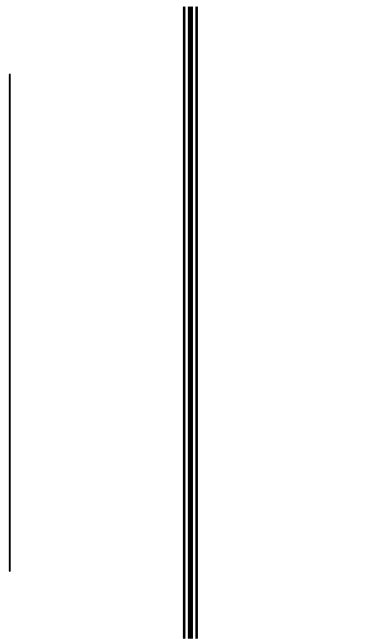


Activities under Direct Funding
July - September 2003



Education Sector Advisory Team (ESAT)
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Nepal

July 2003

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Report on activities under Direct funding

July - September 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 July - September 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.189,000 has been paid to the consultants in September 2003 regarding the same.

Moreover, Integrated Need Based workshop and mobilizers training were conducted in the districts. ESAT has spent NRs.24,000 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 spent NRs.97,755 to conduct training on pig raising and vegetable farming in Rupendehi district. Altogether benefited from the training. Out of total participants, were women.

Rs.14000

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 and ESAT has paid NRs.168,000 in September 2003 to the consultants. The fee covers field trip expenses also.

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.

NRs.11,300 has been expended in July 2003 to cover transportation charges including daily allowance for delivering above materials to three districts. Similarly, NRs.

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.45,000 from July to September 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. Computer and skill development income generating project

Upon request of Department of Education, ESAT has facilitated National Association of the Deaf and Hard of Hearing (NADH) for computer and skill development income generating programme. Total budget allocated for this programme is NRs.430,300. The programme will be from 1 August till 30 June 2004 for the period of 10 months. 80% of the total amount NRs.140,800 has been disbursed to NADH to cover recurrent nature of activities.

b. Vocational Education of Children with Intellectual disabilities

ESAT has supported Jeevan Kalyan Kendra in order to carry out for vocational education of children with intellectual disabilities. The training was started in July 2003 for the period of 1 year. Out of total budget (NRs.254,900) allocated for this programme, 80% (NRs.203920) has been released so far in August 2003.

d. Establishment of Nepali Sign language centre

ESAT has supported Tribhuvan University for the establishment of Nepali Sign Language Centre in Tribhuvan 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 Tribhuvan 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 Tribhuvan (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.

Premier show on Interview Series with Disabled Children

Interview Series with Disabled Children was carried out in 2002 and was completed in March 2003. The title of this Interview was "Hamro Aawaj". The stories and theme of the films was found in the handicapped seminar in 2002. The main purpose of this film was to raise awareness and to disseminate information on disability in Nepalese society in general. It is planned that the films will be shown on Nepal Television as well as can be used as training material. Hence, a premier show was carried out in July 2003 and NRs.88,000 has been spent to cover hall charges, CDs and other technical materials for the same.

Development and production of videos-Inclusive Education

The idea to make a compendium of four films portraying positive stories of people with disability in Nepal was generated by MS development worker who

has been working in the field for a number of years in Basic and Primary Education Programme. The stories of the film are therefore drawn from real life situations.

The focus of the films has been broadened to take a more general view of the problems that are concurrent in the daily life of a big number of disadvantaged groups all over Nepal. The main objectives of the project is to produce a compendium of four films that focuses on the individuals and local community successful strategies employed to cope with the challenges of integrating disabled and Janajatis, disadvantaged groups in the local community. Therefore, a company Drokpa Movies was hired to perform the job. The job has been initiated from 5 September 2003 and will be completed at end of February 2004. The total amount allocated for this job was NRs.8,652,834. The preparatory work as well as inception report has been submitted and NRs.3,070,000 was released to the company in September 2003.

Education of Former Kamaiyas

The National Plan of Action for Education for all, designed in tune with the Dakar Framework for Action aims at universalizing education at all levels. The plan puts high accord on ensuring access to education, with special focus on socially deprived and disadvantaged communities.

In this regard, the ex-kamaiya families of Kailali and Banke are targeted to educate in partnership with BPEP, the institutional framework for realizing the EFA goals.

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. The job has been completed and total amount of NRs.302,502 as a final installment has been released 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.84,000 in July 2003 as a final payment to the consultant.

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. As regards to this, three personnel from Department of Education visited NIEPA and ESAT has expended NRs. 42,000 in order to cover daily allowance. Likewise, 5 personnels from NIEPA visited Nepal for and ESAT has spent NRs.169,000 to cover daily allowance and airfare for the same.

Mission II of the NIEPA team to Nepal

Field trip to Chitwan, Syangja and Pokhara districts

5-member team of NIEPA and 3 from Department of Education undertook a field visit programme in Chitwan, Syangja and Pokhara districts from 5 to 10 July 2003. They visited the headquarters and selected resource centers of Chitwan and Syangja districts.

The main purpose of visiting these two districts was to gather information about the planning and management processes at the district, sub-district and institutional levels.

ESAT has expended NRs.156,000 which includes hotel accommodation, airfare as well as daily allowance to the participants.

Training Programme on Approaches to Decentralized Planning and Management in Education

Training Programme on Approaches to Decentralized Planning and Management in Education for the members of the WGD, Nepal was held in NIEPA, New Delhi from 28 July to 9 August 2003. As regards to this, 23 officials from the following districts and departments participated in the training.

1. Department of Education
2. Ministry of Education and Sports
3. Curriculum Development Centre
4. Secondary Education Development Centre
5. National Centre for Educational Development
6. District Education Office, Jhapa
7. District Education Office, Chitwan
8. District Education Office, Syangja
9. District Education Office, Bardiya
10. District Education Office, Dadeldhura

Likewise, 4 officials from Department of Education and Ministry of Education & Sports visited NIEPA to take part in debriefing of NIEPA training on Approaches to Decentralized Planning and Management in Education in New Delhi on 9th August 2003. Hence, ESAT has spent NRs.3,400,000 for the same purpose. Total cost comprises of traveling and daily allowance, hotel accommodation as well as airfare of the participants.

As per the contract signed between NIEPA/MOES, 2nd installment of the contract amount NRs.4,388,000 was released to NIEPA in September 2003.

Similarly, ESAT has expended NRs.as per the contract, training programme on the Methodology on District Education Planning

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.

ESAT has released NRs.1,681,000 to Faculty of Education as..... instalment

Field visit on educational situation with respect to readiness for SESP implementation in Doti

The Secondary Education Support Program (SESP) is scheduled to be implemented from fiscal year 2003-2004. Although the program has national coverage, it is planned to start up in two of the 10 Program Intensive Districts (PIDs), i.e. Humla and Doti.

The main focus of SESP is to improve the educational standard in poor and remote districts with a focus on increasing access for girls and disadvantaged groups. Both Humla (mountain) and Doti (hill) are among the poorest districts. Doti has, in recent years, received some additional support for development in education, whereas Humla has received almost none. Hence, more intensive efforts will be concentrated in these two districts during the first year of SESP implementation. Given this implementation context of SESP, it is imperative that the knowledge of the Ministry/DOE and ESAT on these two districts must be enhanced before program implementation.

Hence, 5 days field trip was carried out from 13 to 17 July 2003 in Doti district. The main objective of this short field visit to Doti was, therefore, to gain first hand impression of the present educational situation with respect to readiness for SESP implementation. More specifically, the visit focused on the following areas:

- Assessing the capacity of the DEO: staff qualifications and infrastructure
- a. Assessing the availability of qualified individuals and institutions for supporting SESP activities.
 - b. Assessing the capacity of NGOs
 - c. Assessing the capacity of SMCs
 - d. Training the RPs on using GPS to gather location data of every school in the district
 - e. Assessing the implications of the armed conflict in Doti including local assessments of the impact of ceasefire for the delivery of educational services.

The following topics were covered in the discussion

- School Improvement Plan (SIP)
- Education Management Information System (EMIS)

- District Planning Officer (DPO)
- Insurgency
- NGOs Capacity and Possibilities for Collaboration
- Feeder Hostel (FH)
- Using GPS to gather location data on Doti schools

Total amount of NRs.54,000 has been expended to cover travelling and daily allowance for the same.

Workshop on use of GIS in Educational Planning

The IIEP started working on a capacity building programme in EMIS and micro planning with the Nepalese Ministry of Education in April 2002. Its main objective is to improve the use of information at central and district level for better decision-making. Six missions have already completed and during the seventh mission, workshops on use of GIS in Educational Planning were took place in Dhulikhel and The Blue Start Hotel. 25 participants including Joint Secretary, some Directors and representatives from a few donors and NGOs participated in the workshop on 4 July 2003. In the same way, 3 days workshop from 7 to 9 July 2003 in Dhulikhel brought altogether 18 participants - half from Ministry of Education and other from the six districts involved in the programme. The expected outcome of the workshop was to introduce GIS, what can be done in GIS, be enabled to formulate the right and precise questions to which a GIS can respond, and be able to analyse maps.

Therefore, ESAT has spent NRs.245,000 for travelling, daily allowance, logistics support and hotel accommodation.

15. Workshop on Financial Management of BPEP II

Department of Education is the main executing agency of BPEP II and it is entrusted with the task of collecting Statement of Expenditure from the cost centres updating the financial information's reimbursing the HMG funds and preparing withdrawal application for reimbursement and replenishment of the Special Account. Department of Education has organized several trainings to accountants on preparation of SOE in the past.

In view of the need to orient financial managers of the District Education Offices (DEOs) on the proper accounting of foreign funded project expenditure, importance of timely submission of statement of expenditures and to provide a forum for sharing of experiences, the Department of Education (DOE) has organized workshop training for Accountants of DEOs from 8th August to 12th August 2003 in Dhulikhel. The training was divided into two sessions. Eleven participants participated in first session workshop which was held from 8-10 August 2003, however, 21 participants participated in 2nd batch workshop from 12-14 August 2003. In the same way, third and fourth batch workshops were also held in Dhulikhel (27-29 August 2003) and Department of Education (12-14 September 2003).

Hence, upon request of Department of Education phase of training on SOE preparation was held in Dhulikhel from 8 August to 12 August 2003.

The main objectives of this workshop was to collect the Statement of Expenditure from the district accounts and to provide the information regarding the norms and budget warrant in relation to fiscal year budget to the accountants.

On the whole, 86 accountants from the following districts participated in the workshop held in Dhulikhel and Department of Education, Sanothimi.

Workshop held in Dhulikhel

- | | | |
|--------------------|--------------------|-----------------|
| 1. Morang | 2. Ilam | 3. Dhading |
| 4. Dolakha | 5. Dhanusha | 6. Teharathum |
| 7. Pachthar | 8. Kavre | 9. Khotang |
| 10. Nuwakot | 11. Rasuwa | 12. Mustang |
| 13. Sindhupalchowk | 14. Taplejung | 15. Okhaldhunga |
| 16. Achham | 17. Udayapur | 18. Dailekh |
| 19. Salyan | 20. Rupendehi | 21. Sarlahi |
| 22. Jajarkot | 23. Shankhuwashaba | 24. Bara |
| 25. Solukhumbu | 26. Ramechhap | 27. Chitwan |
| 28. Makawanpur | 29. Sunsari | 30. Dolpa |
| 31. Jumla | 32. Myagdi | 33. Gorkha |
| 34. Lalitpur | 35. Baglung | 36. Dang |
| 37. Syanja | 38. Bardiya | 39. Tanahun |
| 40. Lamjung | 41. Jhapa | 42. Rautahat |
| 53. Arghakanchi | 54. Parbat | 55. Kapilbastu |
| 56. Nawalparasi | 57. Kaski | 58. Gulmi |
| 59. Banke | 60. Palpa | 61. Kanchanpur |
| 62. Sindhuli | 63. Surkhet | |

Workshop held in Department of Education

- | | | |
|--------------------------|--------------------|--------------|
| 1. Doti | 2. Dadeldhura | 3. Rolpa |
| 4. Ministry of Education | 5. Tanahun | 6. Kaski |
| 7. Bhaktapur | 8. NCED | 9. Parsa |
| 10. Surkhet | 11. Dipayal | 12. Rukum |
| 13. Mugu | 14. Kailali | 15. Dhankuta |
| 16. DOE | 17. CDC | 18. Siraha |
| 19. NFEC | 20. RED, Kathmandu | 21. DEO |

ESAT has spent NRs.329,000 to cover accommodation, travelling and daily allowance and other necessary logistics support for the above workshops.

Institutional Linkage:

Under IL many activities such as academic qualification for 6 MOES/DOE staff in Master's degree have been on going in Kathmandu University. ESAT has been supporting staff to increase qualifications locally and internationally. Candidates studying at their master's level in Education of MOES have been supported with direct funding with the amount of NRs. 180,000 to help the students to procure stationery, books and other facilities that they have to render during their course. All of the 6 students have completed 1st semester

and are in process of completing 2nd semester. Apart from this NRs.300,00 has been released to Kathmandu University for 1st semester in July 2003 as a tuition fee.

Develop Support System for Teachers

With the emerge of Secondary Education Support Programme, the importance of a unified system for support teachers and unified functional mandates of the Resource Centres, Secondary Education Development Units and the Primary Teachers Training Centres have dramatically increased.

The holistic approach to education necessitates all support systems to extend their focus beyond primary education demanding a comprehensive vision of school level education.

The accountability of schools and teachers is now changing from the government to the beneficiaries, which has brought about a major transformation in the field of school management and support systems. Moreover, the move towards decentralization, devolution of management authority to communities, the holistic approach to school education, especially in the context of implementing the Secondary Education Support Programme and the designing of the EFA 2004-2009 call for restructuring the support system as such for successfully responding to these changed contexts.

At present following three systems are running for support to teachers which are generally perceived as ineffective and inefficient.

- The Resource Centre System
- The Primary Teacher Training Centre
- The Secondary Development Unit

Hence, to establish an integrated teacher support system in order to enhance the quality of education by meeting teacher's need for personal, professional and academic advancement and growth, a company METCON was hired from 10 September 2003 till 31 December 2003. The total amount of NRs.3,204,311 was divided into two instalments. Out of which, 50% (NRs.1,600,000) has already been released to the company in September 2003.

16. Conclusion

The total expenses under direct funding starting from July 2003 to September 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%