to design a more comprehensive incentive/scholarship strategy. The following reports and papers have now been finalised or will be finalised in the very near-est future:

- Access to education for disadvantaged groups. CERID 2002
- Effectiveness of incentive programs for girls and disadvantaged children. CERID 2003
- Position Paper on BPEP II Incentive Programs. PAT 2002
- Mitigating Economic Access barriers to Primary Education –Perspectives on Scholarship Programs. Dr. Shreeram Prasad Lamichhane 2003

For this background TOR's have been prepared and a working group has been established with the assignment to design proposals for primary and secondary education incentive/scholarship programs

Some research and development activities have been supported by ESAT and carried out in co-operation with INGO's and disability NGO's since January 2003. The following activities can briefly be listed:

- Study on progress in implementing the Convention on the Rights of the Child with focus on children with disabilities.
- Research study on Inclusive Education in Nepal, which is prepared for UNICEF ROSA is part of a larger study describing examples on good inclusive practice in the 5 South Asian countries.
- Finalising the establishment of a Special Needs Education Library in Dadeldhura district
- Procurement of Secondary Education Braille teaching materials to students.
- Preparation of video in which Bengt Lindquist – on Equalization of the Opportunities for Persons with Disabilities, where he is discussing disability issues with young disabled Nepalese. The video will be used for awareness rising about the rights and the capacities of young persons with disabilities.
- The project: Inclusive Education for Children and Women with Disabilities. Nepal Disabled Women Society is implementing the still ongoing project in Lalitpur district.
- Continued support to establishment of Nepalese Sign Language Development Centre TU.
- SNE planning seminar held with participants from SNES/DOE and relevant disability NGO's

### **Re-designed literacy programs:**

In the entire developmental planning such as the Poverty Reduction Strategy Paper, literacy is reflected as a priority area of HMG/N. The major objectives related to non-formal education in Tenth Five-year development plan is to utilise education as a powerful medium in order to eliminate poverty by developing human resources, and to achieve economic as well as social development.

However, it is evident that non-formal education is given little priority in HMG's programs and policies as only 2% of the education budget is set aside for non-formal education. Recent studies indicate that literacy rate gaps between people of different regions, castes and gender are widening.

Non-formal education program is continuing the quota based planning system. The FY 2002/03 NFEC sent the following number of quotas to the districts;

Table No.1: Target and progress

| S.N | Programs                        | Prog. districts | No of quotas | No of Participants | Progress                             |
|-----|---------------------------------|-----------------|--------------|--------------------|--------------------------------------|
| 1   | Adult education                 | 75              | 3480         | 90780              |                                      |
| 2   | Post Literacy                   | 75              | 2200         | 56720              |                                      |
| 3   | Women education I               | 75              | 1600         | 40550              | Classes are running as planned       |
| 4   | Women Education II              | 75              | 1600         | 40675              | Classes are running As planned       |
| 5   | Out of School Children Prog. I  | 60              | 1000         | 23625              | Classes are running As planned       |
| 6   | Out of School Children Prog. II | 28              | 400          | 10050              | Classes are running As planned       |
| 7   | School out reach Prog.          | 22              | 227          | 4540               | Classes are running As planned       |
| 8   | Flexible Schooling Prog.        | 22              | 225          | 5625               | Classes are running As planned       |
| 9   | Income generation activities    | 4               | 64           | 438                | Groups formed and training delivered |
| 10  | Community learning center       | 4               | 5            | Community          | Established                          |

Above mentioned classes were distributed in a scattered manner in various VDCs and classes were implemented according to the guideline given by the NFEC. The Ministry of Finance allocated the resources for Adult Education Program (AEP) through Priority Two (P2) budgets heading, which was not released on time this year also. Therefore, most of the Adult literacy classes were not running well. Other programs were started lately in various districts.

In most districts teaching materials like textbooks, manuals etc. were delivered late. There is a compulsion to conduct training even without training manuals and textbooks. As last year, various classes were conducted in less months than planned. Improvements in the consistency between planning cycles and class cycles are imperative, through guidelines, rules and norms as well as checklists.

There is a provision of local supervisor at various district levels to supervise and monitor the NFE classes regularly. Such mechanisms to monitor the programs still need to be strengthened.

NFE-Centre is launching different activities throughout the country, targeting children and adults. Five different forms were designed and piloted in five districts for a year to collect information of various activities. After the piloting, forms were revised and used for data collection. Several NGOs/CBOs are also implementing NFE classes locally. However, no data is available in relation to the NGOs NFE activities at district level. Recently a format has been developed to collect these missing information. A user-friendly computer based NFE EMIS system has been developed and installed at NFE and staff trained. A report has already been published and distributed to the stakeholders.

EMIS report shows that the average coverage (population targeted by programs Vs. total illiterate population), 2.9 percent by OSP, 3.43 percent by Adult Education and 1.18 percent by Women Literacy program seems to be insufficient in achieving 75% literacy (6+years) by the end of 10<sup>th</sup> five year plan. Likewise, 1.18 percent coverage from Women education Program is not sufficient to achieve literacy GPI of 0.8 by the end of 10<sup>th</sup> national plan.

With direct funding NFE-Centre has established a documentation center, which collects various materials developed and profiles by different NGOs/CBOs/INGOs.

So far, the program has not been able to target the 24 educationally backward disadvantaged communities and/or relate literacy programs with income generation and enrolment of children in schools in an efficient manner. Likewise, relationships between what the participants learn in classes and the problems they have to face in their daily life have to be strengthened.

Evidence documenting at national and international level shows that there is a high degree of correlation between the education level and productive income, health, and poverty of population. A vicious circle of illiteracy, poverty and ideological backwardness has always marked this area. The only way out is comprehensive, functional, and life related education.

A need-based programme would be one of the good starting points to achieve community involvement. An initiative to articulate a need-based non-formal education policy and planning modality has been taken.

The existing Literacy and Alternative education programs with new implementing modalities owned by the local community, integrating with other activities like income generation activities, early childhood development (ECD), Women empowerment, scholarship program and girl's enrolment are being piloted in 10 VDCs of three districts, since last fiscal year. Various mechanisms for the implementation of NFE program and effective monitoring and supervision mechanism and partnership model with local NGOs/CBOs are also being piloted.

An action research study has been designed in three different cycles and implemented in the above 3 districts. At the end of first cycle, planning for further research including the identification of research area and design will be undertaken. This planning will be guided by the experiences of the previous cycle. During the research period, reflection sessions will be organised with facilitators, community mobilizers, research coordinators and central level staffs to find out implication and recommendations on policy, training, program modality, delivery mechanism and human resource development at local level. Final report will be submitted before July 2004.

### **3. Learning and Achievements**

As many studies have indicated, textbooks are one of the major important tools in achieving quality improvements in schools. It is therefore imperative if quality of the teaching learning is to take place, that textbook is delivered on time and in correct quantities.

MOES has established a task force to come up with recommendations for the future policy on distribution of free textbooks for grade 1-5. The third-year survey of re-use textbooks was completed by 2003 and the findings are that re-use textbook is durable the third year.

It shall here be noted, that MOES/DoE has continued by regular funding to supply re-use textbook to the three districts, which were included in the original experiment.

Due to shortages of direct funding a plan to distribute the 16 Mountain districts with re-use textbook has been postponed until further.

A project for improving the teaching learning at school is under implementation. The project is covering 150 schools in three districts. The project consists of 9 packages, five "hardware" and four "software". Each school/SMC/Community has to choose among the packages; however, minimum two software packages must be chosen. The hardware package will be bought locally. Each school must sign an agreement with the DEO regarding the utilisation of the funds.

Through DoE, funds for the hardware packages incl. local transport were forwarded to the districts. Two districts received the funds early 2003 while Humla first receive the funds in late March 2003, due to internal DoE disbursement problems. The first to districts have been slow to disburse the funds to schools and a deadline of 15 July 2003 has been given to all three districts. The late releases of funds will delay the completion monitoring in the three districts to 3<sup>rd</sup> quarter of 2003.

Purchase of the software packages have been completed from central level and was sent to the districts in late March 2003. The above mention monitoring visit will give an idea if the packages have reached the schools and being used according to plans.

#### **4. Institutional strengthening**

The rearranging of DoE, which should also include secondary is still pending the approval of HMG. An important follow-on to the reorganisation proposal will be the drafting of new regulations and procedures as well as capacity building of staff to work in the new environment.

A pre-appraisal draft concept paper for EFA 04-09, prepared by MOES staff was presented during the donor mission in March 03. At the mission, it was decided to consolidate the paper through civil society consultations and submit a revised paper for the joint donor mission in June 03.

As mentioned in the last report, the final report of Thompson Nepal was received and debriefing in DOE undertaken. The districts covered are 37. The total number of interactions undertaken is 498 in which an average number of participants are estimated at 30. This brings at least a total of 14,940 people reached. The DEOs and others have conducted their own interactions following these, bringing the number much higher.

It is obvious that the findings and feedback in the report from education stakeholders on the 7<sup>th</sup> Amendment to the Education Act is a valuable input.

A final draft of the HRD Plan has been completed and is awaiting MOES approval. Meanwhile, a supplementary HRD plan has also been developed focusing on secondary education. It is recognized that these two plans should be integrated into one single HRD Plan.

An academic program is currently underway as part of which 15 MOES officials and 3 FOE faculty members are involved in the second batch M. Phil. program in DK. The programme is following the planned scheduled with completions in January 2004.

To improve the overall quality of primary education, devolution to district and sub-district is imperative. An improved and more reliable Educational Management Information System (EMIS) data collection system and a better capacity in analysing the data will provide a tool for decision makers at all level in improving the quality of education. In order to that a development of a School Mapping and micro planning including Geographical Information System and EMIS system is being undertaken at central, district and sub-district level.

To support MOES/DoE in this, IIEP (Paris) has, through direct funding, in mid 2002 started a comprehensive training programme. The support programme, planned for three years, will be conducted with all relevant stakeholders and will be coordinated closely with other programmes (NIEPA) towards decentralisation as well as all communication initiatives. Due to internal and external circumstances, the IIEP programme is some months delayed.

With direct funding redesign of DOE data entry software is completed and so is entering of 26.000 school data including printing of EMIS data and forwarded to district. Dissemination of EMIS data to sub-district level is still under development.

Further, it was planned to establish an institutional linkage to develop a comprehensive restructuring of DOE monitoring abilities at central, district and sub district level as well as physical planning

instruments for the same. Unfortunately, as reported earlier, this initiative has now been postponed due to lack for funds.

Direct support to the NASL (NGO) on library development in the valley is on going. During the last six months, training on library and information science has been given to teachers from the respective 12 schools. Additionally, libraries (books and library equipment) have been set up in the schools as planned in the contract.

TOR for supporting the Department financial section is being prepared. The support is expecting to start last quarter 03 with direct funding support.

A total of 6 DOE officials participated in procurement training in India early 2003. This training focused on the project cycle and loan/credit agreements, procurement policy of the World Bank, guidelines for procurement, and the procurement process and purchaser/contractor relationship. The trained DOE officials will be become trainers on this topic for other staff of DOE, CLAs and districts.

The communication Unit in DOE has also focused on the premiere video called “Hamro Aawaz” (Our Voice) which relates to disabled Nepalese children, supported by Direct Funding. The premiere date is set for July 25.

As a follow-up to November 02 field trip to Jumla, the Secretary of Ministry of Education and Sports requested the PAT office to assess the educational situation in three other districts, attacked and government functions severely hampered. Another objective was to receive information on the use of the HMG/N Relief Package. The districts were Arghakhachi, Accham and Solukhumbu as well as Jumla again (to assess progress). The Charge d’Affaire and the Counsellor of the Royal Danish Embassy joined the delegation that visited Accham and Jumla. Reports on all field trips have been circulated.

## **5. School Improvement Planning**

The collaboration between NIEPA and DOE has finally materialised with signing of the MOU. This has sparked various activities, initially with a short familiarization visit to Nepal by the NIEPA programme coordinator, followed by a Nepal mission to the NIEPA institution including a field visit to be acquainted with the process and implementation of the decentralization process in one of the Indian states. Recently, a NIEPA mission of 5 persons undertook a field visit to two of the 5 bottom-up districts to be updated on the latest developments in the field, hold discussions with the involved people on the SIP processes, and this has proved beneficial as the focus on training aspects needed to be assessed with a view to realities. Interactions between IIEP, NIEPA and DOE on future collaboration modalities was also elaborated on, and a workshop took place where both IIEP, NIEPA interacted with participants from 17 districts on the bottom-up planning/ SIP process and EMIS data system. A group of 3 DOE personnel closely involved in the bottom-up planning has participated in 4 days module preparation work in NIEPA, securing that already gained experiences are taken into consideration. This is fitting into the batch of master trainers to be trained next month in Delhi. The program of two years has been agreed to being reduced to 14 months due to the delay and to secure that funding activities are within the BPEP II financing period. This should not hamper or impact the quality, which are still to be 14 trainings in all.

As information and especially access to information on educational issues is imperative to participation and involvement of stakeholders. A request for an extension of the media consultant was recommended and approved for 3 months from April 1 – June 30. A final report is expected shortly.

Of relevant issues in this respect, it should be mentioned that educational interactions with the media took place as “regional level educational exhibitions”. Those were organized in close cooperation with the Federation of Nepalese Journalists (FNJ), an umbrella organization. The interactions took place in various districts. It is estimated that more than 50,000 people (students, teachers, educationalists, and the general public) visited those exhibitions.

Jagaran Media Center (JMC) is collecting information on local FMs and also on their interest and commitment to engage in social partnership with DOE on educational issues. At present 10 FMs have submitted such information, and an overall briefing is expected shortly.

The contract with Hits FM is coming to a close by the end of July, and a debriefing has taken place. A final report is expected shortly. It is obvious that the collaboration has been an eye opener in the sense that the quality and creativity of broadcastings are very fine. At the same time, the DOE has taken the spots much further and shared them with other radio stations, so as to broaden and expand the outreach to outside the Kathmandu Valley.

### **Crosscutting issues**

The HIV/ AIDS Impact Study on the education sector has finally been submitted and much later than anticipated. Follow up meetings are expected to take the recommendations forward.

### **Assistance to HMG reform of Secondary education (SESP):**

An Interim Project was initiated to bridge between the finalisation of the Core Document and the formal initiation of the program support. The Interim Project consists among others of 5 international consultancies, described below.

One consultancy provides support to: i) management upgrading of JEMC and preparation to establish a security printing press for School Leaving Certificate (SLC) for secondary and the second ii) a possible merger of the primary and secondary publishing cell/units at CDC/DoE, Sanothimi.

The JEMC consultant has completed the assignment and recommendations are forwarded. It is the opinion that further Technical Assistance support shall be provided in upgrading the management capacity of JEMC so as to build on the good, but at times slow progress and improvements achieved so far. However, the consultant also agrees that there is limitations to the achievements, which can be obtain with the present JEMC government-owned structure.

Security of printing SLC papers is feasible in Nepal both in terms of technical and security. However, to establish and implement a well function security system is entirely up to the HMG/N. JEMC is recommended as the location of the security printing press as they have the manpower (some training is needed in operating the new machines) and to a large extend the technical back up. However, the reports do not cover the financial and organisational implications of establishing a security press within the government system.

The consultant for merger of the publishing cells has completed the work and the final report has been forwarded. A merger is recommended of the two existing publishing cells/units (primary and secondary), as it will benefit all and has no disadvantages. Secondly, as the revision of grade 1-10 textbooks is already in progress it is also recommended that support be provided for an extensive management and equipments upgrading of the new (when) merged unit.

However, based on previous experiences (Primary Publishing Cell), it is clearly stressed, that some pre-condition from the Government has to be fulfilled in relation to sustainability and organisational structure in relation to manpower etc so as to ensure proper return of the large investment.

Second consultancies for on the SIP/DEP component are in the final stages and draft reports forwarded and circulated to local stakeholders. As mentioned in the previous report, the 3 local consultants who assisted the SIP/ DEP component submitted their comprehensive reports and a debriefing were held with the FRP since many areas overlap. These reports have given input to the final SIP/ DEP Guideline, which is just due.

As the Human Resource Development Plan (August 2002) focuses on BPEP, a supplementary plan for the secondary education sub-sector was developed. Needs assessment of the secondary education sub-sector through a district capacity assessment survey was carried out involving MOES and its line agencies.

Reports of this survey were finalized and submitted to international consultants developing the supplementary HRD Plan in January 2003. The final supplementary HRD plan was completed in June. It has been disseminated to MOES and DOE.

One of the five areas under the Interim Project of SESP is formative research on the four components identified for SESP. A five-member working team was formally formed in DOE to facilitate and guide FOE researchers who conducted fieldwork in Doti and Humla, the two selected Program Intensive Districts (PIDs) for SESP. Each of the four research teams of FOE (each focusing on one SESP component) prepared research protocols and research instruments with inputs from consultants.

Four research reports were presented to the central level stakeholders from the Ministry and Department of Education in a workshop in May 2003 in which the international consultants also participated. The FOE researchers received extensive comments from the consultants, ESAT and DOE working group on the draft reports that were revised and finalized in June. These reports have also been disseminated with suggestions on further steps to be taken according to the recommendations provided. In addition to these research reports, the IIS team also submitted their separate consultancy report on their work on FRP.

The fifth consultancy is on Teacher competency. The report has been forwarded to MOES.

The Interim Project has been much delayed in relation to finalisation of the SIP/DEP consultancies. As the SIP/DEP is a fundamental part of the start up in the districts the implementation progress for the first year most likely will be hampered.

Further, through the Interim Project, support has been given to regular cost of the Secondary Education Development Centre. This came to an end January 15, 2003.

Field visit to Humla. May 2003.

The objective of this short field visit was to gain firsthand impression of the present educational situation in Humla with respect to facilities at the DeO office (Simikot) and 1 to 2 nearby schools in terms of educational facilities, manpower and their qualifications, available external private/NGO support possibilities together with an overall physical situation of school. A field report is being finalized for forwarding to relevant stakeholders.

## Start up of SESP.

With some delays, Danida signed the agreement in March 2003. The programme period was extended to seven years compared to the original 5 years. SESP is scheduled to commence July 2003.

The Government of Nepal and the Asian Development Bank has still not signed the loan agreement.

ESAT has planned some direct funding activities for supporting SESP. They have been included in the Annual Work plan and Budget revision, which has been forwarded to MOES for approval. As the approval will take some time a “pre approval” of eight activities has been agreed upon.

Although the commitment from DoE seem little, these activities are in progress and are hopefully able to somehow get SESP started although the overall progress will be little.

## **Assumptions and Risks**

### **Immediate risks:**

The political situation seems quite confusing and overwhelming. The decision not to hold elections but rather to install a “care-taker” government puts a serious question mark to the efforts to devolve authority and activities to local levels as well as questions the political stability. However, a number of devolution activities in BPEP II such as the decentralisation in 5 districts have been undertaken. Low levels of activities were witnessed in October and November due to festivals and the instability of the political situation. This, of course, will impact the implementation of the programme at all levels.

HMG has reduced budgets for the coming fiscal year. The office is still to receive detailed information on the budget. Yet it seems that the educational and primary education share of national budget are to be maintained. However, at a lower level all together. The free textbook provision has been reduced drastically.

The reduction of the Danida budget poses a risk as Danida has been – and still is – seen as a leading as well as flexible contributor to the development of basic and primary education in Nepal.

It should also be taken into consideration that the country frame prevents the programme, due to the expected replenishment requests to fulfil the basket commitments. Other donors will have to take over the Danida commitments. At the time of reporting, this “taking over” is uncertain and not concluded.

During the annual negotiations in 2002, it was agreed that with the initiation of the PRSP/10<sup>th</sup>. Plan, the education allocations of the country frame would occupy 40%. The PRSP/10<sup>th</sup>. Plan has been launched in 2003; yet the education allocation only occupies 23%.

If, the programme had been allowed to fulfil its basket commitments, only DKK 10 million of the initial allocation of DKK 300 million would have remained unspent at the end of the programme in 2004.

### **Long-term risks:**

The assessment of long-term risks, important for, programme implementation, is relatively unchanged and given below:

- General uncertainty in the Nepal because of the continued insurgency and far-reaching policy changes effect the program implementation. The lack of political stability is of overall importance to all components. However, it seems that some understandings of joint politician directions are slowly emerging, according to rumours in the capital.
- The situation in the districts is deteriorating due the political-armed conflict. Starvation is reported in a number of districts. Accessibility to districts and beyond district HQ's are still questionable, making it difficult – but not necessarily impossible – to monitor district developments through field visits.
- Stability and implementation capacities of involved central and districts institutions, NGO's and disability NGO's are still questionable.

The SESP is a high-risk programme with particular high risks emanating from the lack of capacity on the part of the Government, a weak fiscal base and the deteriorating security situation.

Considering especially the first issue, well-functioning teams need to be built at all levels of the service in order for SESP interventions to be successful. This requires training in particular to be organised on institution rather than seniority lines, and for issues of caste and ethnicity to be faced up to and handled within SESP interventions (both in terms of clients and the deliverers).

As the parties have still not signed the Government-to-Government agreement concerning the SESP, no specific planning of activities has taken place.

Without a clear commitment by the Government to retain people within their posts, there is no prospect a building a critical level of institutional capacity and memory, necessary to sustain and build on the achievements of the programme.

This also concerns the anchoring of the SESP. It should be seen, as a clear condition that the SESP is located within the existing DOE structure in order to establish and profit from the synergies with basic and primary education apart from the fact that it is does not make sense to have two physical sections etc.

### **Review and Evaluation**

The following reviews and evaluations seem to be in the pipeline for the calendar year 2003:

|          |                                       |
|----------|---------------------------------------|
| July     | Annual negotiation                    |
| Sept     | Performance review.                   |
| Nov-Dec. | Evaluation of BPEPII (Danida)         |
|          | Appraisal of the concept paper        |
|          | Mission on SESP                       |
|          | Mission on BPEP II                    |
|          | Mission by the Danish Auditor General |