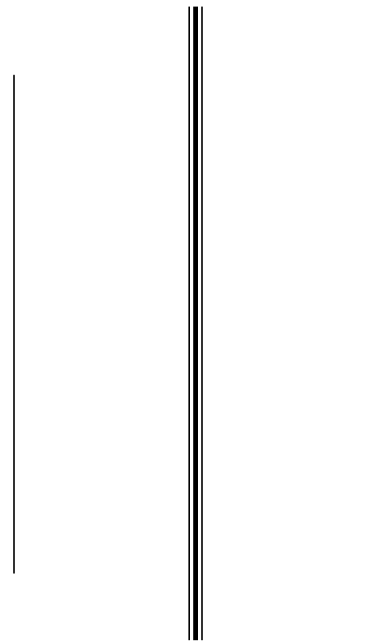


ACTIVITIES UNDER DIRECT FUNDING

APRIL - JUNE 2005



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JULY 2005

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A. Background:

A decisive addition to educational reform is the design of a Secondary Education Sector Programme (SESP). SESP has been developed jointly by HMG/N of Nepal, Asian Development Bank (ADB) and Danida with an overall objective to expand quality secondary education suitable for the need of national development. The duration of SESP is 7 years till end of 2009. It is recognized by the stakeholders that SESP will constitute a first phase of support to secondary education with a longer-term horizon of 15 years if intended outcomes of the programme are to be fully realized and made sustainable. As under BPEP, two funding mechanisms will be utilized. Approximately 21% of Danida's funds (\$6.22 million), equivalent to approximately 8% of the total SESP costing, will be channeled using the direct funding mechanism of BPEP in which funds will be drawn down and processed by the Education Programme Support Office. This form of funding will be used to commission the majority of technical assistance, which the Government wishes to be supported by the Danida grant. It will also fund small elements of programme funding particularly training and operational expenses in the 10 PID districts.

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 and relevance of public secondary education, to improve access and equity in secondary education, with a particular emphasis on girls, students with disabilities and students from poor and disadvantaged groups and districts and to develop the institutional capacity and management of central and district education institutions and public secondary schools based upon a decentralized system of planning and management.

The direct funding expenses are and were made in accordance with annual work plan and budget.

2. Progress:

During the period of implementation of SESP, in Nepal, the activities carried out through direct funding have been progressing gradually. The reporting period covers number of major activities. Out of major activities most of the activities have been completed during the reporting period.

B. Learning Environment

Rapid Assessment Survey of the physical learning environment of all lower and secondary school in 4 PID districts

To speed up the implementation of the SESP programme it is proposed that ESAT in 2003/04 through direct funding is supporting DOE/PSS in conducting the rapid assessment survey by hiring consulting company to do rapid assessment. The main objective is to improve access to public secondary schools by rehabilitating and improve schools physical

learning environment with special focus on school in selected poor and remote districts. Hence, rapid assessment survey of 4 PID districts has been completed and ESAT has paid NRs 246,000 in April 2005.

C. Curriculum Development

Study on student performance in SLC

One of the major problems facing the education system in Nepal is the high student failure in SLC examinations. In 2001 only 31.6 percent of 132,210 SLC candidates passed the examination. An analysis of the last ten years of SLC results reveal a failure rate of 38.5 percent on average indicating huge wastage of our scarce resources invested in education.

Further analysis of SLC results indicates that those who fail the examination are mostly the children of economically disadvantaged families usually attending public schools mostly in rural areas. Pass rate for girl students are also lower than for boys.

As failure in SLC closes the door to further development for many young boys and girls, many social scientists believe that high SLC failure rate has serious social, economic and political consequences.

With the aim to analyze the institutional, financial, technical, pedagogical, and socio-cultural dimensions that affect student performance in the SLC examinations a study on student performance in SLC has been initiated from January 2004.

In this respect, ESAT has rented a flat and an office has been established at Kantipath for the period of 10 months from January to November 2004 which was then extended till July 2005. Total amount of NRs.84,000 has been paid to the landlord as office rent charges from April to June 2005.

A team of consultants have been recruited to carry out this study and ESAT has paid NRs.3,996,320 in April and May 2005. Moreover, ESAT has spent NRs.51,000 for stationery, NRs.21,000 for electricity and NRs.4,000 for communication in April and June 2005.

Vehicle renting

A vehicle has been hired for smooth and effective running of SLC Study Office and NRs.90,000 has been spent in April and June 2005.

Data Entry

Two consulting companies were hired to enter questionnaires of SLC examination and has paid NRs.258,600 to the companies in June 2005.

Case Study

Two consultants were hired to examine the test materials, testing procedures, and outcomes of testing from the equity perspective. The study will examine whether students with different origin, belonging to different socio-economic groups and living under different conditions have the same degree of opportunity to perform and succeed in the SLC examinations. The work is in progress and ESAT has spent NRs.394,400 in July 2005. With respect to this a workshop was held in May 2005 and NRs.47,500 for the same.

Field survey and research

The third group of surveyors/researchers have completed survey and research and NRs.6,727,523 has been expended from April to June 2005.

Tracer Study

The sub study of the total study on student performance in SLC was conducted in order to find out what students choose to do following their success for failure in the SLC examination and how secondary education prepares for living, higher education and employment. Altogether 90 schools (66 public schools and 24 private schools) were selected for the study. Hence, total amount of NRs.167,000 was spent for this study during April to June 2005.

Support to PPC

ESAT has been supporting PPC in relation to administrative and operational expenses with other necessary inputs for the development of the PPC like upgrading and maintenance of equipment and remunerating PPC support staff and other administrative activities. ESAT has spent NRs.33,000 during the reporting period for this purpose.

Content Analysis of School Curricula from gender perspective

A consultant was hired to conduct an analysis of existing school level curriculum of the six core subjects (Mathematics, Science, Nepali, English, Social Studies and Health Population and Environment) from a gender perspective. The goal is to make a curriculum inclusive of girl children from all socio-economic and cultural backgrounds such that it properly guides the development of teaching learning materials that are free of gender bias, that emphasize gender empowerment, and that advocates for gender equity. Hence, ESAT has spent NRs.90,000 in April 2005 for the same.

National Curriculum Framework

CDC has developed the curriculum framework for grades 1 to 12. In order to assist CDC to develop a national curriculum framework and a national policy on school level assessment, two consultants were hired and ESAT has spent NRs.680,000 in May 2005.

A content analysis of school curriculum and textbooks was carried out through four different NGOs for six core subjects (Maths, Science, Nepali, English, Social Studies, and Health Population and Environment) from the perspective of Dalit, Janajali, child workers and people with disability. A translation of summary part was done in May 2005 and NRs.11,500 was spent for the same. Likewise, content analysis of school curriculum and textbooks from the perspective of people with disabilities was conducted through National Federation of the Disabled – Nepal and NRs.229,000 has been spent for the same in June 2005.

D. Teacher Education Development

Exploratory visit to Philippines, Malaysia and Thailand

10 days exploratory visit was undertaken from 23 January to 2 February 2005 in Philippines, Malaysia and Thailand. This exploratory visit aims to provide the participants opportunities of identifying resource institutions in three countries for the delivery of proposed capacity building programmes and establishing long-term institutional collaboration and exploring modalities for institutional linkages.

In regards to this, 7 officials from NCED, DOE and MOES went for exploratory visit to Philippines, Malaysia and Thailand from 23 January to 2 February 2005 for preparation and implementation of ICB plan of NCED. ESAT has spent NRs.524,000 as final installment (institutional fees) in June 2005.

Capacity building of community schools

HMG has already handover more than 1500 schools to the communities. The present

situations indicates that there is much more confusion on SMC/DEO working styles and monitoring mechanism. At the same time school education related laws are internally inconsistent and compete with other acts. Some of the amended provisions are not yet implemented. Thus, there is an acute need to develop further legal reform to regulate and support such schools in a proper way in order to enhance sustainability. On the other hand, International commitments in EFA, SESP, Strategic paper of National Development Forum, National policies, competing acts and the development of the national and global scene justify a thorough enhancement of the capacity to deal with legal and educational matters. Still there are many commitments, which do not compliance with the present education law. Hence, to increase the capacity of community managed schools and to improve quality, coherence and consistency on the legal framework with drafting of amendments to the present education regulation to empower the community, a consultant including an assistant was hired from 2004. A draft of third amendment of education regulation was submitted to DOE. DOE has finalized the draft third amendment and final version was submitted to DOE and ESAT. Hence, NRs.1,649,000 was spent from April to June 2005.

E. Conclusion

The total expenses under direct funding starting from April to June 2005 in 4 components are mentioned below:

S.N.	Component	Expenditure amount (NRs)	Percent Utilization
1.	Learning Environment	NRs.246,000	2%
2.	Curriculum Development	NRs.12,796,000	84%
3.	Teacher Education & Development	NRs.525,000	4%
4.	Institutional Development	NRs.1,649,000	10%
	Total (rounded)	NRs.15,216,000	100%