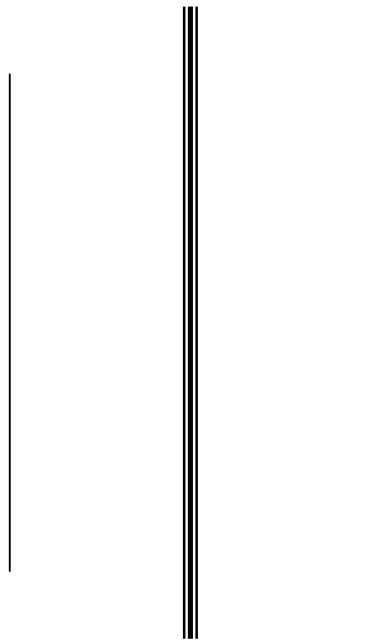


Activities under Direct Funding
April – June 2003



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July 2003

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Report on activities under Direct funding

April - June 2003

1. Background:

The provision made in the country to country agreement between Nepal and Denmark dated 29 May 1998, states that upto 30% of the total allocated grant of Danida to BPEP II is to be utilized for direct funded activities. In the same regard, the amendment on agreement has been made and extended till 15 July 2004. Further, the proportion of direct funding stipulated in the same agreement has been increased from 30% to 35% as stated in the letter dated 5 May 2003 from Ministry of Finance.

Utilization of direct funding through Education Sector Advisory Team (ESAT) was established through MOES letter dated 23 May, 2000 subsequently revised through exchange of letters between PAT (23.02.01) and MOES letter dated 2058/1/7 (20.4.01). This report summarizes the activities carried out during the period April - June, 2003.

1.1 Objectives: Direct Funding:

Direct funding is usually used for activities such as short, medium and long-term capacity building, experiments, procurement of goods and services as well as contingencies etc where HMG/N for one reason or the other does not have the necessary provision to act according to the needs.

The objectives of the direct funding is to assist MOES/DOE and other central level agency to carry out innovative and developmental activities, such as hiring of consultants, undertaking survey, studies and other activities of a similar nature by being quick and providing flexible access to funds. Through this it is aiming to improve the quality of primary education, increase access to basic and primary education and strengthen management efficiency of education for empowering the human resources of Nepal at national, district and community levels. Hence, the overall development objective is to alleviate poverty by increasing economic productivity, health and sanitation practices. An exercise aimed to develop an annual work plan was carried out at Godavari in November 2001 where a number of activities were identified and annual work plan and budget has been developed and approved by Ministry of Education & Sports covering the period January 2002 – 2003 in consultation with DOE and other central line agencies. The direct funding expenses are and were made in accordance with annual work plan and budget.

1.2 Progress:

During the period of implementation of BPEP II, in Nepal, the activities carried out through direct funding have been progressing steadily. The reporting period covers number of major activities such as Establishment of School Libraries, establishment of Sign Language Centre at Tribhuvan University, NGO support through Special Needs Education, in depth study on rehabilitating 297 schools affected by various disasters in 2001, HIV AIDs impact study on education sector, support to Secondary Education Development Centre, and other related activities are in course of action. Apart from this, Physical Learning Environment and materials, Technical assistance

on Formative Research programme in support of the Secondary Education Support Programme in Nepal are the biggest project, which is also in process.

2. Activities:

2.1 Non-Formal Education Centre:

2.1.1 Establishment of documentation Centre at NFEC

ESAT has been supporting NFEC for the establishment of documentation centre since 2002. Different education materials on non-formal were procured to facilitate Non Formal Education documentation Centre. Hence, NRs.18,576 was spent for the same.

2.1.2 Policy Development and Action Research for Non formal Education Centre

Over the years NFEC has been offering different levels of literacy education to women. For the first six months the learners are provided with basic literacy skills. As a follow-up to this, another six months of more advanced literacy education is provided. In this level the learners are given multi-sectoral messages, including, functional messages and women's empowerment concepts. In this level the income generation (IG) related skills and knowledge are also added. But before embarking into the IG activities the women are provided with knowledge and skills of groups formation and saving-credit mobilization.

NFEC/MOE has launched an Integrated Need Base Literacy Program. Two of the major activities of this program are policy review and documentation, and research. Hence, two consultants along with two assistants were from January for the period of 206 working days in order to develop policy and action research with the following purposes.

- To document and review the NFE related policies
- To develop a comprehensive plan of NFE
- To provide policy recommendations generated from field realities
- To integrate research in field activities and
- To assist in promoting research skills among NFEC personnel and grassroots level practitioners

The amount of NRs.315,000 has been paid to the consultants in June 2003 regarding the same.

Moreover, Integrated Need Based workshop and mobilizers training were conducted in the districts. ESAT has spent NRs.418,000 for the same for traveling and daily allowance as well as airfare of the participants.

2.1.3 Income generation activities

Upon request from Non-formal Education Centre, ESAT has disbursed NRs.97,000 as an advance in June 2003 to NFEC in order to conduct training on pig raising and vegetable farming in Rupendehi district.

3. Physical Learning environment and materials

3.1 Improvement of physical learning and teaching learning environment in primary schools

A pilot project has been established in 3 districts for the improvement of teaching learning environment. The project covers 150 schools in 3 districts that is 40 in Humla, 50 in Doti and 60 in Kanchanpur. Out of which, 148 schools have been supported 60 schools in Kanchanpur, 50 in Doti and 38 in Humla.

It was identified that the poorest and remote districts in Nepal have received less support for educational development compared to others. It is therefore; felt that there is a need to do an extra effort to support these districts.

Following are the main objectives of this programme:

- To test the schools/local community ability to be involved in the decision process by them.
- To identify what is most essential for improvement of the learning and teaching environment at schools.
- To provide 9 different packages (5 hardware and 4 software) to the schools

The learning and teaching environment will be improved by providing 9 different packages, which consists of 5-hardware and 4 software package. The schools can spend the budget allocated to them by purchasing from the different software and hardware package according to their need.

The 5-hardware package has the objectives to improve the physical environment such as:

1. Proper sitting arrangement (Furniture)
2. Light improvement in the classrooms
3. Making and repair of the most important teaching tools the blackboard
4. Secure classrooms (Window/door)
5. Provide secure store facilities (Cupboards)

The 4-software package has the objectives to:

1. Enhance the children's reading abilities and visual learning
2. Improve the school library with books that can support teachers and pupils
3. Teaching aid to improve mathematical skills
4. Encourage creativity through play and games etc.

Hence, two consultants have been working in this sector to monitor and evaluate the implementation and impact of the 9 packages and to assist and provide teaching support in reporting as regards to improvement of the physical learning and teaching environment in primary schools.

A person from Department of Education and Janak Education Material Centre were assigned to deliver the materials to District Education Offices in Humla, Doti and Kanchanpur districts.

The total amount of NRs.228,500 has been expended to cover transportation charges including daily allowance for delivering above materials to three districts.

4. Transportation charges to JEMC for the distribution of textbooks

The amount of NRs.507,000 and NRs.1,189,000 has been released to Janak Education Materials as transportation charges to deliver the materials in Darchula, Jhapa, Chitwan and Mustang districts.

4.1 Upgrading of JEMC management and preparation of SLC printing press programme

ESAT has supported 6 persons from JEMC for Singapore trip in relation to upgrading of JEMC management and preparation of SLC security printing press programme. The programme was held in September 2002 and total amount of NRs.178,927 was expended in May 2003 for hotel accommodation and communication charges.

5. Digital Audio Video Engineering with animation training

ESAT has been supporting Distance Education Centre for 6.7 months digital audio video engineering with animation training. The training was started in 12 December 2002 and four staffs from DEC have been undergoing the training. The total amount for this training was NRs.345,530. The training has been completed and NRs.241,000 has been released in May and June 2003.

6. Establishment of School Libraries in Kathmandu Valley

It was identified that most of schools in Nepal don't have libraries in the schools. Some of the schools have library but they are not up to the desired standard. Keeping in view, establishment of school library through Nepal Association of School Librarians has been initiated in 2002. The job is still in process. The main objectives of establishing school library and providing training to the school teachers are as follows:

- To boost up creativity and potentiality of the children
- To produce skilled manpower enabling to manage a medium sized school library
- To enable the participants to acquire, process, preserve and disseminate right materials to right users in right time.
- To enable them to conduct net working among the local school libraries
- To enable the participants to conduct user orientation and provide reference services.

Out of total contract amount a consultancy amount of NRs. 75,000 has been paid to Nepal Association of School Librarians for second installment. The remaining amount will be paid after completion of the work. A workshop on idea sharing on library development was conducted and NRs.101,000 was expended in June 2003.

7. Primary Publishing Cell (PPC):

ESAT has been supporting PPC in relation to administrative and operational expenses with other necessary inputs for the development of the Primary Publishing Cell like upgrading and maintenance of equipment and remunerating PPC support staff and other activities. ESAT has spent NRs.77,545 from April to June 2003 for administrative and operation of PPC.

8. Special Needs Education Section:

8.1 NGO support

Different activities were conducted through direct funding by supporting NGOs. Some of the activities are under operation.

a. Inclusion Education for children and Women with disabilities and Socio-economic empowerment of women with Disabilities.

As per the request made by Department of Education, ESAT has funded Nepal Disabled Women Society for the inclusive education for children and women with disabilities in the five VDCs of Lalitpur district. This project has been started from 1 January 2002 for the period of 1 year with the following objectives and is the work in progress.

The main objectives of this project are:

- To provide educational opportunity to Children and Women with disabilities
- Socialization of Children and Women with disabilities
- To promote the social and economical studies of Children and Women with disabilities
- To prevent from disability

b. National Music Festival for Children with Disability

In response to request made by Department of Education, ESAT supported National Federation of the Disabled to conduct National Music Festival for Children with disability. The main target group of this programme was all kinds of disabled children upto age 16 years. 41 students (mentally retarded, deaf, blind and physically disabled) from 14 schools have participated in the programme.

The programme was conducted in 7 January 2003 and total amount of NRs.115,000 has been expended for this.

The programme was conducted with the following objectives:

- To encourage and motivate disabled children in the field of music to help them for promoting their self-concept and self-empowerment.
- To give opportunity for exploring their hidden talent
- To create awareness about the cultural programme and give entertainment by launching various cultural programme for different NGO/INGOs working for the disabled children.

c. National level workshop of disabled women

In reference to the request from Department of Education, ESAT has supported NRs.165,000 to Nepal Federation of the Disabled-Nepal for organizing 2 days national level workshop on Women with disability.

Following are the main objectives of the workshop:

- To overcome the organizational and individual problems of women with disability
- To create common understanding on disability issued in relation to women
- To share the national and international issues on women and collect their comments and experiences
- To form a group of disabled women's group in national level as national disabled women's group for the cause of disabled women related matters.
- To develop future action plan of the same group

Altogether 55 people participated in the workshop.

d. Establishment of Nepali Sign language centre

ESAT has supported Tribhuwan University for the establishment of Nepali Sign Language Centre in Tribhuwan University. The work was initiated in December 2002 for the month of 6 months. The total amount allocated for this programme was NRs.1,581,000 in which 1,110,000 was allocated for procurement of equipment for the centre. Hence, ESAT has facilitated Tribhuwan University with one computer, UPS, Printer and Scanner and NRs.154,000 has been expensed off in June 2003.

Due to the internal problem of Tribhuwan (strike by the students) the original plan and programme has not been materialized as per the proposal submitted to ESAT. Hence, the contract is under preparation.

9. Physical Service Section (PSS):

9.1 In depth study on Danida direct funding support to MOES in rehabilitating 297 schools affected by various disasters in 2001

During 2001, a large number of school throughout Nepal were damaged due to earthquake, floods etc.

MOES requested ESAT for direct funding in supporting them to rehabilitate some of the affected schools. EAST agreed to support and rehabilitation was carried out in 2002 in accordance with an agreement signed between DEO office and the School/SMC.

In December 2002, a quick monitoring report of the rehabilitation work was prepared. The report has stated that some schools had deviated from the original scope of the work. Therefore, a team of four researchers (two researchers in social and educational field and two Engineers/Overseers in construction field) was hired and has conducted an in-depth study of the process and impact of danida support to the three districts (Gorkha, Morang and Nawalparasi) where a survey was already conducted.

Total allocated amount of NRs. 452,000 has been paid to four consultants for the whole study.

The overall objectives for the study was to evaluate decision making process and implementation at school level of Danida direct funding to MOES in rehabilitation of schools damaged by natural disasters during 2001 whereas the specific objectives were as follows:

- Assess and evaluate arrangements between DOE and DEO with regard to implementation, monitoring and evaluation
- Assess local stakeholder involvement, community contributions and quality of work completed
- Assess deviations in the work agreed and reasons for those deviations, and
- Assess fund flow and procedures followed in their disbursement.

The team visited 15 schools in Gorkha, 6 in Nawalparasi and 6 in Morang district and spent NRs.133,300 for the field visit. Report has been forwarded to ESAT and Physical Service Section in April 2003.

10. Institutional Strengthening:

10.1 Public awareness programme on radio

One of the key features of BPEP II is the stress place on community mobilization. Its primary goal is to encourage transparency by actively involving stakeholders the village education committees, school management committees, resources persons, teachers, parents and students. The major strategies for such mobilization are as follows:

- Greater focus on community participation
- Community awareness/mobilization programme to mobilize village
- Participatory planning at district level
- Use of SIPs as a vehicle for bringing communities into planning
- Use of slogan to mobilize community
- Develop training programmes for members of VECs and SMCs

Mass media mobilization will help general public and civil society to take an active interest for the betterment of primary school environment by keeping the community informed. An informed community will enhance social auditing, making the process of education development transparent.

Mass media will allow airing of complaints by the stakeholders and a debate on ways to improve things. There are many issues that need to be discussed publicly. There need to be a mechanism that communicates continuously to the stakeholders/SMC/communities about the provision of DOE contribution as regards the progress implementation. Hence, the contract for the period of 1 year was entered with HITs Nepal Private Limited.

Total amount of NRs.1,008,340 is divided into 3 installments and NRs.705,000 has been released till June 2003 to HITs Nepal Private Limited for the programme and the remaining amount will be released after completion of the job in July 2003.

10.2 Media campaign

The second phase of the BPEP implemented with an aim to increase access and quality of basic and primary education in Nepal has covered all 75 districts of the country. The active involvement of the community and the stakeholders is the high priority of the programme in line with the concept of decentralization. The community mobilization component of the programme is designed to promote transparency and participation of civil society in the planning, managing, implementing and monitoring the education at the local levels. Hence, a consultant is hired from April to June 2003 for the period of 3 months in order to develop communication materials and assist Department of Education on communication campaign.

The main objective of the consultancy is to assist Department of Education to plan and develop relevant communication materials for the dissemination to the public at large, to strengthen the partnership with journalist organizations like the Federation of Nepalese Journalists involving them in the process of educational awareness, to develop the required technical communication capacity at DOE for ensuring transparent and credible information from DOE to DEOs and vice versa. Moreover, to ensure that principal stakeholders at the central and local levels are continuously and comprehensively in dialogue regarding processes, developments and progress of

implementing BPEP II and SESP by opening and strengthening the most appropriate means of communication. ESAT has expended NRs.270,000 till June 2003 for consultancy charges and field expenditure.

11. HIV/AIDS impact study on education sector

Dissemination of Research Findings from An Assessment of the Impact of HIV/AIDS on the Education Sector in Nepal

Three consultants were hired to research on HIV/AIDS impact on education sector in Nepal in 2002. Hence, one-day workshop to disseminate the Research Findings from An Assessment of the Impact of HIV/AIDS on the Education Sector in Nepal was held in Dhulikhel on 8th January 2003. Total amount of NRs.172,000 has been released in June 2003 for accommodation and stationery expenses.

12. Support to Secondary Education Development Centre

On the basis of a number of preparatory studies, SEDP and MOES initiated a joint programming exercise for support to secondary education. In collaboration with the ADB, Danida and HMG/N a core document for the SESP has been prepared.

ESAT has been supporting Secondary Education Development Centre for short term training course starting from 2 May 2003 for the period of two and half months. The total amount allocated for this training was NRs.704,400, out of which 563,520 has been disbursed in May 2003. The balance amount will be paid to Secondary Education Development Centre after completion of the programme.

Likewise, NRs.277,300 has been disbursed for training programme in 9 SEDUs in Gorkha, Chitwan, Parsa, Jhapa, Ilam, Nuwakot, Dhanusha, Dang and Kavre districts.

13. Decentralization Planning

ESAT has supported National Institute for Educational Planning and Administration (NIEPA) for Decentralized district educational planning in Nepal. The work was initiated in October 2002 for the period of 2 years. Fact-finding missions have been carried out. In the same way, a visit to NIEPA was organized as a part of the MOES/NIEPA Memorandum of Understanding for technical assistance in decentralized district planning. A team of five senior policy planners from Ministry of Education and Sports visited the NIEPA and Karnataka (Bangalore and Mysore) from 24 to 30 May 2003.

Following are the main objectives of the visit

- To share Nepal's experiences with NIEPA faculty and staff members on decentralized district planning in education.
- To be acquainted with legal administrative processes of decentralized educational planning at state, district and school levels in India
- To draw insights and learn lessons from Indian experiences in decentralization with particular reference to district primary education programme and Sarva Shiksha Abhiyan - Education For All programmes through field visits.
- To agree and prepare a detailed plan of action with NIEPA for the operationalization of Decentralized Educational Planning training in India and Nepal.

In regards to this, ESAT has spent NRs.756,000 for airfare, hotel accommodation charges and daily allowance. In addition to this, ESAT has spent NRs.24,000 to cover airfare and daily allowance in May 2003.

14. Technical Assistance on Formative Research Programme in support of the Secondary Education Support Programme in Nepal

On the basis of the Ministry of Education and Sports (MOES) policy and planning papers (10th Five-Year Plan, sector paper to MTEF, etc) and a number of preparatory studies undertaken by and on behalf of Danida and the Asian Development Bank (ADB), MOES Danida and ADB initiated a joint programming exercise for support to secondary education and a Core Document for the Secondary Education Support Programme (SESP) was prepared.

While preparing the SESP, MOES and Danida have identified the need for an Interim Project for Secondary Education to prepare the institutional ground for the SESP. The complexity and scale of the SESP render the preparation of certain mechanisms and modalities as an important precondition for the coherence of the programme and its components in early period of its implementation. One area for support under the Interim Project is the development of Formative Research Programme (FRP). Hence a joint research between Faculty of Education and Centre for Development Research has been initiated. ESAT has supported Faculty of Education (FOE) to carry out this job starting from October 2002 till July 2003. Humla and Doti have been selected as the first two districts for the implementation of the SESP and have consequently also been selected for the FRP. The total budget allocated for this programme was NRs.5,604,500.

The purpose of this programme is the following:

- To examine the extent to which the SESP objectives of improved quality of secondary school, access and participation of socially disadvantaged groups, and enhanced institutional capacity at district level and community ownership are fulfilled.
- To create research-generated knowledge that will
 - Serve as baseline data for an impact analysis of the SESP
 - Aid the monitoring and assessment of the activities of the SESP
 - Enhance the planning and implementation capacity of the SESP
 - Inform national policy making on secondary education through theoretically grounded empirical cases.

Four studies were carried out under FRP along the lines of four components of SESP. They are:

- Learning Environment
- Teacher Development
- Curriculum and Assessment
- Institutional Management and Capacity Building

A five-member team has been established for each of the above studies.

Following are the outcomes of the study:

- Research protocols for all four studies
- Research instruments developed, pre-tested and translated into Nepali

- Monthly progress reports
- Draft report of all studies
- Final reports of four studies

Field visits were carried in Humla and Doti. Total amount of NRs.33,000 has been disbursed to cover airfare and other associated cost in April 2003. Draft report has been submitted to ESAT as per contract.

14.1. School Improvement Plan /District Education Plan (SIP/DEP)

Similarly, out of four consultants hired for four different components NRs. 169,000 has been paid to one of the consultants as airfare and consultancy charges during April to June 2003.

15. Accountants training on preparation of Statement of Expenditure (SOE)

BPEP II and some regular accountants working in DEOs were extensively trained in an area like financial management system of BPEP II, SOE preparation, IDA Procurement and Disbursement procedures with joint efforts of Department of Education (DOE) and ESAT in 2002. This training proved very effective in bringing the positive results in financial management system of BPEP II. The trained accountants were motivated to accomplish the work in time due to the incentive and motivation package introduced in the workshop in 2002

However, a decision of cancellation of the post of BPEP II accountants in almost all the DEOs heavily disturbed such improved positive trends. All the trained and experienced accountants were transferred to other government offices and were replaced by the new untrained accountants. Hence, upon request of Department of Education for providing training on SOE preparation to newly recruited accountants, a workshop programme on SOE preparation was organized in two places. Based on that first workshop programme was conducted in Nepalgunj on 4-5 May 2003 and the second was held in Dhulikhel on 10-11 May 2003.

The main objectives of the workshop were as follows:

- To provide knowledge on SOE preparation to the new and inexperienced accountants of DEOs.

The secondary objectives of the workshop were:

- To provided basic knowledge on IDA procurement and disbursement procedures to the new and inexperienced accountants of DEOs.
- To provide basic knowledge on financial system of HMG/N and the World Bank.

On the whole, 33 accountants from the following districts participated in the workshop held in Nepalgunj and Dhulikhel.

Nepalgunj workshop

- | | | |
|------------|-------------|------------|
| 1. Achham | 2. Kalikot | 3. Jumla |
| 4. Doti | 5. Bajura | 6. Dailekh |
| 7. Kailali | 8. Mugu | 9. Rukum |
| 10. Banke | 11. Surkhet | 12. Bardia |
| 13. Rolpa | | |

Dhulikhel workshop

- | | | |
|----------------|-----------------|----------------|
| 1. Khotang | 2. Kavre | 3. Palpa |
| 4. Okhaldhunga | 5. Sindhuli | 6. Tanahun |
| 7. Sunsari | 8. DOE | 9. Mustang |
| 10. Saptari | 11. Nawalparasi | 12. Kapilvastu |
| 13. Dhanusha | 14. Parsha | 15. Parvat |
| 16. Chitwan | 17. Ramechhap | 18. NCED |
| 19. Ilam | 20. Dhanding | |

Hence, ESAT has spent NRs. 217,000 for necessary logistical support for the above-mentioned workshops.

16. Conclusion

The total expenses under direct funding starting from April 2003 to June 2003 in 3 components is mentioned below:

S.N.	Component	Expenditure amount (NRs)	Percent Utilization
1.	Quality	NRs.4,308,984	60%
2.	Access	NRs.1,397,896	20%
3.	Institution	NRs.1,429,120	20%
	Total(rounded)	NRs.7,136,000	100%