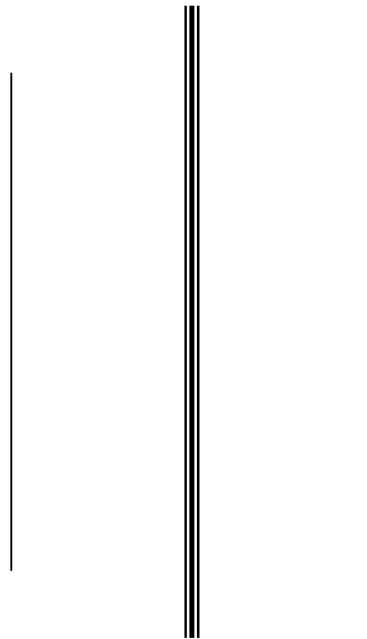


ACTIVITIES UNDER DIRECT FUNDING

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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 Curriculum Development Teacher Education Development and Institutional Development and Capacity Building

1. Procurement of GIS maps

Upon request of DOE, GIS maps amounting of NRs.119,000 were procured for in June 2003 and were handed over to DOE.

2. Equipment for Humla

Solar Panels, 2 computers, 2 printers, two UPS were procured for DEO, Humla in June 2003 and NRs.360,000 has been spent for the same.

3. Rapid Assessment Survey

SESP is designed as a 5 year programme support to be undertaken in the period 2003 to 2007. The 10 PID districts are chosen from the poorest of the poor districts as per ecological belts. Due to difficulties in transporting building materials to Humla and it also will be rather expensive standard steel structure classroom types could not be used. Hence, to develop type design for the secondary school in mountainous region a consultancy firm SEWA's Consortium was hired. The main objective is to provide DOE with complete design, drawings and bill of quantities for the various standards required for new construction and standard drawings and description for rehabilitation of existing buildings. The firm has completed the job and delivered final reports along with all sets of documents (i.e. design drawing, quantity and cost estimate- electronic copy) to ESAT. ESAT has disbursed NRs.582,000 to the consultancy firm for the same in August and December 2003.

In the same context, officials from the DOE and two personnel from SEWA's visited Humla and Doti for orientation programme for overseers and other related staff regarding rapid school physical survey of secondary and lower secondary school of Humla district for SESP implementation. Hence, ESAT has spent NRs.226,000 to cover TADA and hotel accommodation in August 2003.

Likewise, 14,000 copies of pamphlets on Improvement in learning environment were published and handed over to DOE. Total amount of NRs.176,000 has been spent for the printing of these pamphlets.

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 have been initiated through ETA. ETA has completed survey of 4 districts – Jumla and Baitadi districts and has submitted the report to DOE in October 2004 in which, it surveyed 84 schools out of 102 schools in Baitadi and 19 schools out of 29 in Jumla. The survey work of Kailali and Rupendehi is still in process. Hence, ESAT has paid NRs575,000 till October 2004.

C. Curriculum Development

1. Production of Braille teaching materials for Secondary Education students

As there had been a need for providing Secondary Education Braille teaching

materials to students with visual impairment who have passed primary circle in BPEP II resource classes or in other educational arrangements, DOE through NAWB has produced 40 Braille textbooks in June 2003 and delivered to DOE. Total amount of NRs.1,371,000 has been spent for the production of the Braille textbooks.

Workshop on investigation into the causes of students' failure in SLC exam

One day workshop was organized on investigation of the causes of students failure in SLC exam in August 2003. 12 personnels from CTEVT, DOE, TU, MOES, CERID, and KU participated in the workshop. ESAT has therefore paid NRs.18,000 to cover TADA.

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 and total amount of NRs.214,000 has been to the landlord so far from January 2004 to September 2004. As office needs to get repaired, renovation work and furnishing of the flat has been done and NRs.365,000 has been spent for the same.

A team of consultants have been recruited to carry out this study and ESAT has paid NRs.8,100,000 till October 2004. Moreover, ESAT has spent NRs.140,000 for stationery, NRs. 25,000 for electricity and NRs. 33,000 for communication from June 2003 to September 2004.

Workshop/Seminars

Several workshops were organized to share information and exchange views with various stakeholders. The purposes of these workshops were both to brief participants about the study and obtain advice and suggestions from them. Total amount of NRs.242,000 has been spent for the workshop.

Analysis of examination systems in SAARC countries

Two consultants visited India, Pakistan, Srilanka and Bangladesh to study the examination system particularly the school leaving examination system and learn about the examination reform being undertaken in these countries and collect required data for the study. The visit took place in August for a period of one week. ESAT has covered TADA for the consultants and spent NRs.210,000 from August to September 2004.

Field survey and research

Forty field researchers and surveyors have been recruited for survey and research work and have completed the work in Acham, Bajhang, Doti, Kalikot, Okhaldhunga, Rasuwa, Solukhumbu and Udayapur districts. Total amount of NRs.934,000 has been spent for the same. Likewise, the second group of surveyors/researchers is in the process of going to remaining twenty districts at the end of November 2004 and tracer study is also in process.

In the same regard, questionnaires and training manuals were printed and ESAT has spent NRs.286,000 for the same in September and October 2004.

Vehicle renting
NRs.98,000

National Curriculum Framework

CDC has initiated the process of developing the curriculum framework for grades 1 to 12. CDC is also in the process of developing a national policy on assessment. In order to assist CDC to develop a national curriculum framework for grades 1 to 12 and a national policy on school-level assessment, two consultants were hired from ... to

Two consultants have been working for the development of a national curriculum framework and national policy on school level assessment and curriculum forum for stakeholders for the development of national curriculum framework for grades 1 to 12. ESAT, thus, has paid NRs. 2,200,000 to the consultants from June 2004 to October 2004.

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.809,000 has been spent for the same in October 2004.

Similarly, content analysis of school curriculum and teaching learning materials from Indigenous Nationalities perspective was conducted through National

Foundation for Development of Indigenous Nationalities and ESAT has spent NRs.799,000 from July to October 2004.

Likewise, content analysis of school curriculum and teaching learning materials from Dalit perspective was carried out and ESAT has paid NRs860,000 from July to October 2004.

In addition to this, NRs.1,130,000 has been spent for content analysis of school curriculum and teaching learning materials from CWIN perspective was carried from July to October 2004.

Regional workshop

A number of workshops were organized in May 2004 at regional and district level to get inputs from relevant stakeholders on the strengths and weaknesses of the existing curriculum problems in implementing the curriculum and the extent to which issues of social inclusion, gender equity and ethnic minority issues are present in the current curriculum. CDC personnel also facilitated as resource persons in the workshops.

Mid Regional workshop

Regional workshop in Bharatpur was conducted through CDC. 36 teachers from 14 districts as well as 30 personnels from different NGOs participated in the workshop. NRs.303,000 has been spent for the workshop so as to cover TADA, hotel accommodation and stationery.

Far Western Regional workshop

Similarly, another regional workshop was held in Nepalgunj. 14 teachers from different districts including 10 participants from NGOs participated in the workshop. ESAT has facilitated the workshop by providing NRs.253,000 for stationery, hotel accommodation and other logistical support necessary for the workshop.

Mid Eastern Regional workshop

Further, Mid Eastern Regional workshop was held in Nepalgunj. 32 teachers from different districts along with 12 from NGOs participated in the workshop. ESAT therefore, has paid NRs.242,000 for TADA, local transportation and other logistical support materials.

Eastern Regional workshop

Workshop in Eastern region was held Biratnagar and ESAT has paid NRs.304,000 to cover TADA, local transportation and other logistical support materials.

Several workshops were held in CDC on identified thematic issues for further revision of the framework. The total amount of NRs.80,000 has spent which covers DA and stationery.

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.301,000 from July to October 2004 for this purpose.

D. Teacher Education Development

1. Development of ten months teacher training curriculum for lower secondary and secondary school teacher

Training policy and present commitment of the government directs to the mandatory requirement of 10 months training on the top of which licensure is compulsory. Hence, one of the major focus of SESP is to develop effective training curriculum and materials responsive to need of the teachers and school community, and establish viable implementation mechanism to ensure access of all teachers.

Hence, six consultants have been hired with the purpose of developing competence based 10 month teacher training curriculum for in-service and pre-service secondary teachers, develop material set that comprises TOT guide, trainers guide, training resource materials for every training curriculum and building capacity of training professions under NCED. All the six consultants have developed teacher training curriculum in English, Maths, Social Studies, Science and Nepali. All materials as per contract have been delivered and ESAT has paid NRs.2,860,000 to the consultants.

Develop demand driven teacher and competency based head teachers' management training materials for SEDEC

Upon recommendation of SESP document, demand driven teacher training and competency based head teacher's management training modalities for secondary and lower secondary teachers and head teachers to ensure the quality in secondary was carried out. The overall purpose of this programme is the integration and development of secondary education. The targeted districts for the demand driven teacher training were Humla and Doti districts and head teachers competency based management training was throughout the kingdom. Seven consultants are involving for developing and preparing necessary tools for need assessment, organizing need identification visits to the local level with SEDEC, conducting trainings and developing manuals etc from March 2004 to June 2004. The work is in progress and ESAT has spent NRs.2,700,000 from April to October 2004.

E. Institutional Development and Capacity Building

Study tour to Korea and Philippines

In order to enhance CDC's institutional linkage capacity in the area of curriculum reform, it is envisaged that institutional linkage with the KICE with its internationally known expertise on the area of curriculum reform will be invaluable for the capacity building of CDC and making a significant contribution in the reform process. Hence, a study tour team from MOES, DOE and CDC visited Korea and Philippines in January 2004 and total amount of NRs.1,250,000 has spent for the trip which covers DA, airfare and hotel accommodation.

A Study on Snap Shot Education in Nepal

One of the principal policies of SESP is to strengthen the involvement of local communities in the running and funding of their own schools with assistance from and under the supervision of the national government. Hence, communities along

with DEOs, DDC need to support them by delivering appropriate institutional support. SESP will support the development of DEOs and DDCs by delivering a number of interventions that will ensure consistent delivery of quality education across the country particularly in the areas of curriculum development, teacher training, and institutional capacity management through central level agencies. It is necessary for all institutions and individuals who will be involved in the secondary education sub sector to be familiar with its various dimensions. A reference book that presents a broad overview of this sub-sector will be useful for all stakeholders, journalists, development partners, teachers and education personnel. Hence, a study on a snap short of SE in Nepal was carried out in July 2003 to produce an overview on secondary education in Nepal based on the data already available to us. This will serve as a quick reference material for MOES personnel at all levels, journalist, NGOs, development partners and any institution or individual interest in SE in Nepal.

Five consultants were involved in writing different chapters such as a chapter on vocational and technical education and a chapter on curriculum for A Snap Shot Education in Nepal. ESAT, therefore, has spent NRs.260,000 from July 2003 to October 2004.

Likewise a workshop was held in January 2004 to get feedback on draft chapters. 58 officials from MOES, DOE, CDC, CTEVT, OCE participated in the workshop and the total amount spent was NRs.39,000, covering DA, stationeries and other logistical support to the participants.

Inclusive Education training

Eight people from the different districts have undergone three months training course in inclusive education to Mumbai. Hence, participants were paid NRs.336,000 as daily allowance and NRs.279,000 as institutional expenses (i.e. hotel accommodation and local transportation) in February and March 2004.

E. Conclusion

The total expenses under direct funding starting from June 2003 to October 2004 in 4 components are mentioned below:

S.N.	Component	Expenditure amount (NRs)	Percent Utilization
1.	Learning Environment	NRs.2,493,000	9%
2.	Curriculum Development	NRs.17,550,000	63%
3.	Teacher Education & Development	NRs.5,348,000	19%
4.	Institutional Development	NRs.2,513,000	9%
	Total (rounded)	NRs.27,904,000	100%

