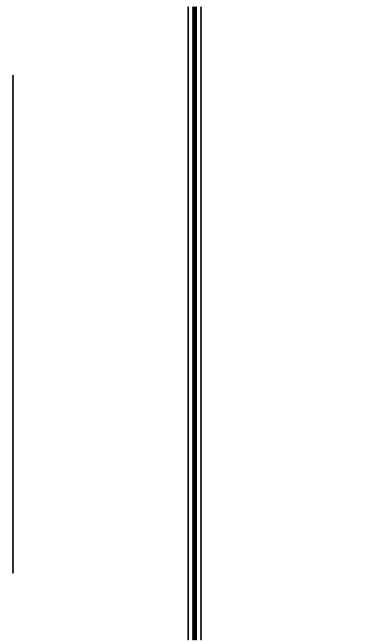


# ACTIVITIES UNDER DIRECT FUNDING

JANUARY - MARCH 2005



**Education Sector Advisory Team (ESAT)**  
**Kesharmahal, Kathmandu**  
**Nepal**

April 2005

## **Table of content**

A. Background	1
1. Objectives: Direct funding activities	1
2. Progress	1
B. Curriculum Development	
1. National Curriculum Framework	1
2. Study on student performance in SLC	2
3. Support to PPC	2
D. Teacher Education and Development	
1. Development of training manual	3
2. Training on Institutional Capacity Building	3
3. Support to M.Phil. Studies	3
4. Capacity building of community schools	4
E. Conclusion	4

## **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 and some are still ongoing.

## **B. Curriculum Development**

### **National Curriculum Framework**

CDC has completed developing the curriculum framework for grades 1 to 12.

In the same regard, 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 from the perspective of Dalit, Janajali, child workers and people with disability. The main objective to analyze the curriculum is to make curriculum and teaching learning materials inclusive of children from all socio-economic and cultural backgrounds such that it plays a significant role in making classrooms and schools friendly to all Nepali children.

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.166,000 has been spent for the same in February 2005.

### **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 in January 2005.

A team of consultants have been recruited to carry out this study and ESAT has paid NRs.4,727,000 from January to March 2005. Moreover, ESAT has spent NRs.55,000 for stationery, NRs.17,000 for electricity, NRs.17,000 for communication and NRs.23,000 for maintenance of equipment from January to March 2005.

### **Field survey and research**

The second group of surveyors/researchers have completed survey and research in twenty districts and NRs.3,777,500 has been expended from January to March 2005.

### **Vehicle renting**

A vehicle has been hired for smooth and effective running of SLC Study Office and NRs.60,000 has been spent in February and March 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.1,151,920 was spent for this study in February and March 2005.

### **Data Entry of SLC data**

A company was hired for entering the data of SLC questionnaires and NRs.880,000 has been spent in February and March 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.81,000

during the reporting period for this purpose.

### **C. Teacher Education Development**

#### **Development of training manual on Competency-based Head teacher training on School Management**

The packages of competency based head teacher management curriculum, trainer's guide and trainer's resource manual were developed through NCED and NRs.300,000 has been spent for the same in March 2005.

#### **Training on Institutional Capacity Building (ICBP)**

Three officials from MOES participated on the field report presentation and draft ICBP presentation of the NIEPA training programme, scheduled during 13 to 16 January 2005 at NIEPA. ESAT has spent NRs.186,500 in order to cover DA, hotel accommodation and airfare.

#### **Tailor-made training course**

Similarly, under ICBP of NCED, 25 personnels from DOE and MOES have undergone a Tailor Made Training Course from 16 December 2004 to 16 January 2005 at NIEPA, New Delhi. Total amount of NRs.471,600 (25% of total DA) has been spent to cover DA (75% has already been paid in December 2004).

#### **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 funded NRs.804,000 so as to cover DA for all the officials. An institution was hired for the programme preparation, report preparation and other logistics for this 10 days exploratory visit and was paid NRs.865,000 as 60% of the total institutional fees.

Likewise, 3 personnels from MOES/DOE have undertaken 3 months International Diploma in Education Planning and Administration (IDEP) at NIEPA, New Delhi. The training was conducted from 30 January to 30 April 2005. Hence ESAT has spent NRs.189,525 as DA and NRs.41,000 for airfare. In the same regard, training fees amounting to NRs.1,693,200 was paid to NIEPA as institutional fees. The total fees cover instructional material, equipment, stationery, reading materials, course fee, educational field visits, boarding and lodging costs.

#### **Support for M. Phil studies**

In continuation for supporting Master level studies, three candidates were selected by MOES for the year 2004 in accordance with their performance, experience and educational qualifications for studying their Master's level at TU, Kirtipur. ESAT has been supporting candidates studying at the master's level with lump sum amounts of NRs.100,000 to cover books, stationery, transportation, field work and thesis writing expenses.

The total amount of NRs. 147,000 has been paid to the students who are studying in KU for tuition fees.

#### **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. Hence, NRs.81,000 was spent from January to March 2005.

#### **D. Conclusion**

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

<b>S.N.</b>	<b>Component</b>	<b>Expenditure amount (NRs)</b>	<b>Percent Utilization</b>
1.	Learning Environment	0	0
2.	Curriculum Development	NRs.11,039,000	70%
3.	Teacher Education & Development	NRs.4,551,000	29%
4.	Institutional Development	NRs.227,000	1%
	<b>Total (rounded)</b>	<b>NRs.15,762,000</b>	<b>100%</b>