

# Support to Basic and Primary Education

His Majesty's Government  
Ministry of Education & Sports

NEPAL

## BI-ANNUAL REPORT NO. 21

for BPEP II<sup>1</sup>  
By the Chief Technical Advisor  
1 January 2004 – 1 July 2004

TO THE ROYAL DANISH EMBASSY

Danida  
104.Nep.39

Chief Technical Advisor  
BPEP II

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<sup>1</sup> The Biannual Report also refers to Danida direct funded assistance for Secondary Education Support Programme, until the trimesterly progress report, agreed to jointly between HMG/N, ADB and Danida is submitted.

## **KEY DATA**

**Country:** Nepal  
**Project Title:** Basic & Primary Education Programme (BPEP II)  
ESAT: Education Sector Advisory Team  
**Report No:** 14 Danida ref: 104. Nep.39  
**Account No:** 505-3391-8  
**Period Covered:** 01.01.04 – 01.07.04  
**Prepared by:** Karsten Jensen, Chief Technical Advisor  
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<b>BPEP II</b>		
<b>Danida grant: DKK 300,000,000<sup>2</sup></b>		
Contribution US \$ mill:	Budget: 2003/2004	Replen. From Special Account: Jan-June, 2004
Danida	9.7	3.0
Basket funds	7.6	2.5
Direct funds	2.1	0.5
HMG	1.0	0.3
Others: CIP Donors		
IDA	5.4	0.3
EU	3.9	1.5
NORAD	4.7	1.4
FINNIDA	1.5	1.0

<b>SESP</b>		
<b>Danida grant: DKK 265,600,000</b>		
Contribution US \$ mill:	Budget: 2003/2004	Replen. From Special Account: Jan-June, 2004
Danida	1.3	3.0
Basket funds	0.9	2.5
Direct funds	0.4	0.5
Danida	1.3	0.3
HMG	0.4	0.3
ADB	0.7	1.5

**Source:** Budget: HMG/N budget for BPEP II 2001/2002  
DANIDA TA (Long term Advisers) is over and above the DANIDA grant to BPEP II

**Government Agreement signed:** 29<sup>th</sup> May 1998

**Project Period:** 1998-2003 (has been extended to 2004, following the technical negotiations Nov. 2001)

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

<sup>2</sup> As per the " Styrelsesoplæg" of 12th November 1997

## PROGRAM OBJECTIVES

BPEP II is a HMG reform program, pursuing to consolidate and continue the achievements of its 1st developmental phase (1993-1998). It is in line with the World Declaration on Education for All (EFA) and the government's poverty reduction strategy as stated in the ninth plan and reiterated in the tenth plan. The program had national coverage from 2001 and completes its program tenure by 15 July 2004. In line with the World Declaration on Education for All, the focus of BPEP II was to increase access to and completion of basic and primary education, improve the quality of primary education and strengthen management efficiency. The Mid Term Review in December 2001 and March 2002 respectively, strengthened conditions for the programme with more emphasis on decentralisation and for Secondary Education in the form of the Secondary Education Support Programme (SESP) 2003-2007 devolution of authority.

Assistance to SESP is seen as an extension of support to the Basic and Primary Education Programme. This program entered into its second year of implementation by July 16, 2004. The programme builds on achievements and experiences of current and previous programmes in the education sector and adopts decentralization as the strategy for bringing communities into the nucleus of decision-making. This is in line with the Government's Local Self Governance Act on decentralisation.

The intermediate objectives of SESP are to (i) improve the quality and relevance of secondary education, (ii) improve access to secondary education with focus on girls, children with special learning needs, poor and marginalized groups, and (iii) to develop the institutional capacity and management of educational institutions at all levels.

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 resulted in a restructuring of the program which since then holds the following 5 BPEP II components instead of 17:

1. School Physical Facilities
2. Access and Retention
3. Learning and Achievement
4. Management and Capacity Building
5. SIP Based Development Program

One of the MTR findings was a need to redefine institutional roles at central, district and sub-district levels focusing on increased role of schools and communities as envisaged in the Seventh Amendment to the Education Act. This eventually leads to capacity building initiatives at both central and district levels.

The SESP is designed to facilitate poverty reduction through the improvement of access to and completion of secondary education for the population as a whole in general and females, poor and disadvantaged groups in particular. Two complementary strategies within the overall programme design are implementation of a series of program interventions covering the four program components aiming at achieving improvements at the national and school levels across all 75 districts before the conclusion of the first five years. The four SESP components cover:

1. The Learning Environment
2. Curriculum Development, Assessment and Instructional Materials
3. Teacher Education and Development
4. Institutional Management and Capacity Building

The second strategy 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 reduction through education; To promote institutional and financial sustainability through the provision of increased capacity within the system. 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 and to revise programme implementation on the basis of first phase experiences.

Intensified assistance is provided for 10 poverty stricken districts primarily in Far-West Nepal, where Humla and Doti are the two program intensive districts under the SESP implementation during its first year. However, schools to be selected for intensive program activities are not likely to be the poorer schools in poorer communities in resource poor districts.

## **OBJECTIVES AND PROGRESS IN PROGRAM COMPONENTS**

### **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 the teaching-learning environment and there is a need to improve the existing situation by: Assessing the needs of the individual school for physical environment improvement;

- To introduce and ensure regular maintenance 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 including furniture;
- To provide supporting facilities for cluster training and district administration.

BPEP II activities have been implemented in 42 districts during 2003-04; however, the level of activities varies from district to district and SESP intervention has taken place in 2 districts only. The budget to support the achievements of the above (BPEP II and SESP) for 2003-04 is approximately NRS 813 million (BPEPII 793 and SESP 20mill). It will only be possible to describe the exact level of spending by the end of 2004. It is estimated that 90% or more of this budget line will be utilized. The National Planning Commission (NPC) and the Ministry of Finance (MoF) reduced the DOE budget before approval.

The 2003-04 physical achievements were as follows: The target for classroom rehabilitation was 2,431 and 2,190 classrooms (90%) were completed. As regards the external environment, the target was 1,510 and 1,300 were completed. The plan for new classroom construction was 2,820 and 2,600 new classrooms were constructed. In far Western Nepal, the Maoist stopped the supply/ construction of new classrooms, which affected five districts. 178 classrooms were not built for this reason and Dadeldhura with 70 classrooms and Rolpa with 50 are mostly affected. The target for new classrooms furniture was 3,570 sets and 3,200 were completed. The plan for construction of Resource Centers (RCs) was 33 and 31 were accomplished. Two RCs in Rolpa failed to take off. The target for RC furniture was 30 of which 25 was done. Out of the 15 new District Education Office (DEO) buildings, 13 were completed and 2 are still under construction. The construction started in 2002. Furniture for the new DEO buildings were 15, and 12 were completed, 2 still under preparation. Regarding maintenance training of clusters, the target was 157, and clusters were identified. The new DOE building in Sanothimi was completed and some sections moved in by June 2004.

### **2. Access and Retention**

Much of the activities in relation to access and retention over the past six months have been related to summing up knowledge gathered within the BPEP all and preparing for EFA. BPEP all has provided ample documentation identifying which groups are presently marginalized from participating fully in the school system. The need for a shift of educational activities towards more inclusive educational practices has been recognized. Inclusive education is to be one of the main strategies for achieving EFA. As the

Special Needs Education Section (SNES) and the Woman Education Section (WES) both focus on marginalized groups, these sections have been endowed with a lead roll in the EFA. It has been recommended that in order to accomplish this task that these two sections be merged. A new Inclusion Unit or Division would be accountable for gender, Dalits, ethnic minorities and mainstreaming services for children with disabilities in *all sections* of MoES, addressing issues of children with diverse needs rather than only focusing on programmes for one socially excluded group. This Inclusion Section/ Division, it is also suggested, could have the responsibility to develop modalities so that stakeholders could file for sanctions against discriminatory behavior. Within MOES/ DOE a clear understanding of the implications for the whole educational sector by adopting an inclusive education approach has been quite vague. Therefore, in order to generate and facilitate debate, promoting consensus concerning social inclusion and inclusive education, a number of activities have been conducted, such as developing position papers. SNES in collaboration with The Woman Commission, The Davit Commission, the National Federation of Indigenous Peoples and The Federation of the Disabled held a national seminar on inclusive education. This seminar has since been followed by other seminars arranged within the DOE. The EFA preparatory activities cover the following:

- 1) The SNES has conducted internal evaluations assessing present special education delivery services modalities i.e. Status of Resource Classes in Relation to Inclusive Education Visions and Principles and Status of Assessment Centres and their Future Application.
- 2) As services for students with disabilities are extending into secondary education, focus has been on the collection of data from all resource classes in order to comprehensively assess the future needs of present enrolled students. Further, this data will be used to assess how the present traditional segregating service delivery modality can be scaled down and a more inclusive educational modality with respect to students with disabilities be developed.
- 3) The institutional linkage programme with the County of Copenhagen and the Danish University of Education aiming to develop strategies for improvement of access and retention with respect to all children experiencing barriers and piloted in 12 schools in 4 districts is now in the final stage. In this respect, a number of activities have been undertaken: Finalizing of nine training videos, finalizing of an inclusive education handbook, nine teachers from the piloted schools have attained three-month inclusive education training in India. Presently, CERID is conducting an evaluation of the Inclusive Education Piloted Project. The report is awaited in September.
- 4) The Vulnerable Groups Development Plan has been completed.
- 5) Four films on social inclusion and inclusive education were completed.
- 6) SNES and WES developed a broad collaboration base with CDC, The National Centre for Education Development (NCED) and the Early Childhood Section (ECD) highlighting the need for a holistic approach in the implementation of inclusive educational activities within the EFA.
- 7) A workshop was conducted in collaboration with GOs, I/NGOs and CBOs with a view to develop a basis for partnership that would also contribute to develop policy directions for their involvement
- 8) A strong alliance has been developed with UNESCO on training materials and collecting baseline data with specific focus on gender. SNES, WES and UNESCO will over the next year implement trial training packages through government's regular programs in filthy schools with focus on inclusive education and participatory planning. All activities will be carried out in close collaboration with NCED so that positive results can be fed directly into the training system.
- 9) Preparations are underway to build an institutional linkage program with the National Resource Center for Community Based Services with respect to the future development of Assessment Centers now named District Assessment and Support Teams. The teams will be responsible for assessing students with disabilities, supporting their inclusion into main stream classes, developing long term district plans incorporating them in DEO overall five year planning and coordinating NGO/ INGO support in relation to district planning, thereby decentralising delivery services.
- 10) The consultancy report on "Reviewing and Redesigning Scholarship and Incentive Program" was received and the steering committee is reviewing it to explore possibilities for policy reforms.

11) A Social Assessment, necessary for the World Bank project appraisal, facilitated through direct funding, has been finalised. A team of an international and local consultants were engaged and has started developing a “Village – Community Development Plan”, including an assessment of the indigenous people and minority groups. The report is now expected to form a sound basis for future DoE implementation of EFA.

Besides these general activities, others have been conducted by NGOs. Most were successfully completed while others are in the final stages of implementation, such as:

- a) BASE activities (relating to former Kamaiyas) are presently being monitored and evaluated.
- b) Procurement of secondary education Braille teaching materials from NGOs was completed
- c) Preparation of support to develop computer Braille software is initiated.
- d) A ten month teacher-training package in Special Needs/ Inclusive Education was evaluated and given the status of training materials relevant to advanced teacher training with focus on disabilities.
- e) The project period of “The inclusive Education for Children and Women with disabilities” by Nepal Disable Woman’s Society, was successfully completed.

### **Re-Designed Literacy Programs**

Literacy has been the priority of all HMG/N development plans. The major objective of expanding literacy programs is to contribute to poverty reduction, which is the overarching goal of PRSP by improving livelihoods of deprived groups, especially girls, Dalits, and disadvantaged children. Tremendous efforts have been geared towards improving the literacy status over the past. Despite, the literacy level is still low and is characterised by a wide gender gap. The average literacy rate as revealed by the census 2001 has been 54 %, with a female literacy rate of 44. However, this rate varies across different ethno-cultural groups and ecological regions.

Despite the priority on the plan, the allocation for literacy program is considerably low which is a mismatch between demand and supply. Considering the magnitude of the target population, present allocation is too little to meet the Gender Parity Index (GPI) of 0.8 by the end of the 10<sup>th</sup> Plan. Increased allocation is indispensable for realizing the plan target.

Experiences reveal that the endeavours over the past have been far from reaching the hard-core groups. In order to respond to the learning needs of this group, literacy and/or NFE must be linked to poverty reduction programs. The present supply based quota system should be replaced by a decentralized need based literacy program shifted to targeted program/activities.

The activities planned under the ASIP/AWPB 2003-004 have been carried out. But the data from the field level is yet to be received for taking stock of progress. The NFEC has adopted a strategy of "payment by result" in order to expedite progress especially in the consolidated eight low literacy districts. However, the implementation of the program is not accompanied by appropriate planning as regards mapping of needs, implementation guidelines, rules and norms. This is yet to be strengthened.

As mentioned in the earlier report, late delivery of textbooks and training materials, establishment of strong mechanism for co-ordination, development of participatory supervision and monitoring system and involvement of stakeholders at decentralized level is a challenge that calls for intensified quantitative and qualitative monitoring mechanism supported by reasonable increase in the resource allocation.

Achieving the ambitious targets of the 10<sup>th</sup> Plan requires substantial transformation both in terms of methodology and allocation of resources. The traditional and arbitrary planning is no longer likely to help achieving the enlarged goals. A need-based, decentralised and integrated programme that encourages community involvement in strategic decisions are the demand of the day.

A final report of the integrated approach pilot (integrating literacy program with ECD, IG, girls enrolment and scholarship/incentives) to literacy planning has been recently submitted. The report

covers a sample of 10 VDCs from three districts (Doti, Rupandehi and Rasua). Developing program effectiveness indicators, involvement of local leaders and local elites, coordination of development partners and complying the needs of hard-core groups are the recommendation of the pilot study. Similarly, pedagogical readjustment is necessary for making the teaching/ learning more practicable and relevant to the needs of the target groups.

Responding to the felt needs, NFEC has initiated formulating a comprehensive policy framework compatible to the changed context. Through continued consultation with national experts, NGOs, MOES, NFEC including the MOLD and the Dalit commission representation, a final draft of the policy and strategy has been prepared and is currently under way for final approval from the Non-formal Education Council.

In order to ensure achieving the EFA goals, the programme intervention should be specially targeted to indigenous people, girls, Dalit and Janajati including women from ethnic minorities through bottom-up planning approaches. To identify VDCs or pocket areas for focusing interventions in the perspective plan, population census data were analysed to estimate the illiteracy population by geographic locations, ethnicity, gender and age groups.

With a view to enhance local ownership and participation in NFE programs, social mobilisation is being undertaken involving village level institutions and people in the diagnostic process and prioritizing activities. A comprehensive Village Education Plan for one VDC has been developed as part of the training process. The training manual will be finalized after a follow up workshop. The workshop is planned undertaken by the 3<sup>rd</sup> week of September. 25 trainers from central and district levels will participate in the first phase of the training for social mobilisation and prioritising programs as per the ground needs of the concerned VDCs. A second round of the same training is planned as a follow-up workshop. Upon the completion of this process, 100 VEPs will be developed at low-literacy districts.

Action researches undertaken at Rasuwa, Rupandehi, and Doti have provided impetus to the formulation of new NFE-policy and strategies. One of the major recommendations of this study was to revisit the BPEP-NFE programme to make them penetrating the needs of the hard-core groups, especially women, children, and indigenous people. A perspective plan, prepared on the footings of the findings of the census analysis is underway, which provides insight as to where the NFE focus has to go.

The traditional approach of providing literacy in the dominant language (Nepali) of the country is found ineffective to respond to the diversified needs of the varied clientele groups. In this regard using language shift approach in teaching has been recommended, which entails training to facilitators in language transfer approach. Similarly, development of target group specific programs focused to linguistic minorities is deemed necessary. To this direction a condensed curriculum and primers for the FSP children, learning and training materials for level I- III have been reviewed and developed. Almost 50,000 children are benefiting every year from this programme.

The draft curriculum, primers and training materials for the women education programme, with the incorporation of elements relating to women's legal rights, gender, health (HIV/AIDS), and the problems of indigenous and Dalit communities have been finalized. Almost 125,000 women every year will be benefited from this program.

A major initiative has been taken for institutional collaboration with UNESCO (UIE) with a view to capacity build NFE organizers, activists, researchers and implementers for creating a decentralized culture in Nepal through participatory initiatives. Furthermore, research, monitoring and supervision, and experience sharing are the other areas of collaboration with UNESCO. The TOR has been developed and forwarded to MOES for final approval. Similarly, a team participated in the technical workshop on "Strengthening Literacy and Non-formal Education Policies and Practices in the Framework of EFA" in

which a detailed framework for the study was developed. Follow up meetings for finalizing national teams and work plans are being held. ESAT will collaborate with UNESCO for launching the national research study.

### **3. Learning and Achievement**

#### **Primary Publishing Cell (PPC)**

Minor support has been provided to the PPC for day-to-day operation and security staff. The support is scheduled to end with BPEP II, July 2004. A service contract for the PPC's electronic equipment was signed earlier this year and the required replacement of broken equipment and various spare parts were purchased and delivered to PPC. During the IP for SESP, a plan for merging the two publishing cells in Sanothimi was developed and the plan was approved by MOES by October 2003. As a major curriculum revision started recently, plans are being developed for direct funding support to the merging and upgrading of old and new equipment for the new publishing unit under CDC. A consultant did a comprehensive plan for upgrading equipment, software and staffing, however, the plan is rather ambitious and costly. It is too early to implement such a costly project due to lack of clear HRD policy and organizational structure by HMG. The CDC forwarded a *local* plan to ESAT for direct funding. The plan is on upgrading the unit equipment to a minimum standard and it is presently under discussion. This approval again awaits the ESAT work plan approval by MOES and RDE.

#### **Textbooks**

Textbooks are one of the major tools in achieving quality improvement in schools. It is imperative that textbooks are delivered on time and in correct quantities. The HMG allocation for the free textbook programme to all primary schools is approximately 50% of the required amount. By late 2003, Danida therefore started the process of support to MOES free textbook policy by purchasing durable textbooks for approximately 3,5 million DKK through direct funding. International TA was contracted to do the tender documents, evaluation forms and write specifications. Eventually, the MOES refused to invite Indian printing houses in the tender process. As only one Nepalese printing company is able to print the quantity and quality required within the time limit, the tender process was discontinued. MOES has prepared an action plan for discussion on printing and distribution of free textbooks to all primary schools in Nepal relating to the new EFA programme. ESAT has informed that support is available, if so required and requested, given that proper procurement procedures are followed.

#### **Teaching/ Learning Packages**

As earlier mentioned project for improving the teaching/ learning process in 148 schools in three districts has been completed early 2004 when the monitoring consultants forwarded the final summary report. From these experiences it can be concluded that it was possible to deliver educational inputs to schools in remote and Maoist affected areas.

### **4. Management and Capacity Building**

#### **Capacity Building and Education for All (EFA)**

Institutional capacity building strives for building institutional as well as personnel capacity at all levels to develop credible, need based and participatory planning with efficient targeting and mobilizing of resources for ensuring the intended program outcomes, i.e. securing equitable access to, and completion of quality basic and primary education for all. This is both a component in BPEP and SESP. In order to achieve the objective of institutional capacity building, a number of activities have been undertaken, the result of which are now appearing in terms of the performance of the system as a whole. The performance in the education indicators is in themselves evidence of increased capacity. The preparation of the Core Document for EFA 2004-2009, which was appraised successfully by the pooling donors and secured their commitment for support, is an evidence of increased institutional capacity within the

system. Moreover, the confidence that is revealed among MOES/ DOE personnel while accomplishing a complex program like BPEP II, is commendable.

### **Annual Strategic Implementation Plan (ASIP)**

For a holistic picture of the running fiscal year, the following can be summarized: A national workshop reviewing progress of the previous year ASIP and orienting on the ASIP/ Annual Work Plan and Budget (AWPB) for the current fiscal year was undertaken during August 2003. Directors and Planning Officers of the five REDs, the DEOs and Planning Officers of 75 districts, 9 PTTC chiefs and 25 SEDU chiefs attended the workshop which provided a common forum for implementers, planners and decision-makers at all levels to share strengths and weaknesses over the past, opportunities and threats ahead. Two regional workshops for planning officers of the 75 districts, 9 PPTCs and 25 SEDUs from 31 January to 6 February 2004 were organised simultaneously at Nepalgunj and Bharatpur. The main objective of the workshop was to assimilate perspectives on program implementation in the ASIP/ AWPB 2004-005 for SESP and EFA. The workshop was followed by district level consultations, after which, each district prepared its ASIP as contribution to the national level ASIP. Upon the footings of such ASIP, the AWPB was prepared, submitted to NPC for review and incorporated into the RED book. The ASIP/ AWPB for school level education covering EFA, SESP and other programs was therefore widely discussed at various levels. The budget proposal was increased from 15 to 16,2%, which is proportionately with 61,8% for primary and 24,6% for secondary education. Shared funding from both DOE and direct funding facilitated this process.

### **Institutional Linkage Between NIEPA and MOES/ DOE on Decentralised Educational Planning**

The institutional link between MOES/ DOE and NIEPA continued as scheduled during this half-year period with support from direct funding. The initial 2-year collaboration was compressed to 14 months and runs till the closure of BPEP II. It stipulates 15 programs, covering 19 weeks of activities and the first four were referred to in the last bi-annual report. Despite time constraints and Nepali strikes, few changes were encountered, apart from the necessity to postpone one program due to decreased security. The institutional arrangement focuses on the five BPEP II bottom-up districts, namely Chitwan, Syangja, Jhapa, Bardia and Dadeldhura. The below specifies the main content during this period, which is followed by a short overall conclusion with main outputs. For previous outputs, refer to the bi-annual report no. 20.

*Guidelines for district level educational planning in Nepal* was the fifth activity, which intended to define norms for various activities, roles and functions at the district, RC and community level. It was conducted in a two-phased manner with a week at the NIEPA faculty in Delhi from Dec. 29 -Jan 02, 2004 followed by a week in KTM from January 4-9. 5 persons from Nepal participated in the first and 20 persons from the district planning teams and WGD members attended the second. In the sixth activity, *Review and finalization of draft District Plans of the pilot districts including appraisal by NIEPA and the DOE team*, the content included plan appraisal, negotiations and finalisation of the DEPs. 25 persons from the district planning teams and DOE mentors joined from February 3-14. During the seventh activity, *School Improvement Planning*, the areas of bottom up approach to planning, priorities and norm based planning, costing, monetary inputs and school development indicators were covered. The group consisted of 32 persons, who were SMC members, HTs, RPs, School Supervisors, Section Officers, WGD members and from MOES and DOE. It was held during February 23-28. The eighth activity, *Appraisal of DEPs of the five pilot districts*, covered appraisal of the DEPs, technical consistencies in plan formulation, verification of the participatory process of plan formulation through field visits to pilot districts, feasibility of the plan, issues relating to sustainability of planned interventions, conformity to financial norms and other norms and parameters. 22 persons from the planning teams, DOE/ MOES and CERID took part during April 13-24. In the ninth activity, *Development of Appraisal Manual for DEPs*, guidelines for plan appraisal, financial parameters, feasibility studies, costing and financing of educational plans, internal consistency and scheduling of activities were the content. It was carried out in a two-phased manner with a week in

Delhi from April 24-29, with 5 persons from MOES/ DOE and another in KTM from May 31-June 5, where 25 people from DOE/ MOES, CERID and CLA participated. In the tenth activity, *Monitoring and Evaluation of DEPs*, focus was on indicators for M&E, frequency of reporting, methods of M&E, database requirements for M&E, and internal and external efficiency of education. In this activity, 35 people from REDs, DEOs, DOE/ MOES, CLAs took part from June 13-17.

Based on the collaboration, the five DEPs were prepared taking all processes into consideration with successful experiences of BPEP II included in order to deliver services more effectively and to bridge the gap between BPEP II and EFA 2004-9. Again, a comprehensive approach to secure whole school education in a holistic manner was adopted (synchronizing primary and secondary planning aspects). The DEPs were appraised which indicates that budget and activities were assessed, approved and to be funded accordingly. Two manuals, namely *Methodology of District Education Plan* and *DEP Appraisal Manual* will be useful as guiding tools on the preparation of the same process for the 70 districts. Manuals and guidelines developed in shared forums will prove helpful and necessary, however, actual capacity now exists among the people at different levels who possess technical skills and experiences on through undertaking the process themselves. While strengthening the institution to perform, actual results in larger scale will show when replication under the new EFA is undertaken. The appraisal report came up with extensive recommendations for changes in each of the five DEPs. The districts were requested to revise accordingly, and submit final versions to DOE by June 2. Finalization is shortly delayed. It is encouraging that the empowered district teams are now requesting the DOE to head the expansion. A continued collaboration with NIEPA is under consideration.

#### **Institutional Linkage between MOES/ DOE and IIEP on EMIS**

The EMIS (Educational Management Information System) report of 2002/ 2003, aligned with the 18 EFA indicators, was published. These indicators were incorporated in the BPEP indicator framework during the Mid Term Review. The report highlights achievements of program interventions and provides feedback for improving the quality of planning and decisions. A more reliable EMIS data collection and capacity in analysing data will be a tool for decision makers at all levels for improvement in the quality of education. To this direction, training in School Mapping and Micro Planning incl. Geographical Information System (GIS) and the EMIS system itself were undertaken at central, district and sub-district levels in collaboration with the International Institute of Educational planning (IIEP), Paris. The support programme will be conducted with all relevant stakeholders and coordinated closely with other programmes, such as NIEPA, New Delhi.

With a view to linking resource allocation with performance at implementation levels, the so-called *Flash Reporting System* was initiated. Software designing and training to users of the software is accomplished with 143 personnel from 74 districts participating. This was carried out in collaboration between UNESCO, ESAT and DOE. The compiled report on *Flash 1* is expected ready for sharing with the EFA pooling donors by early September 2004. In order to compare and ascertain the level of achievements, a *Flash 2*, will be prepared and shared with donors by March 2005. The DOE is in the process of publishing EMIS 2003 with the aim to provide a clear baseline for launching EFA on the identified indicators. EMIS published by the end of the same year was simply a dream in the past, but this has now turned into reality. ESAT assistance to the institutional linkages of IIEP and NIEPA has been instrumental in this respect. IIEP entered a second phase/ second year by early January 2004, following completion of the first year contract by the end of 2003 which in an internal evaluation with corrections and adjustments to revise the programme for the second phase. Due to local problems in purchasing relevant geographical maps and the demise of an IIEP international consultant, the IIEP programme was 6 months delayed. Another IIEP consultant withdrew from the project and was not replaced. Local activities in connection with IIEP training and workshops, purchase of equipment and geographical maps was done through direct funding.

It was DoE's intention during 2003-04 and with direct funding support, to decentralise the EMIS activities and responsibilities such as data collection, reliability of data, processing of data, utilisation of data and data dissemination to local level users. Therefore, the newly introduced "FLASH 1 & 2 EMIS data collection system" is by and large not well in line with the EMIS decentralisation process. UNESCO's Institute for Statistic (UIS) supports DoE in introducing the new flash data collection system. The main reason for introducing it is that the previous EMIS data collection system is considered unreliable and inflated, data collection is very slow and publication is always one to two years old when published. The flash EMIS data collection will provide MOES/DoE with fast and relative few reliable data, which can be used for block grant budget release to schools. ESAT was recently asked to support the introduction of the new flash system by providing funds for workshops and assist UNESCO in planning and co-ordinating implementation. IIEP training of central and district personnel will be adjusted to also cater for the new flash EMIS collection systems. However, DOE still needs more detailed data than the flash can provide. IIEP is as such not involved in data collection. It is the responsibility of UIS to assist in data collection. IIEP is involved in the use and understanding of EMIS data collected for educational planning at the various levels.

### **Restructuring of DOE Monitoring**

An international consultancy on a comprehensive restructuring of DOE physical planning and monitoring abilities at central, district and sub district level as well as physical planning instruments for the same was accomplished with direct funding. DOE is developing a comprehensive program implementation plan in which monitoring will form an indispensable part.

The assistance for physical planning and monitoring is among others aimed at establishing an institutional linkage at global, regional and local level to support the physical planning and monitoring activities. Several institutions in Sweden, the UK, India and Nepal have been identified as potential collaborating institutions and presented to DoE for consideration. The Doe is expected to conclude on the matter after the assistance has come to an end ultimo September 2004.

### **Institutional linkage between DUE and MOES, M. Phil. Graduates**

Support to MOES personnel for academic training has formed part of institutional strengthening under BPEP II. The second batch of students (15 MOES personnel and 3 FOE faculty members) enrolled in the M. Phil program in education at the Danish University of Education graduated successfully. A graduation ceremony was held on January 9, 2004 where students were awarded with M.Phil certificates. Like previous years, six MOES personnel (three male and three female) were supported in 2004 to upgrade their academic qualifications. Three MOES male officers attended the M.Phil program at KTM University, whereas three female officers attended Masters in Education at Tribhuvan University. As in previous years, they were provided funds to cover tuition fees as per KU's and TU's fee structure and stipend for educational expenses. Plans are underway to provide them with English language and computer training.

### **Legal Database**

A consultancy team was assigned the task of compiling a comprehensive database on all acts, regulations, bylaws, manuals, circulars, reports and other documents relating to education in Nepal. The task was initiated on August 25, 2003 and in a little less than a year the team researched, translated and compiled *The Database on Education Law of Nepal*. The work is unprecedented in Nepal. This database will be published in the form of 1200 copies of hardbacks (two volumes each) as well as 250 CDs, which will be handed over to MOES for distribution. The database was launched on the website [www.educationlaw.gov.np](http://www.educationlaw.gov.np) on May 7, 2004. The database consists of nearly 6000 pages of law, policies, plans and international commitments. Both Nepali and English versions of school related laws are available on the website. The task is expected completed by July 15, 2004.

### **Information Communication Technology (ICT)**

With an overall aim to enhance performance within the MOES and its affiliated agencies and to bring all information and communication technology related activities under one umbrella, M/S Infocom Pvt. Ltd. was assigned the task of preparing an *Information Community Technology Master Plan* for the MOES. The plan proposes all ICT related activities implemented within MOES and its affiliated agencies by 2007. The proposed ICT Master Plan was presented to the MOES in May. The MOES approval of the Master Plan is awaited for implementation.

### **Supply and Installation of New Furniture**

Furnishing of the new DOE building, furnishing and renovation of the Documentation Hall at the MOES and renovation of the Joint Secretary office, are direct funded. The works consist of the following packages: Supply and installation of readymade office furniture, and: Fabrication, supply and installation of office furniture and furnishing. The invitation to tenders for supply of furniture and fixtures was published July 4, 2004. The evaluation of the tenders is ongoing.

### **Workshop on Unified School System**

DOE through the DEO, Mustang, conducted a three days workshop on the concepts of a unified school system in Mustang from May 2-4. The main objective was to look at possibilities for implementing a unified school system in order to ensure quality education through effective utilisation of existing resources; to establish coordination between Gumba, Jhumba and government schools in order to mainstream; and to build participatory mechanism with I/NGOs, CBOs and other user groups. 65 participants from different sectors participated in the workshops, such as NGOs/INGOs, teachers/lamas of Gumba and Jhumba schools, public school teachers, SMC chairpersons and PTA's representative, representatives from mother's groups and women's groups, DDC chairpersons, DEC members, representatives from DOE, RED and DEO Mustang along with experts on education.

### **Program Completion Report**

A draft final report of the Program Completion Report, which focuses on DANIDA direct funding, has been received. It assesses strengths and weaknesses over the past and documents best practices and lessons learnt. The report will be crucial for shedding light on designing future cooperation programs under direct funding.

### **Financial Management**

An international consultancy for improving the Financial Management System for EFA and SESP is currently under way. The consultancy is being undertaken in close collaboration with the system counterparts and seen to be crucial for improving the timely and qualitative financial reporting and management and simultaneously enhance transparency and good governance of the education programs in the future. 75 district-accountants were provided a 3-day training focusing on improvement of financial management with better and timely reporting system.

## **5. Sip Based Development Program**

The framework for School Improvement Planning (SIP) under SESP IP created the foundation on which the DOE developed a Training Manual for master trainers in SIP, replacing the previous version aimed at primary education only. The manual was tested prior to implementation and comments incorporated. It now assists master trainers in training district and school level stakeholders in preparing comprehensive and holistic SIPs in a participatory approach. Since the new manual was designed based on the revised framework, there was a delay compared to the planned schedule of SIP trainings. The manual has been in use as follows:

SIP master training (Training of Trainers, TOT) was carried out in a phased manner from March to June. 6 persons from Humla and 22 from Doti were trained from 3-7 March in Nepalgunj. Another 4 persons from Jumla, 3 from Mugu, 6 from Baglung and 8 from Accham were also trained from June 6-10 in Nepalgunj. The third training was carried out for 22 persons from Kailali and Baitadi from June 16-20 in

Dhangadi. The last training for 22 persons from Pyuthan and Rupendehi took place in Rupandehi during the same period of June 16-20. The SESP budget was used for this activity. Similarly, under the BPEP budget, 99 RPs and SSs received master training to undertake SIP trainings at all RCs in 12 districts (5 old SIP districts + 7 new) and one RC each in 63 districts. The total number of people trained at the RCs concerned is being collected during the same period. It can be concluded that main adjustments in the SIP process have taken place based on a changed context, TA assistance and experiences from past years.

### **Community Supported Schools Project (CSSP)**

Since July 2003 the World Bank (WB) provides assistance to the CSSP, previously termed LIL, as a 3-year pilot project. During the running year of 1003/4, one thousand schools (primary, lower secondary, secondary) were transferred to communities according to set target. In addition extra 21 schools applied and was also granted transfer. The 1,000 schools received 100,000 as incentive grant for one year. The plan for the fiscal year of 2004/5, is to transfer 2,000 schools, out of which 1,500 will be supported through the EFA and the remaining 500 from WB/ CSSP. In this regard, legal problems have emerged in terms of service provision of newly recruited teachers. With a request for assistance to clarify and revise legal processes, ESAT provided a consultant for an initial 3-month period to look into the legal status of the community-supported schools. With a view to explore possibilities for developing collaboration between community and institutional (private) schools in terms of sharing experiences, expertise and resources, a DOE workshop with 40 participants was organized under CIP. The outcome of this workshop is a contribution to narrow down the gap between community and institutional schools in terms of performance.

### **Communication and Social Mobilization**

In order to further explore ways to effectively utilize mass media in achieving the EFA and SESP goals, ESAT assisted DOE with consultancy service of a media consultant from April to June to strengthen the communication unit of the DOE. As an outcome of the assistance, some policy decisions are under review for providing fellowship to media professionals for quality reporting on educational issues. The communication unit has been acknowledged as a forum for assimilating popular aspirations into the government reform and assesses the impact of initiatives at beneficiary level. This relates closely to the DOE regular/ annual program, which for the second year conducts regional media interaction workshops.

## **CROSS CUTTING ISSUES**

### **HIV/ AIDS**

Following the HIV/ AIDS Impact Study on the Education Sector report (MOES, EC, Unicef, Danida), a working group on life skills (health, HIV/ AIDS) was established in DOE with support from Unicef. The group is preparing curriculum modules, which are assumed ready for implementation by 2005.

### **Conflict**

The overall situation remains complex. Local elections are still awaited for and stand as a continuous reminder of the lack of preconditions for actual devolution of authority. Since the conflict situation is a reality in programme terms, strategies and policies to address it in a contextual manner is an on-going progress. During the November mission 2003 and as a result of discussions on joint donor missions, a conflict cell was established in DOE with the aim of collecting information on the impact on the education system. However, the cell collects and updates conflict related information in a limited manner and mainly draws this information from the media.

As a promising initiative, the MOES under the chairmanship of the Joint Secretary of the Planning Division, by June 25 established a broad based 13-member insurgency monitoring committee, which is supposed to provide suggestions on how to make schools and educational institutions zones of peace.

The MOES is presently preparing a Code of Conduct to declare educational institutions as zones of peace. Negotiations reached between the MOES and the Rebellion Students Union (Krantikari) is assessed as having contributed to re-stabilize the teaching-learning situation in schools. The conflict urges the sector to assess programs and modify strategies accordingly. This requires information, data and specific tools to mitigate, address and combat the conflict where flexibility and appropriate knowledge to be able to do so is needed.

### **Collaboration Between Danida Programmes**

DASU (Decentralisation Advisory Support Unit) together with HUGOU (Human Rights and Good Governance) and ESAT including one officer from DOE, undertook a field trip to Doti and Surkhet to learn about the work the NGO INSEC has carried out in regard to human rights and reconciliation processes. The intention was also to share knowledge between Danida programs and to look into possibilities of future joint collaboration.

## **ASSISTANCE TO HMG REFORM OF SECONDARY DUCATION**

### **1. The Learning Environment**

#### **School Physical Facilities**

The staff at the Physical Services Section (PSS) completed a Rapid Assessment Survey of all lower and secondary schools in Doti and Humla. The MOES and donors approved the selection criteria for schools for intensive physical rehabilitation and upgrading. 15 schools in each district were selected and approved for physical intensive support and developing master plans for the 15 schools in each district was initiated. Regarding rehabilitation of classrooms in Humla and Doti, then 50 were the target and 20 classrooms in Humla were repaired. For the target of constructing 60 new classrooms in Humla and Doti, then the procurement of materials caused problems, as steel costs has increased and the received bids were well above budget costs. The received bids were therefore cancelled and re-bidding is in progress. 100 schools were to receive maintenance training and the training is completed. Maintenance training should be part of the SIP training program, but the SIP training was delayed. Maintenance training is to be done before fund release and before signing a maintenance agreement, but no signing of the maintenance agreement was reported. 76 schools were supposed to receive funds for maintenance in Humla and Doti, but no progress.

PSS forwarded a list of consultancies to Asian Development Bank (ADB) by April, requiring support in implementation of rehabilitation and new construction for DoE sections and other line agencies. Several physical activities relate to SEDU and RC, but no progress is found. The location of the new SEDUs and RCs is awaiting a mapping plan to be undertaken and provided by SEDEC, which again is waiting for a study report on future teacher support systems. This report will suggest future plans for teacher support system infrastructures. Rehabilitation of SEDUs is pending, until an official report on ownership of the SEDUs is available. Construction and conversion of various types of female teacher training hostels, i.e. construction of classrooms in connection to hostels and construction of mountain hostels and female staff accommodation has seen no progress. Before any planning and construction can take place, MOES needs to do a long-term policy on future hostel needs and their location. The DoE standard classroom design of galvanized steel structures cannot be used in mountain districts unless schools are fairly accessible by road, which is the case for a few only. Therefore, ESAT provided consultancy services to support PSS in developing a complete set of architectural drawings, bill of quantities for various types of new classrooms, toilets and rehabilitation modalities to be constructed in the mountain districts. All materials have been handed over to and received by PSS. The project was delayed 3 months due to problems in arranging a field visit to Humla and some changes were made to drawings and bill of quantities at the final stage. Two activities to facilitate the implementation progress of physical activities

under the SESP program were approved for direct funding. One will support PSS staff at the district level in preparation of master plans for the 15 schools selected for intensive physical support. Another activity will provide consultancy service to PSS in doing rapid assessments survey of all lower and secondary schools' physical condition in 4 PID, as PSS has no staff located there. This is expected to commence by July 2004.

## **2. Curriculum Development, Assessment and Instructional Materials**

Most activities under this component of SESP are carried out by the CDC, which is mandated to develop the curriculum framework for grades 1 to 10, develop textbooks and teachers' guides, revise the curriculum periodically, and develop other teaching materials. A number of activities were planned and implemented during the period between January - June by CDC. A brief summary of the major activities carried out is presented below:

### **1. Development of a National Curriculum Framework:**

As the existing school curriculum is fragmented into primary level, lower secondary level, secondary level and higher secondary level, it was envisioned that a single national curriculum framework is necessary for logical coherence. Various activities were planned and carried out to assist in the development of the National Curriculum Framework (NCF). The budget allocated for various activities to contribute towards the development of the NCF was supplemented by direct funding as per CDC's request for technical assistance. Hence, two consultants (curriculum and evaluation experts) supported CDC with the development of NCF.

*a) Analysis of the Existing Curriculum of the six core subjects:* The budget for this activity was Rs. 287,000. Six task forces, each consisting of three members (one from CDC's subject committee, one school teacher, and one faculty from the Higher Secondary Education Board) were formed. Each task force was meant to analyze one of the six core subjects (Nepali, English, Math, Science, Social Studies, Health Population and Environment). Six teams completed their analyses and reports are available at CDC. These analyses have pointed out the horizontal and vertical gaps in the existing curriculum for the six subjects and hence provided useful information for the development of the NCF.

*b) Regional workshops:* Regional level workshops were held in all five development regions covering 50 districts to gather inputs for the development of NCF. Four of the five workshops were funded by direct funding as CDC had not planned on having stakeholder consultation in all regions. Each workshop was held for three days out of which two days were spent discussing curriculum and assessment issues with school teachers and one day was spent gathering inputs from stakeholders from the following communities: People with disability, women, Dalits, ethnic minorities (Janajatis), and child rights NGOs. These workshops have provided valuable inputs for the development of the National Curriculum Framework and the National Policy on Assessment (which will eventually become part of the NCF). A consolidated report of these five workshops was prepared.

*c) Development of National Policy on Assessment:* In addition to the inputs gathered from regional workshops on issues related to assessment, a number of workshops were organized at the central level with participants consisting of school teachers, educationists, and CDC officers to discuss key issues to be included in the national policy. Based on the inputs from all the workshops and literature review in the international context, a draft policy paper has been prepared.

*d) Development of the National Curriculum Framework:* Activities mentioned above contributed to the development of NCF. A workshop was held with educationists to reach conceptual clarity on national curriculum framework. There have been additional efforts to reach conceptual clarity on various themes that need to be included in the NCF. As UNICEF has done work in developing school curriculum in the area of Life Skills, discussions were held with UNICEF to get inputs to include Life Skills in NCF. Similarly, joint efforts have been made with the High Level Commission on Information Technology to come up with a common understanding of how ICT can be incorporated in school education and what the National Curriculum Framework must state on this topic. Also, workshop was held with educationists to discuss the topical areas that must be included in the NCF. Information gathered from

these consultations is being processed, and a draft of the NCF is expected by the end of July. This draft will be reviewed and commented upon extensively before submitted to the National Council for Curriculum and Assessment that needs to approve it.

*e) Curriculum Forum of Stakeholders and Analyses of the curriculum and teaching learning materials:* In order to make the development of the National Curriculum Framework highly participatory, an eleven-member Curriculum Forum of Stakeholders has been formed under the coordination of CDC's Director General with support from direct funding. This forum has representatives from the following stakeholders: CDC, the National Dalit Commission, the National Women's Commission, the National Federation of the Disabled-Nepal (NFDN), Child Workers in Nepal Concerned Center (CWIN), CTEVT, Central level teachers' union, Parents' Association, Higher Secondary Education Council, TU Faculty of Education, and the National Foundation for the Development of Indigenous Nationalities (NFDIN). The objective of this Forum is to provide concrete and constructive suggestions to CDC on the development of the National Curriculum Framework. Some Forum members were involved in analyzing the existing curriculum and teaching learning materials from specific perspectives. For example, the National Dalit Commission has been involved in analyzing the curriculum and teaching learning materials (i.e. textbooks and teachers' guides) from Dalit perspective. A team of individuals from Dalit communities are carrying out the study themselves. Similarly, NFDN is involved in such an analysis from the perspective of people with disability for which it has engaged a core team of five individuals with different kinds of disabilities. NFDIN is analyzing from the perspective of indigenous nationalities, for which it has engaged three persons from various indigenous groups. CWIN is carrying out the analysis from a rights-based perspective in which the focus is on human rights, child rights, civic education and child-centered learning. Respective experts represent each area. As the women's commission was non-functional, a gender expert was hired to carry out the analysis from a gender perspective. Draft reports on the curriculum analysis have been received from all five groups. The final report including analyses of both curriculum and teaching learning materials is expected by September. Relevant inputs from these reports are being included in the National Curriculum Framework.

## 2. Development of Instructional Materials

*a) Lower Secondary Level:* Specification grid and a manual for the practical assessment of social studies were prepared and printed. Specification grid for all 10 subjects of grade 8 were prepared and printed as well. These materials remain to be distributed. In addition, the camera ready copy of teachers' guides for all subjects of grade 8 have been prepared. Budget was allocated only for this preparation and not for printing.

*b) Secondary Level:* Specification grid for the practical assessment of Science was prepared and printed. Minor changes were made in the existing curriculum for grades 9 and 10.

## 3. Activities Related to Textbooks and Publishing

*a) Concept of Multiple textbooks:* A report has been prepared as a result of workshops and consultations on the concept of multiple textbooks.

*b) Textbook Standards:* Workshops were held to discuss norms and standards CDC is to adopt and maintain in how textbooks must look like including layout, presentation of materials, exercises for practice and assessment, etc.

*c) Merging of the publishing cells:* As per SESP's provision, the primary publishing cell and secondary publishing cell have been merged and brought under CDC.

## 4. Institutional Capacity Building of CDC

*a) Assessment Unit:* As per SESP, a separate Assessment Unit has been established. Equipment for this unit has been procured, and an undersecretary has been designated as the responsible person for this unit for now.

*b) In-country training:* A thirty-day in-country training was conducted in the area of curriculum planning and management for 30 officers out of whom 20 were from CDC. This activity was funded by the CIP.

*c) Developing Institutional Linkage for Curriculum Development and Assessment:* For the institutional capacity building of CDC in the areas of curriculum and assessment, efforts have been made to develop institutional linkage with a regional institution. The Korea Institute for Curriculum and Evaluation (KICE) in Seoul, South Korea, an autonomous government funded institutions that specializes in curriculum development and evaluation, was identified as an appropriate institution. KICE is well known in the region for its technical expertise in the specialized areas of curriculum development, evaluation, and development of instructional materials. A visit to KICE was carried out in February 2004 with the objective of initiating dialogue and contact with KICE to develop an institutional linkage between CDC and KICE. The Joint Secretary of Planning from MOES, Director General and the Director of CDC were part of the team that visited KICE. KICE showed keen interest in building partnership with CDC and an understanding was reached on the process to develop the linkage. CDC will be identifying its needs for capacity building and developing a detailed TOR for the institutional linkage program between KICE and CDC in July 2004 to formalize this linkage.

### 5. Improvements of Examination Systems

#### **SLC study**

A team study team for the review of school leaving examination in Nepal has been formed and the team, consisting of local consultants only, has begun work. A Steering Committee for the study, comprising members of MoES and led by a former Secretary to MoES has also been initiated to oversee and advice on the progress of the study. The task is daunting in magnitude, complexity and lack of international precedents and the team has initial spent some resources on coming to terms with the tasks, defining concepts, methodologies etc. Delays in handing over the necessary data set from the Office of Controller of Examination meant that the data collection could not be initiated before the monsoon set in, causing delays in the overall review plan. The delay has led to a revised plan of action and it is now assumed that the review will be extended until Spring 2005.

#### **Security Printing Press**

It is under consideration to establish a security printing press for printing Secondary Leavers Certificate (SLC) and ESAT has offered TA support to MOES/ DoE to ensure that technical specifications and tender documents are well prepared. Despite an agreed need of this support, ESAT is still awaiting such a request.

Further, whilst provision for the facility has been included in the ASIP 2004/05, the MoF has restarted discussions that the facility is not needed and/or the secure press in Singha Durbar could be used. This facility was assessed during the SESP IP assistance and deemed not relevant for the printing of examination papers. The delay means that the facility at the earliest will be ready for the printing of examination papers for the exams in 2006.

## 3. Teacher Education and Development

#### **A Unified Teacher Support System**

The consultancy report to design and recommend on a "Unified Teacher Support System" was received and the steering committee is presently reviewing it to explore possibilities for policy reforms. With a view to improve management efficiency of schools, 125 master trainers were trained to conduct training for head masters at district levels through the cascade model. The district level report is being collected to become a comprehensive status report for sharing with the development partners during November/ December 2004. Pre-primary education is acknowledged by the 7<sup>th</sup> amendment of the Education Act as an effective means of enhancing efficiency of primary education. Pre-primary education is school-based, while ECD is community based, however, pre-primary education is assumed to use the same ECD curriculum. In two workshops at Nepalgunj and Biratnagar 50 teachers were oriented on how to manage pre-primary education.

### **Linkage between MOES, the Teachers Union of Nepal and the Danish Union of Teachers**

Upon the request of the MoES and following the formation of a unified Teachers Union of Nepal (TUN) as well as the agreement between MoES and the Joint Teachers Movement Committee of 23 February 2004, a series of meetings have been undertaken by MoES, the central committee of TUN and Danida/ESAT to define areas for capacity building of TUN as a unified trade union and simultaneously enhance the capacity of both parties to enter and build a partnership for dialogue with each other. The Danish Union of Teachers (DUT) has been approached and preliminary talks conducted in Copenhagen by a representative of DoE and Danida/ESAT in order to facilitate a linkage between the TUN and the DUT for the building of capacity. All parties have declared their interest to continue the preparations and TUN and DUT have conducted bilateral meetings during the Education International World Congress in Brazil, June 2004". TUN has now been requested to clarify own needs for immediate and medium support for capacity building upon which it is expected that arrangements will be formalised.

### **Revised Teacher Training Curriculum**

NCED formed a team of 6 persons having expertise in different subjects to revisit the teacher-training curriculum to become more focused and relevant to teachers needs and contextual to classroom situations. With a view to drawing up teachers' perspectives in the curriculum, workshops with the stakeholders were organized at different places. The team reviewed all existing documents relating to teacher education and training and undertook training needs assessment survey in 6 districts. A team of six experts reviewed documents, undertook training needs assessment survey in six districts, and came up with the ten-month teacher-training curriculum. The draft curriculum was shared and discussed with education experts and professionals from Faculty of Education TU, Kathmandu University and working subject teachers. This team worked closely with a Steering Committee formed at NCED. Based on this, curricula in six core areas English, Nepali, Math, Social Studies, Health and Environment, and Science, were developed for in-service and pre-service teachers of Lower Secondary and Secondary levels. The final drafts of these curricula have been submitted to the NCED Council for final approval.

### **In-service Teacher Training Packages for Teachers and Head Teachers**

A similar team of consultants and specialists developed a need-based/demand-driven short-term in-service teacher-training package. The SEDP developed such training package based on Training Needs Analysis (TNA) undertaken at Humla and Doti focused to Lower/Secondary schoolteachers. Interviews, observations, focus group discussions and workshops were undertaken in the concerned districts with a view to TNA. The training packages have been submitted to NCED for approval. Competencies for head teachers of LS/Secondary schoolteachers was identified and training packages developed following the same process. The package was piloted in Nepalganj. The training package will be finalized after incorporating feedbacks from the pilot.

### **Enhancing Quality Education through Teacher Management System**

The Foundation of Human Development carried out a study on "Enhancing Quality Education through Teacher Management System". The four pillars of this study were Teacher Management Practices and Involvement of Teachers in School Management, Institutional Analysis of TSC, TRO and NCED, Professional Commitment and Values Related Aspect of Teaching Profession and Participation of Teachers in School Management and Parent-Teacher Association. A steering committee was formed to supervise and guide the TMS. The reports on each of the four pillars have been circulated to practitioners, professionals and stakeholders for comments. These will be reviewed in the steering committee.

## **4. Institutional Management and Capacity Building**

### **Preparation of an Overview of Secondary Education**

A workshop to get feedback on a book that presents an overview of the secondary education was held in January 2004. All the writers presented summaries of their chapters. Valuable comments were received from the participants consisting of MOES joint secretaries, DOE directors, heads of central level institutions, and section chiefs. One of the comments was to include EMIS data of 2002 in the book, as 2001 data would look too outdated when the book is coming out in 2004. By the end of June 2004, some of the chapters have been finalized, while others are being finalised as 2002 EMIS data has just recently been available. It is also considered to use EMIS 2003 data if raw data can be used for specific topics that are data intensive such as demography of students, schools, and teachers. It is expected that the book will be ready for dissemination by October 2004.

### **Capacity Building of NCED Staffs through Institutional Linkage**

A consultancy was undertaken from February 24 - March 6, during which the Copenhagen International Centre for Education Development (CICED) developed a plan for capacity building for teacher education and training. The plan proposes to develop a critical mass of 300 - 350 teacher trainers through an intuitional linkage modality. The cost estimation and timeframe is inbuilt in the plan.

## **ASSUMPTIONS AND RISKS**

### **Immediate risks**

The present coalition government, established on June 2, 2004 declared to undertake peace negotiation and thereby the election for parliament. However, conflicting expressions by members in the government representing different coalition partners reduces the credibility of the government claim. The existing poor security situation could indicate that peace negotiations and elections may not take place within the claimed period of 2005. Yet another failed attempt to bring the conflicting partners to a peace agreement is again most likely to further destabilise the political scenario and hence, deteriorate development endeavours. As in previous reports, the overall situation remains complex. Local elections are still awaited for and stand as a continuous reminder of the lack of preconditions for actual devolution of authority. In order to make the beneficiaries the core of decisions, decentralization and devolution is the main thrust of the PRSP and the education sector. Although the conflict is a reality in program terms, the actual development can flourish only in a peaceful and cooperating situation, which is continuously at risk. Frequent and different kinds of Bandhs (strikes) and political agitations hamper every day activities and the monitoring of development activities, which obviously has implications at all levels. The implementation of SESP was previous slow due to various confusions in DoE. However, much unclarity was resolved and implementation has taken momentum. The ASIP for 2004/05 has included expenditure worth Nrs. 1.2 billion which is identical to the MTEF 2003 level. Still, the merger of different units under secondary education remains unsettled at policy level.

### **Long-term Risks**

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

- General uncertainty in 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 understanding of a political joint direction is slowly emerging according to rumors in the capital.
- 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 organized 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).

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.

## **RECOMMENDED ACTIONS**

The following is recommended:

- To continuously involve and encourage people to participate in the democratic process of decision making and to make strong use of the mass media.
- Post conflict education is urgent and necessitates collaboration and coordination at the highest levels.
- All efforts for ensuring good governance in the development endeavour are necessary
- As part of ensuring human rights, children's rights should be a central point with mechanisms (legal provisions) as indispensable for EFA. A stronger focus on this area as part of the decentralisation process is recommended.

## **REVIEW AND EVALUATION**

The following reviews and evaluations seem to be in the pipeline for the calendar year 2004:

September Program Completion Report BPEP II direct funding

September Final BPEP II Evaluation report

November EFA Technical mission

December EFA mission

December SESP mission