

Sector Programme Support Document
(Summary)

Secondary Education Support Programme
2003 – 2007

Nepal

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SECTOR PROGRAMME SUPPORT DOCUMENT

COVER PAGE

Country	: Nepal	Sector: Education
Title	: Secondary Education Sector Support Programme	
National Agency	: Ministry of Education and Sport	
Duration	: Five Years, 2003 – 2007	
Starting Date	: January 2003	
Overall Budget Frame:	<u>National and Foreign</u> USD 65 million <u>Foreign</u> USD 60 million (90%) <u>Danish contribution</u> USD 30 million (45%) (DKK 255 million at exchange rate 1: 8.5.)	

Description:

The Secondary Education Sector Programme (SESP) is designed to support the HMGN in achieving its larger development goal of poverty reduction through human development. The SESP will promote human development by expanding access to and improving the quality and efficiency of secondary education in Nepal. This will be achieved through (i) improving the quality of public secondary schooling including the standards of learning and teaching; (ii) promoting the relevance of secondary education to national needs; (iii) promoting equity in access to public secondary schooling, particularly for girls and pupils from poor and disadvantaged groups and districts; and (iv) developing the institutional capacity of central and local governments and local communities to sustain and deepen the school improvement process.

The Danida support to the programme will be in the four components that constitute the SESP: Increased Access to an Improved Learning Environment; Improved and Relevant Curriculum, Improved Assessment and Accessible Instructional Materials; Improved and Sustainable System for the Education, Development and Management of Teachers; Improved Institutional Capacity and Management.

The SESP will be implemented in joint partnership with His Majesty's Government (Nepal) and the Asian Development Bank. The executing agency will be the Ministry of Education and Sport (MOES). The programme will be administered through the Department of Education (DOE) and implemented through a decentralised system of educational management and planning in line with current moves towards the decentralisation of government. Danida financial assistance will be provided through a combination of basket funding and direct funding.

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Abbreviations

Map of Nepal

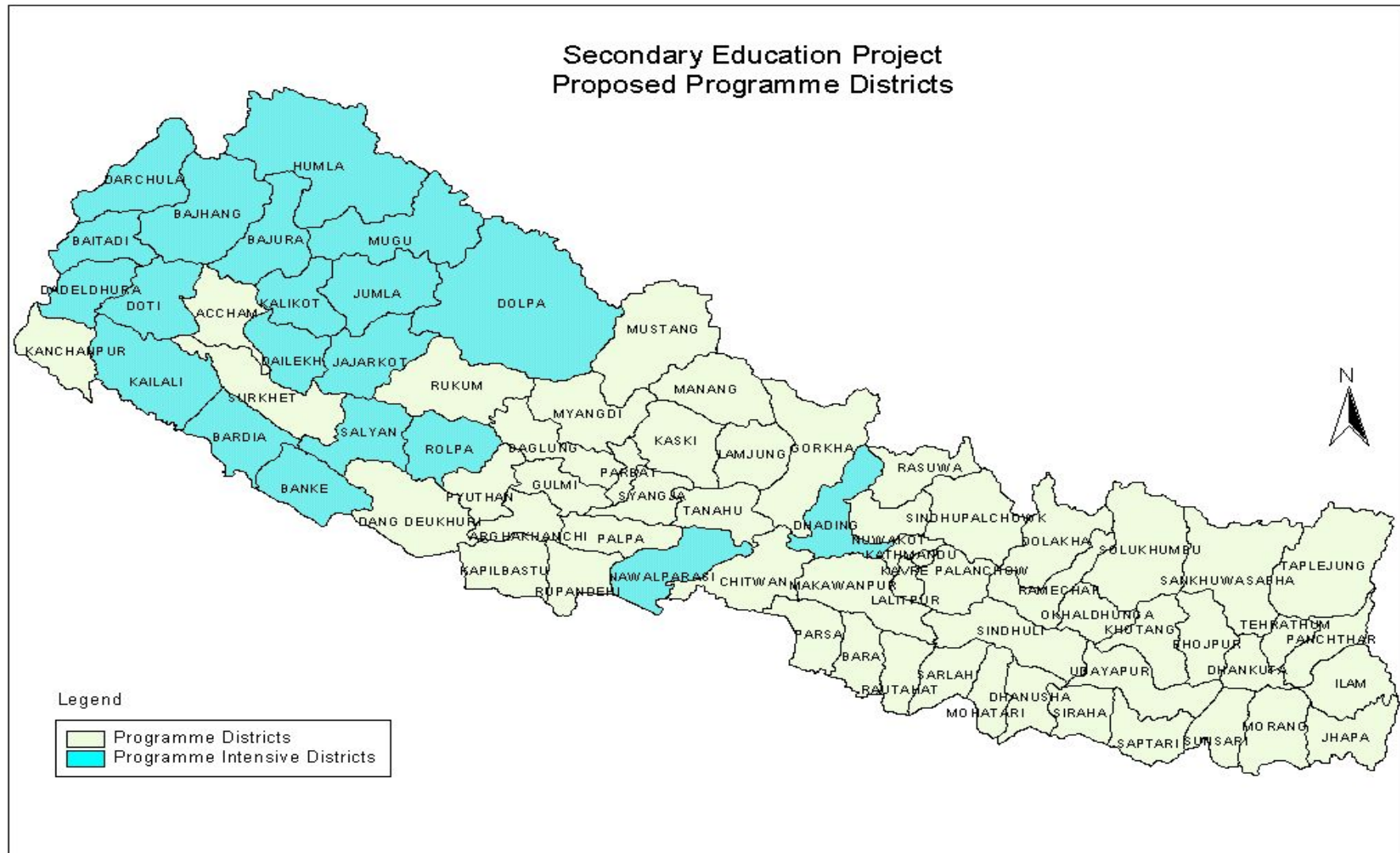
Educational Statistics of Nepal (2000)

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Abbreviations

ADB	Asian Development Bank
ASIP	Annual Strategic Implementation Plan
BPEP II	Basic and Primary Education Programme, Phase II
CDC	Curriculum Development Centre
Danida	Danish International Development Assistance
DDC	District Development Committee
DEC	District Education Committee
DEP	District Education Plan
DEO	District Education Office
DKK	Danish Kroner
DOE	Department of Education
EMIS	Education Management Information System
HMGN	His Majesty's Government of Nepal
MOES	Ministry of Education and Sport
MTEF	Medium Term Expenditure Framework
NCED	National Centre for Education Development
OCE	Office of the Controller of Examinations
RC	Resource Centre
RED	Regional Education Directorate
SEDU	Secondary Education Development Unit
SEDP	Secondary Education Development Plan (ADB/HMGN)
SESP	Secondary Education Support Programme
SIP	School Improvement Plan
SMC	School Management Committee
SPS	Sector Programme Support (Document)
VDC	Village Development Committee
VEC	Village Education Committee

Map of Nepal (The poorest 8 Mountain, 8 Hill and 4 Terai districts are indicated (See Appendix Two).



Education Statistics of Nepal (2000)

	Pre-Primary	Primary	Lower Secondary	Secondary	Total
Ratios of Total School, Student & Teacher					
Student/School	63.9	139.7	131.4	85.7	190.3
Teacher/School	2.9	3.8	3.5	4.5	5.5
Student/Teacher	21.9	37.0	37.7	19.1	34.7
Student/Tr. Teacher		71.5	93.2	33.9	68.8
Female Teacher/School	1.0	1.0	0.4	0.3	1.1
Age Group Population					
	(3 – 5)	(6 - 10)	(11 – 13)	(14 – 15)	(3 – 15)
Total	1983496	3024946	1641238	1006511	5672695
Female	964241	1474323	809894	507991	2792207
Male	1019255	1550623	831344	498520	2880487
Gross Enrolment Rate (%)					
Total	13.0	119.8	58.3	37.1	87.3
Girls	11.4	108.4	49.1	29.8	76.9
Boys	14.5	130.6	67.4	44.4	97.4
Net Enrolment Rate (%)					
Total	8.9	80.4	33.3	20.0	56.1
Girls	7.9	74.6	27.9	16.0	50.4
Boys	9.9	86.0	38.6	24.1	61.6

Internal Efficiency Rate (%)										
TOTAL	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Promotion rate	44.6	77.8	82.5	82.3	76.5	81.8	90.6	77.5	81.3	0.0
Repetition rate	41.8	16.5	12.7	12.9	10.8	11.6	7.1	12.2	9.2	1.5
Dropout rate	13.6	5.7	4.8	4.8	12.7	6.6	2.2	10.3	9.5	0.0
Survival rate	100.0	76.4	70.9	66.9	63.1	54.0	49.9	49.6	43.7	39.1
Efficiency Coef.				60.0	55.0	54.2	57.2	42.7	49.5	52.1
GIRLS										
Promotion rate	44.7	78.1	83.5	83.9	76.8	81.4	85.9	75.2	82.7	0.0
Repetition rate	41.0	16.7	12.6	12.9	11.1	12.0	9.1	13.0	10.4	1.6
Dropout rate	14.3	5.1	4.0	3.2	12.9	6.6	4.9	11.8	6.9	0.0
Survival rate	100.0	75.7	70.8	67.3	64.7	55.8	51.5	48.7	42.1	38.7
Efficiency Coef.				61.8	56.8	55.8	55.8	50.4	48.9	51.4
BOYS										
Promotion rate	44.5	77.5	81.8	81.1	76.3	82.0	93.9	79.1	80.5	0.0
Repetition rate	42.4	16.4	12.8	13.0	10.5	11.3	5.7	11.7	8.4	1.4
Dropout rate	13.1	6.2	5.5	5.9	13.2	6.6	0.4	9.2	11.1	0.0
Survival rate	100.0	77.0	71.1	66.6	62.0	52.7	48.7	50.1	44.8	39.3
Efficiency Coef.				58.6	53.6	53.0	85.0	54.2	49.8	52.4

Budget allocation 2000/2001	NRs.
Total National Budget	99,792,219,000
Education Budget	14,072,847,000
Percent	14.1%
Budget allocation in education as a % of GDP (1999/00)	2.8%

INTRODUCTION

1. In 1997 the Ministry of Education developed a Secondary Education Perspective Plan and in 1998 a Secondary Education Action Plan in order to mobilize external resources from different donors for the qualitative improvement in secondary education. On the basis of these documents, Danida commissioned an identification mission in September 1999. The mission strongly recommended support in this area, and emphasised the point that it would be in line with Danida policy on sector development.
2. Danida then fielded a team of consultants to support Ministry of Education and Sports (MOES) to draw up a feasibility report for possible Danida support in the secondary education sub-sector. After intensive discussions with different stakeholders at central, district and school levels the team finalized the report, including issues and recommendations for further development. This feasibility report stated that no evidence of significant qualitative improvement in classroom practice, as a result of teacher training in its present form, could be observed. A similar observation was made in regard to the impact of curriculum dissemination and use of instructional materials, and the apparent lack in secondary education of relevance to life skills and job market opportunity. Poor physical facilities, irregularity among teachers, and unavailability of textbooks in time were also identified as a hindrance to quality improvement in secondary education. Consequently, the report recommends that improved sub-sector curriculum and textbook development, more practice oriented teacher training, good physical environment and sound management be seen as critically important prerequisites for quality improvement in secondary education.
3. During the period August – November 2001, an Asian Development Bank (ADB) Project Preparation Technical Assistance Team (PPTA) worked with MOES to prepare and submit a preliminary draft for a Secondary Education Development Plan (SEDP) outlining the suggested areas of intervention. The SEDP records similar types of findings and recommendations, as Danida's feasibility study. Subsequently, policy papers from His Majesty's Government (HMG) of Nepal for the Mid Term Expenditure Framework and for the National Development Forum 2002 have emphasised the need for greater decentralisation in the provision of secondary education and the pursuit of poverty reduction as a priority. The Education Act (7th Amendment), currently awaiting Royal Assent, will give communities greater control over schools. In addition, the Decentralisation Implementation and Monitoring Committee (chaired by the Prime Minister) decided on 8 January 2002 to pursue the immediate devolution of funding to education. On the basis of these findings and developments it is agreed that a coherent and implementable programme for secondary education must be developed in close collaboration with the different stakeholders.
4. Danida and MOES, together with ADB decided to initiate a joint programming exercise for support to secondary education. Based on this decision, Danida fielded a team of consultants during the period January - March 2002 to help develop strategies, working modalities and documentation required both for joint use and for Danida

assistance to secondary education. In collaboration with the ADB consultants and HMGN, a Core Document for the Secondary Education Support Programme (SESP) was prepared.

5. The SESP meets the basic Danida requirements in development assistance for a strong focus on poverty reduction. This is achieved through the promotion of human development with a particular emphasis on expanding the access and improving the quality and efficiency of secondary education with particular focus upon the needs of the poor, girls and pupils from disadvantaged and marginalized groups.
6. The SESP Core Document is thus accepted as the core of the Danida Sector Support (SPS) Document.
7. This Summary Document provides a brief overview of the SESP and the key strategies for its development and implementation. It includes several sections taken directly from the SESP Core Document: the Executive Summary; the Objectives; SESP Management, Organisation and Technical Support; and Areas of Uncertainties and Risks.
8. The complete SPS Document for support to SESP January 2003 to December 2007 is therefore a set of documents which includes:
 - i. The summary Danida SPS Document
 - ii. The Secondary Education Support Programme Core Document

EXECUTIVE SUMMARY

9. Although the provision of public secondary education has expanded in the past decade, there is substantial evidence that the quality of secondary education is low, and that where possible parents are opting to have their children educated in the private sector. Given the likely increased demands resulting from the much higher enrolment and completions rates in primary education, and the need to provide much greater opportunities for the poor as part of a pro-poor strategy, it is clear that secondary education in Nepal needs a major overhaul.
10. The Secondary Education Sector Programme has been developed by HMGN, the Asian Development Bank (ADB), and Danida, to provide that overhaul and expand quality public secondary education. It is the first 5 year phase of a development programme that subject to the achievement of a satisfactory outcome, may be extended for a further 10 years.
11. SESP has 3 main objectives:
 - a. To improve the quality of public secondary schooling
 - b. To improve access to public secondary schooling particularly for girls, students with disabilities and students from poor and disadvantaged groups and districts
 - c. To develop the institutional capacity of central and local governments, and local communities to sustain and deepen the school improvement process.
12. The Programme builds on the achievements and experiences of current and previous projects in the education sector (including the current BPEP II programme in primary education) and is intended to be fully complimentary to the Government's decentralisation programme.
13. The principal policy goal 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. The main vehicle for securing this greater involvement is the design and implementation of the School Improvement Plan (SIP).
14. The communities, however, cannot work in isolation. District Education Offices and District Development Committees need to support this process by delivering appropriate institutional support to schools and their communities, through regular training and supervision, and in technical areas of physical planning and building construction and maintenance. They also need to ensure that district funds, whether from central or local government are equitably allocated and properly accounted for, and that both the Government and local communities can have access to reliable data on which to assess the school.
15. SESP will support the development of district education offices (DEOS) and district development committees (DDCs) to provide that support, through intensive training, supervision and the provision of funds to promote district ownership of the reform process

16. At the national level, SESP will deliver a number of interventions that will ensure consistent delivery of quality education across the country, including:
 - a. overhauling the secondary education curriculum and ensuring that curriculum development takes place in a national framework covering primary and secondary
 - b. improving the pre-service training of secondary teachers
 - c. providing 10 months certification training to all currently unqualified teachers
 - d. developing certificated management training to all secondary head-teachers
17. At the same time SESP will provide support to the Government (Ministry of Education and Sports and Department of Education) to improve its future capacity to plan not only for the secondary sector but for education as a whole. This will include strengthening the capacity of existing institutions to train teachers and plan and manage the curriculum. It will also build the Ministry's capacity to engage in long term planning (including financial planning) under the Medium Term Expenditure Framework, and performance monitoring and evaluation, using high quality computerised management information
18. HMGN/MOES will also work closely with existing and new development partners in SESP to harmonise funding modalities and increase the capacity of the government to manage funds, while at the same time improving the flow of funds to enable the programme to meet its objectives .
19. SESP is a national programme, aimed at improving as many schools as possible over as many districts as possible. The stakeholders recognise however that implementation across the country will need to be phased and synchronised with the building of management capacity at the school, community and district levels. It is therefore likely that this phase of SESP may not impact heavily on some districts of the country.
20. It is further recognised because of both limited resources and logistical concerns, SESP will need to target some of its interventions on only 10 districts to maximise the impact of the programme. The extension of these interventions across more districts is conditional upon additional development partner support.
21. The Programme will cost approximately USD 65 million of development expenditure, with additional recurrent costs mainly in the form of additional teacher salaries, and non-salary recurrent expenditure being dependent on the speed of expansion of the sector and the mobilisation of additional government and community resources.
22. The SESP is a high-risk programme with particular high risks emanating from the lack of capacity on the part of the Government, a weak fiscal base and the deteriorating security situation.
23. The Programme will be jointly planned and monitored by the stakeholders under the terms of a Memorandum of Understanding.

OBJECTIVES

Policy Framework for the Secondary Education Support Programme

24. The overall policy objective of the secondary education sub-sector is to expand quality secondary education suitable for the need of national development.¹ In pursuing this objective, the aim is to support the broader priority objective of development in Nepal as stated in the 10th 5-Year Plan: the reduction of poverty.

25. Support within the sub-sector of Secondary Education should be based on the same general goals as presented in the Secondary Education Development Plan.

- a. To enhance the **quality** of secondary education, including the standards of teaching and learning;
- b. To promote the **relevance** of secondary education to national needs;
- c. To ensure **equity** in access to secondary schooling, especially the equal participation of girls, and children of disadvantaged ethnic groups.
- d. To enhance both the internal and external **efficiency** of the secondary education sub-sector.

26. In the proposed plan for Secondary Education Support Programme, these goals are framed with three sets of long-term programme policy objectives: Improved Quality and Relevance; Increased Access with Greater Equity; Institutional Capacity and Management Improvement. It should be noted that the third objective facilitates the other two outcomes.

Objective 1: Improved Quality and Relevance

- The development of a curriculum that meets national requirements and is adaptable to regional and local differences.
- The employment and effective deployment of qualified teachers to teach the curriculum in all secondary schools.
- The provision of instructional materials of sufficient quality and quantity to meet the needs of the secondary curriculum in each secondary school.
- A school management that can secure the quality of secondary education in the school.

Objective 2: Increased Access with Greater Equity

- The provision of a secondary education accessible to all who complete primary education.
- The provision of a secondary education that reflects the needs of all sections of society including those marginalized on the basis of race, religion, caste, ethnicity, locality or physical disadvantage.
- The provision of secondary education service that fulfils the particular needs of the girl child.

¹ 10th 5 Year Plan: Objectives, Policies and Programmes of Education. A Draft. Annex 1 Policy Level Table 8.4

Objective 3: Institutional Capacity and Management Improvement

- The development of a more participatory approach to all levels of institutional management in secondary education.
- The development of a system of decentralized planning and management to link the needs of the school to national policy and the expertise and capabilities of national organizations to the needs of the school.
- The maintenance of principles and practices of good governance in all aspects of secondary education management and organization.
- The maintenance of a resource base funded by both central district and local sources, sufficient to finance secondary education of the appropriate level and quality.

COMPONENTS

27. The long term objectives of the SESP will be pursued through four components, each with sub-components. The four components are: (i) Increased Access to an Improved Learning Environment; (ii) Improved and Relevant Curriculum, Improved Assessment and Accessible Instructional Materials; (iii) Improved and Sustainable System for the Education, Development and Management of Teachers; (iv) Improved Institutional Capacity and Management

28. **Increased Access to an Improved Learning Environment** will be pursued through a combination of sub-components covering all 75 districts and sub-components focusing upon 10 districts in the first phase of the programme.

29. Expanding access and promoting equity in secondary education in accordance with the targets for increased enrolment implies a formidable need for establishment of new classrooms. Further, to ensure equity in access to secondary schooling, especially the equal participation of girls and children of disadvantaged groups, requires that special physical facilities for female students and teachers and students in remote areas be provided. Third, the massive investments in physical infrastructure must be protected by regular, preventive maintenance systems. Finally, to promote access for children from deprived communities; special financial subsidy arrangements will need to be introduced. The improved learning environment component comprises four sub-components addressing these issues.

- a. Rehabilitation of publicly owned secondary schools, including the provision of additional classrooms where need assessments warrant and justify this.
- b. Construction of classrooms and, possibly, hostel facilities in higher secondary schools which may be selected for pre-service primary school service training;
- c. Provision of secure accommodation for female teachers in selected schools;
- d. Provision of a limited number of student hostels in mountain areas where students have to walk inordinate long distances.
- e. Further development of appropriate regular, preventive maintenance policies and strategies as a prerequisite for rehabilitation.

- f. Exemption from school fees, scholarships or other mechanisms, such as income or in-kind arrangements, targeting children from marginalised and deprived communities and the disabled.
 - g. Improving information gathering and monitoring of special needs students in local communities and their participation in schools.
30. Improving the learning environment has traditionally focused upon physical facilities and infrastructure. However, in line with the national development goal of poverty reduction, measures targeting socially disadvantaged groups will link the physical provision dimension of access more directly to the issue of greater equity of access.
31. These four dimensions, pursued in all 75 districts, but with a particularly intensive focus on 10 districts, will improve the physical facilities, pursue greater access to the secondary learning environment for the poor, girls and pupils with disabilities.
32. Central to the implementation of this component is the School Improvement Plan (SIP) developed by the School Management Committee (SMC) and the District Education Plan (DEP) in which the needs identified in SIPs and the information gathered through EMIS will be central (See Component 4).
33. **Improved and Relevant Curriculum, Improved Assessment and Accessible Instructional Materials.** The need of a democratic and multi-cultural society is to have a national school curriculum that reflects the needs and interests of the larger society, including ethnic minorities, non-nepali language groups, disadvantaged groups and others. Such a curriculum should also reflect developments in teaching and learning practices; should emphasise coherence between content and structure across school levels; should ensure a balanced progression from one level to the next. Thereafter there should be consistency between curriculum documents and textbooks and other teaching-learning materials, and the process of assessment and the content of examinations.
34. Curriculum reforms cannot successfully materialise without due attention to and substantial support for enhancing teachers' qualifications and thus their ability to transform new curriculum content and structure into efficient classroom practices. There should also be room for adjustments to local contexts and to teachers' and students' particular interests, demands and needs. It is widely recognised that even in the most favourable of situations it takes often a decade or more to see the intentions of curriculum reform to materialise thoroughly in classroom practices.
35. Curriculum development in Nepal is guided by the National Curriculum Council (NCC), chaired by the Education Minister and comprising representatives from technical institutions under MOES and from university plus individual experts. Based on guidelines provided by the Council curricula and textbooks for lower secondary and secondary schools are developed by the Centre for Curriculum Development (CDC) in collaboration with various subject panels with experts in respective fields. NCC has recommended minor revisions of the national curricula every fifth year with a major revision every tenth year.

36. The current curriculum for lower secondary school dates back to 1993, but with some revisions currently being made. The secondary school curriculum was recently revised under the SEDP from 1998. Curriculum reviews were more often than not undertaken through a rather bureaucratic and top-down approach leaving the primary stakeholders out of the review process. Review outcomes have been disseminated through cascade-like approaches ignoring the basic complex nature of transforming new curriculum objectives into new classroom practices. Consequently, curriculum reforms have largely left teaching and learning in schools unchanged.
37. The rather inflexible curriculum design and implementation is reinforced by similar rigid assessment and examination practice. Assessment and tests appear to be overwhelmingly concerned with the question of promoting students from one grade to the next, which, in turn, is reinforced by the policy of grade repetition. The highly questionable assessment and test practices are related to the rigid nature of the curriculum and teaching tradition and to the fact the very little attention is given to assessment practices in initial and in-service teacher training leaving few teachers with the necessary skills for formative assessments and similar.
38. There is a district level exam at the end of lower secondary school, i.e. grade 8. Exams are developed and conducted by the districts for its schools. While this policy and practice has some advantages in terms of administration of exams it represents certain problems of equitability and comparability across the country. The lack of national control of the content and overall quality of grade 8 exams carries potential social and political risks, particularly as a grade 8 exam is the gateway to secondary education and eventually to the SLC at the end of grade 10.
39. The SLC examination is closely connected to career possibilities and to social prestige. As only a minority of the candidates pass, the SLC is also a cause of considerable social tension in local communities. Despite its importance the SLC exams are often criticised for poor quality in content, technical design and administration.
40. The SLC exams are designed and controlled by the Office of the Controller of Examinations (OCE). The exam papers are printed in India due to the lack of secure facilities with the necessary capacity in Nepal.
41. The SESP will support this component at the school, district, regional and national levels. At the school level it includes:
- a. Local needs will be reflected in the curriculum development, textbooks, classroom practices and co-curricular needs;
 - b. Recurrent teacher training and the framework of the SIP will feed the curriculum development process into classroom teaching;
 - c. Revised teacher assessment schemes will further enhance the delivery of the new curriculum;
 - d. Teachers will be sensitised to the needs of pupils on the basis of gender, marginalisation and physical disabilities.
42. At the district level it includes:

- a. Curriculum development will utilise curricula fora organised with broad stakeholder representation;
 - b. DEC will be responsible for Grade 8 and SLC examinations;
 - c. EMIS will be developed to facilitate DEO and DEC in the deployment of teachers, school curriculum needs, text books needs, and other requirements of schools;
43. At the regional level it includes:
- a. The regional CDC curriculum committee will be strengthened for evaluation and monitoring of curriculum and textbook related issues;
 - b. Regional Examination Offices will be established at the REDs to ensure the quality of the Grade 8 examination;
44. At the national level it includes:
- a. The National Curriculum Council's role and responsibilities will be extended to include assessment;
 - b. CDC will have overall responsibility for continuous review and updating of the curriculum and for development of new instructional , but with implementation devolved to regional and district and local levels;
 - c. A School Assessment Unit will be established and will pilot a programme of school based assessment;
 - d. OCE will work with the REDs to develop common procedures for the Grade 8 examination and its implementation, together with training modules for teachers;
 - e. A School Inspectorate will be established under the National Education Council in order to undertake independent sampling of schools for monitoring quality.
 - f. A secure printing capacity for examination papers will be established in Nepal.
- 45. Improved and Sustainable System for the Education, Development and Management of Teachers.** Improving quality of learning is closely linked to developing teachers' qualifications and their performance in classroom. Improved quality in teacher education and training programmes and higher efficiency in delivering training and education is therefore a key component in the SESP.
46. However well-designed and properly delivered teacher training and education does not automatically lead to the required changes in classroom practice. For educational change to materialise at classroom and school levels and to have a lasting impact, focussed and continuous interventions and support that addresses the complexity of classroom and school contexts is necessary. Teacher development must provide amongst other needs:
- a. Improved quality in pre-service education;
 - b. Improved quality in in-service training;
 - c. An efficient integrated system to provide high quality pre-service teacher education and in-service teacher training.
 - d. Strengthening of school management and teacher management that includes efficient recruitment/deployment mechanisms and career incentives;
 - e. Linking training with innovative activities to change practice;

f. School improvement plans with realistic/achievable targets.

47. Teacher development needs to be guided by national and coherent policies laying the foundation for teacher education and training, teacher management and recruitment/deployment and career opportunities for teachers. There are currently 24,969 lower secondary teachers (16,645 untrained) and 19,185 secondary teachers (9,477 untrained). Teacher education and training exists in the form of both pre-service and in-service programmes. Pre-service education for lower secondary is generally provided by Higher Secondary Education Schools (the '10+2' schools) and for secondary level initial education is available at Faculty of Education/Tribhuvan University and its affiliated campuses. HMGN policy on teacher training states that all lower secondary and secondary teachers should have a minimum of 10 months training. At present only 32.6% and 50.6% of teachers in lower secondary and secondary schools respectively are trained.
48. The teacher deployment system is inefficient with some schools and districts having to employ large numbers of 'temporary' teachers, many of whom are unqualified and untrained. Problems of absenteeism and lack of commitment to the teaching profession prevail in public schools across the country. The politicisation of the teaching force, including that teachers and head teachers are often hired, promoted, transferred for political rather than for professional reasons, is one reason for this situation. Problems related to teacher deployment and accountability often can be traced back to a lack of local and district accountability in managing the education sector.
49. The Education Act 7th Amendment calls for the licensing of all teachers by 2007. The license will be submitted only after successful completion and examination at the end of 10-month training for those teachers not already holding documentation of this mandatory training. Credit is likely to be given for previous training, working experience and age. The 7th Amendment also calls for the de-politicisation of the teaching force, stating that teachers cannot participate in any kind of activities in any political party. It further states that teachers will be dismissed if absent for more than 15 days successively without notice.
50. The proportion of female teachers in lower secondary school is 13.4% and in secondary school 8.4% only. It is widely perceived that the presence of female teachers in the schools positively influences the attendance of girl students and eventually could lead to more females graduating from secondary levels. Teachers from disadvantaged ethnic and caste groups are rarely found in lower secondary and secondary schools. Discriminating behaviour by teachers towards students from the disadvantaged communities is a major cause for drop-out and non-attendance among these groups, reducing the number graduating from secondary schools, undermining efforts to have more teachers from these groups in lower secondary and secondary schools. Positive discrimination and targeted interventions are necessary to break this vicious circle are required together with a general sensitisation of the education system to challenge prevailing attitudes.
51. At the school level, sub-components will include;
- a. Demand driven teacher training on the basis of needs assessments in the SIP;

- b. Management training of head teachers to improve teacher assessment, support and training needs identification;
 - c. The provision of scholarships to females and males from edisadvantaged groups.
52. At district and regional levels, sub-components will include:
- a. Increased numbers and capacities for SEDUs including female accommodation;
 - b. Teacher training through 200 Resource Centres (RC) based on school clusters and integrally linked to the DEO and DEC;
 - c. A DEP developed by the DEC/DEO in which teacher training and deployment will be directed more towards needs identified through the SIP.
53. At the national level, sub-components will support a general reorganisation of the national institutions responsible for the design and development of teacher training programmes and teacher management training programmes.
54. **Improved institutional capacity and management:** In 1971, HMGN adopted a policy framework for good and efficient governance of education. Since then, several changes have been effected intended to strengthen the management capacity of institutions at all levels. However, the management of public schools is growing more inefficient. Absence of authority, responsibility and accountability at the school level is reported to be the main reason for this inefficiency. The head teacher has no authority to reward or punish teachers. They are appointed, supervised and promoted by DEOs. The SMCs in essence do not have any authority for personnel and financial management.
55. Apart from addition of some personnel in districts with a larger number of schools, no attempt has been made to raise the management capacity of the DEOs. Studies indicate that the inefficient management of schools at the district level. Supervisors' visits to schools have been rare and their inputs to school management have been insignificant. An attempt has been made in the 7th Amendment to improve the constitution of the DEC and to de-politicise teachers organizations. However, no substantive authority has been devolved to the DEC to play a critical role.
56. There have been three important developments in educational management during the past three decades. One is the general erosion of the role of the REDs, which was due to the failure to delegate any authority to the REDs. This resulted in the MOES becoming more involved in implementation tasks than in the primary task of policy making. The second was the organization of the MOES as a professional Ministry where almost all line officers belong to the education administration cadre. The third was the creation of professional institutions such as SEDEC, NCED, PTTCs, SEDUs and RCs. However, these institutions do not have the resources to conduct the tasks, which they were created to perform. In 1999, the Department of Education was created at the central level to support BPEPII. It has not given adequate attention to secondary education.
57. The development of institutional management in secondary education has been based upon a diverse range of influences and factors rooted in various education policies, changing political scenarios and an expanding administration with its own needs. This

has resulted in a lack of coherence between policy formulation and design and implementation of programmes. A strategic vision has been lacking in the development and management of institutions within the sub-sector.

58. In addition to this lack of coherence between policy and implementation, there is an overall trend towards a decentralized system of education and the pursuance of reforms for good governance. Both the Local Self-Government Act and the Education Act (7th Amendment) stress the need for stronger community participation in education emphasizing issues of ownership, accountability, effective utilization of resources and local resource mobilization. However, even here, greater harmonization is required.

59. The Project will support capacity building at all levels to meet the goals of decentralization as well as to strengthen the institutions that support education. At the school level sub-components will include the development of objective and rational criteria for selecting head teachers on the basis of academic qualification, training, experience and performance as a teacher. A head teacher allowance will be paid together with a remote area allowance and there will be affirmative action for appointing women. Head teachers will provide management training and assume responsibility for daily management (including teacher assessment) with SMCs having responsibility for longer-term strategic management and evaluation for which training will be provided within the framework of training for the SIP. This training will also provide for greater awareness and ownership by the communities of school management and other education delivery mechanisms. Training will also be provided to support staff in schools.

60. At the district level sub-components will include:

- a. Provision of additional staff facilities the Terai, Kathmandu valley and selected hill districts to manage the additional workload;
- b. Additional training for DEO staff for the planning and management of education at the district level. A Planning Officer will be appointed to each DEO to support the District Planning Team in preparing the DEP and for monitoring and assessment functions of the DEO;
- c. Provision for greater employment and training for women in the DEO;
- d. A 10 district intensive element in which there will be increased support to the planning processes and the improvement of the learning environment based upon improved district institutional and management capacity.

61. At the regional level sub-components will include:

- a. REDs will be assigned tasks in three areas: (a) Planning, Monitoring, Evaluation and Supervision, (b) Teacher Training and Teacher Management, and (c) Curriculum, Assessment and Examination; (ii) the REDs will be provided additional staff and additional facilities to undertake these tasks; (iii) the needs of the RED located at Kathmandu will be addressed and adequate space provided for its efficient functioning.

62. At the central level sub-components will include a general re-organisation of the institutions responsible for the identification, development and delivery of management training packages, materials and programmes. The present Human Resource Development Plan prepared under the initiative of BPEP II will be supplemented or re-

drafted to meet the needs of secondary education and the SESP. Changes in areas such as the information and communication system will be used to enable the digital transfer of information within and across both regions and institutions. This will be drawn upon in the improvement and development of monitoring and evaluation systems as well as in the work of plan formulation (ASIP, MTEF, 5-Year Plans).

PROGRAMME COSTS

63. The government budget for secondary education for the period 2003 to 2007 is divided into regular and development budgets according to normal government practice. The Government will wholly finance the regular budget. The development budget is tentatively estimated at USD 65 million with USD 5 million or approximately 5% provided by the Government. ADB and Danida will each provide USD 30 million (DKK 255 million at 1 to 8.5) or approximately 45% respectively of the development budget. These estimates are preliminary and subject to further Government planning as well as to donor appraisals.

FINANCING PLAN

64. The SESP provides a comprehensive policy framework for a programme approach. Accordingly, it has been agreed that donor funding will be reflected in the national budget for development, with the allocation for the regular budget (almost all of which is utilised for grants-in-aid, i.e., salaries and school operating budgets) remaining the full responsibility of the Government. Based on preliminary calculations and discussions to date, the total five-year budget for the Government's Secondary Education Support Programme is estimated at \$100 million. Of this the regular and development budget allocation is broadly estimated at 35% and 65% respectively.

65. The regular budget, as previously stated, will be wholly financed by the Government. Based on expressions of commitment to date, the development budget is tentatively estimated at \$ 65 million, with \$ 5 million or almost 10% to be provided by the Government, \$ 30 million or approximately 45% as grant financing by Danida, and \$ 30 million or approximately 45% as loan financing by ADB. Community contributions to recurring costs and/or cost-sharing of development costs are supplementary to the budget amounts stated, and may amount to \$ 5 million or approximately equal to 10% of the development budget. All estimates are preliminary and subject to the Government's ASIP, MTEF, and the 10th Five-Year Plan, as well as donor appraisal and final approvals.

66. Several co-financing modalities have been explored. Basket co-financing is a practical modality that is the expressed preference of the Government and favoured by both Danida and the ADB mission team. Full acceptance of the proposed modality is subject to a review of the compatibility of requirements by both participating agencies as well as the Government. The three joint development partners have agreed that certain activities may be subject to direct grant funding – some proportion of technical assistance support, and certain pilot activities programmed for the 10 districts. Both the level of technical assistance support and the pilot activities to be subject to direct funding are under discussion. It has been agreed, however, that pilot activities to be included in direct

funding will be subject to confirmation of the development and planned implementation of practical financing modalities in support of the Government's strategy for decentralization to the district level.

DANIDA PRIORITIES IN SUPPORT TO SECONDARY EDUCATION

67. Danida support to the SESP is designed to facilitate the following:

- a. Poverty reduction through the improvement of access to secondary education for the population as a whole and for females, the poor and disadvantaged groups in particular.
- b. Sustainability in the implementation of the SESP through anchoring the first phase of the programme firmly within a decentralised system of educational management and planning.
- c. Improvement in the quality of secondary education provided.
- d. A SESP that builds upon the experiences and ongoing support provided by Danida and other donors to primary education, thereby promoting greater coherence for the education sector as a whole.

68. To these ends, the provision of Danida support is designed to promote two complementary strategies found within the overall programme design of SESP. The first is a series of interventions with national coverage. These are in all four areas of the learning environment, curriculum development and assessment, teacher education and development, institutional management and capacity building. Programme activities undertaken in these areas will be implemented with a view to achieving improvements at the national and school levels across all 75 districts before the conclusion of the first five years.

69. The second strategy to be pursued with Danida support is a more intensive set of activities to be undertaken in 10 districts during the first five-year phase. The purpose of these more focused activities is:

- a. To target poor districts and poor schools within these districts for poverty education;
- b. To promote institutional and financial sustainability through the provision of more intensive systemic capacity. Here the emphasis will be upon the institutional modalities of planning and programme implementation at district, VDC, and community school levels;
- c. To promote a feasible programme in logistical terms;
- d. To revise the implementation of the programme on the basis of first phase experiences.

70. The national strategy will support the development at a national level in areas of teacher training, curriculum development, new and improved instructional materials, and national management of secondary education provision. The outcomes at school levels will however be quite dependant upon the schools' capacities to utilise the new techniques of CSIP to secure resources through the education system and to mobilise local resources through community associations, local NGOs, local government

organisations amongst others. As many schools currently receive support from such sources, the combination of improved resource provision and improved school management by SMCs and head teachers should provide a basis for further improvements in secondary education amongst a significant section of secondary schools in many districts. However, these are not likely to be the poorer schools in poorer communities in resource poor districts.

71. The targeted intervention on 10 districts will seek to build upon the national development of secondary education, but providing greater support to the district and local institutions (DDCs, DEC, DEO, VDC, SMC and head teachers), providing funds for rehabilitation and the construction of new classrooms for at least 25 per cent of the least developed schools in these districts, targeting girls and the poor with scholarships and freeships.

72. The purpose of this strategy is to securely anchor the provision of secondary education in a system of decentralised education management and planning that can sustain the improvement of the programme, particularly within the poorer schools and communities, beyond the period of SESP.

73. It is hoped that with the institutional strengthening of district offices, particularly in the pilot districts, a proportion of programme funds will be channelled to a DDC bank account. The DEO in consultation with the DEC chairperson will be able to draw down these funds, and use them for refurbishment, scholarship and other programmes included in the District Education ASIP, under HMGN and supplementary programme regulations. These funds would be subject to annual external audit commissioned and paid for by the PAT office. Financial and audit reports would be sent to the Ministry of Finance and the Department of Education (Administration Division)

74. This is the same funding mechanism currently used by DASU to fund the decentralisation programme in Doti and Surkhet districts. The funds would not be included in the Government's budget book ('The Red Book'), because only funds placed with the FCGO are included in the Government's budget. The funds however can and should be included in the overall resource envelope framework of the ASIP for the secondary sector.

75. The use of this mechanism is dependent on two pre-conditions. First it needs to be clearly in line with government reforms directed towards the decentralised management of local service delivery in general, and of education in particular. It is important that HMGN and the MOES have accepted this form of financial decentralisation and are preparing to implement it. Secondly, the DEOs in the concerned districts must attain a pre-determined level of capacity to pass a 'readiness' check. This will be determined through quantitative and qualitative criteria (e.g. presence of District Accountant, reporting routines for HMGN funds) as part of an initial external audit check.

SESP MANAGEMENT, ORGANISATION AND TECHNICAL SUPPORT

76. SESP is a sub-sector programme within the education sector. The longer-term objective is that the sub-sector programmes should move towards a more holistic sector approach. To this end, it is important that the organisation and management of the programme should place unnecessary demands and requirements upon the existing institutional and management capacity within the MOES.

77. To this end the following is proposed:

- a. Existing organisations and management structures should be utilised wherever possible.
- b. Measures directed towards capacity development should be located within the relevant organisation and its management structure.
- c. Duplication of organisational and management structures present in other sub-sector programmes in education is to be avoided.
- d. In line with the discussion in Section 7.3, organisation and management support should be institutionally, technically and financially sustainable.

Secondary Education Programme Execution Board

78. The overall responsibility for the management of the SESPS lies with the MOES. However, the long term strategic management of the programme would be placed with a **Secondary Education Programme Execution Board** based upon the present PEB with strategic management responsibility for BPEP II. At present the BPEP PEB is constituted with the following members:

Secretary of Education (Chairperson)
Secretary of the National Planning Commission
Secretary, Ministry of Finance
Secretary, Ministry of Law and Justice
Secretary, Ministry of Housing and Physical Planning
Chief of the FCGO
Director General, Department of Education (Member Secretary)
Invited members as required.

To this membership should be added:

Secretary, Ministry of Local Development.

79. It is envisaged that meetings of the BPEP II PEB can be extended to include the agenda of the SEPEB.

SESP Management Committee

80. Responsibility for the regular management of SESP will lie with a **Management Committee**. This should be composed of:

Jt. Sec. Planning Division, MOES
Director General, DOE
Director, Secondary and Higher Secondary Division, DOE
Executive Director, NCED
Director General, CDC

Controller, OCE
Director, DEC
Director, SEDEC
Jt. Sec. MLD
CTA, Danida
Programme Implementation Officer, ADB

81. The Management Committee's principal responsibility will be to secure the preparation of the Annual Strategic Implementation Plan (ASIP) along the model of the current BPEP II ASIP, together with an Annual Work Plan, and to monitor progress towards their implementation. Amongst other tasks this will involve reviewing the phasing of the various sub-components, issues of policy coherence within the programme, the sector, and across sectors, and other related programme management needs.

82. In the intermediate future it is proposed that these management tasks will be increasingly merged with other education sub-sector programmes, BPEP in particular, leading to a combined ASIP with separate primary and secondary sections according to administrative and programme implementation needs.

Education Programme Support Office

83. Facilitation of the daily management and coordination of the SESP will lie with the Education Programme Support Office (EPSO, including PAT). This office will be headed by the CTA and staffed by the existing PAT office staff together with the additional staff required to fulfil the administrative requirements of the SESP.

84. The EPSO will facilitate the preparation of the ASIP and the annual work plan on behalf of the Management Committee and in close collaboration with the Planning Division, MOES.

Long-Term Technical Advisers

85. All long-term International Technical Advisers are to be located in their counterpart organisations. The daily work of the resident international TAs will be based upon work plans agreed between the TA and their counterpart and his or her section according to general principles agreed upon with the Education Programme Support Office and detailed in the TA's ToR.

AREAS OF UNCERTAINTIES AND RISKS

The Security Situation

86. The most important objective of the programme is to support and reinforce the poorer aspects of the Government's education programme. This means that the focus of SESP particularly in developing improvements to the learning environment must be concentrated on the poorest districts. However these are classified, under income or HDI or gross enrolment ratios, the poorest districts all lie in the hill and mountainous

areas of the Far West and Mid Western Region, where the security situation is at its most difficult. The Joint stakeholders will need to weigh the possible implications of either a failure to commence in those districts, or the need to pull out before SESP has completed its interventions – and of course possible physical damage to facilities built under the programme.

87. SESP does work on a nation wide level in many respects particularly in terms of teacher and curriculum development, and institution building and the relative importance of these elements need to be weighed with the district based element, if it becomes necessary to contemplate significant changes in the design of the programme.

Capacity

88. The MOES / DOE is currently implementing BPEP II in support of primary education. This has placed major demands on the Government to provide technical support, and in some cases to increase staff numbers. SESP will impose additional demands particularly if the longer-term capacity building objectives of the programme need to be identified.

89. Clearly this requires the Government to identify counterparts, who are not overburdened by other project work, and to retain them in their present post for the duration of the project. It will also require close cooperation with the BPEP team particularly at Ministry and DOE level to ensure that issues such as sector and district planning (in particular the Annual Strategic Implementation Plan) and MTEF inputs are addressed commonly by BPEP and SESP consultants. At district level the SIP process proposed under BPEP and SIP proposed under SESP obviously are very similar, and training and manuals / reference guides should be aligned as far as possible to prevent unnecessary duplication of effort (or alternatively confusing contributions).

90. Review missions impose significant demands on the time of senior Government officials. As far as possible BPEP and SESP reviews should be synchronised and team members and consultant advisers deployed on the same reviews to stop the need for 'reinventing the wheel', and promoting consistent conclusions and recommendations.

Financial Sustainability

91. The expansion of secondary education as envisaged by SEDP, does not appear to be sustainable by HMGN in the current and forecast financial scenarios. MTEF projections appear to be unrealistically high, particularly as regards the development budget. SESP has therefore been adjusted to meet the likely medium term fiscal realities, while building a sustainable basis for long term expansion.

92. A significant concern must be that the Government cannot provide for its contribution to SESP through the education development budget. This would curtail the implementation of key components of the programme at the national level. It may also limit the ability of the Government to retain the employment of education staff trained under the project.

93. Regular stakeholder discussions will be needed to ensure that the Government funds as far as possible its expected share of the project, and that there is proper prioritisation of programme activities to meet any programme shortfalls.

Divergent and Competing Views on Decentralisation

94. The Government is committed to a decentralisation path. Nevertheless there are divergent views within it on whether this means merely deconcentration of the service delivery by Ministries, or whether it means granting significant powers and responsibilities to local governments to run local services. It has already been noted that the Local Self-Government Act and 7th Amendment to the Education Act are not in alignment, and that discussions are already under way as to reconciling these different approaches. This lack of co-ordination and potential rivalry could cause the programme difficulties particularly in the implementation of the district based aspects of the programme, the channelling of funds, and institutional reorganisations and changes.

95. The programme is based on the assumption that it will support active decentralisation of education service delivery to local government level and that the DEOs will have to work increasingly closely with DDCs and VDCs. Over the first five years of the programme, this should mean the creation of standing District Education Committees with regular scheduled meetings, at least in the 10 pilot districts, and the co-funding of educational programmes

Overall Political Instability

96. Education remains a major priority for the Government. Nevertheless there is political instability within the Government, which may alter development priorities, and which may result in changes of minister or senior civil servants, which could affect the overall direction of the programme and the overall level of continuity and institutional memory. However to date, there is significant continuity at Joint Secretary level, and this must continue to be the case for the duration of the programme.

97. On a practical level, the level of strikes and disturbances will affect the delivery of assistance, which must be capable of being mobilised on a flexible basis.

Recruitment, Training and Turnover Issues

98. Overall staff mobility is extremely high in the Ministry and its departments and institutions. An institutional analysis carried out by the Danish University of Education (2001) found annual staff mobility of 42 % in MOES and 58% in NCED, with an average career level of transfers of over 6. Without a clear commitment by the Government to retain people within their posts, there is no prospect a building a critical level of institutional capacity and memory, necessary to sustain and build on the achievements of the programme..

99. In order for SESP interventions to be successful, well-functioning teams need to be built at all levels of the service. This requires training in particular to be organised on institution rather than seniority lines, and for issues of caste and ethnicity to be faced up to and handled within SESP interventions (both in terms of clients and the deliverers).

100. It is acknowledged that large numbers of civil servants posted outside their home Districts or the Kathmandu Valley, including many District Education Officers, are not in their place of work on a regular basis. It is essential for the success of SESP and BPEP II that District Education Offices are properly staffed and demonstrate an increasing capability to manage education on a local basis. This may necessitate a

system of local recruitment, if necessary through DDCs, to at least complement posting of civil servants.

Summary of Risks and Memorandum of Understanding

101. This is a very high risk programme in the current circumstances. The political and security environments are poor, the economy and overall public finances are weak and institutional capacity is poor. The BPEP programme has put very strong demands on the MOES and the MOF/FCGO, in terms of financial planning and accounting and in terms of building capacity, to which the MOES has not yet been able to respond. The table summarises the probability / impact of the 5 key risks as high / high or medium / high.

IMPACT/PROBABILITY MATRIX

Impact Probability	LOW	MEDIUM	HIGH
LOW		9.5	
MEDIUM		9.4	
HIGH		9.2	9.1, 9.3, 9.6, 9.7

102. Nevertheless there are windows of opportunity to develop the overall sector on a more sustainable basis, in particular the political support for decentralisation and the momentum generated through the BPEP and the possibility for sector-wide synergies. The stakeholders need to agree a Memorandum of Understanding with the Government to cover the following key issues:

- a. The choice of the 10 pilot districts on poverty-related criteria, and the fall-back position if it is not possible to support those districts
- b. The staffing and creation of effective district offices, initially in the pilot districts but expanding nationwide.
- c. The physical location of long-term and short-term technical advisers, and the identification of counterpart staff
- d. The retention of all counterpart staff in their positions and the appointment of replacements in 'force majeure' circumstances.
- e. The identification of contributions from BPEP donors to future sector development. (finance, gender, organisation)
- f. The harmonisation of concepts and inputs with BPEP (e.g. over school planning and institutional support (eg to NCED))
- g. Arrangements for common sector planning (particularly the ASIP) and monitoring.
- h. Arrangements for annual stakeholder monitoring of SESP, linked to BPEP.

MONITORING REVIEWS AND EVALUATION

103. The SESP will be jointly planned, monitored and reviewed on an annual basis by the stakeholders. The overall objectives, outputs and annual and program targets will be revised on an annual basis, as part of developing an Annual Strategic Implementation Plan. The overall funding modalities will also be reviewed on an annual basis, with the

intention to develop common and efficient means of resource mobilisation across the sector. The SESP indicators are linked to Nepal's recently developed EFA indicators that allow the government to monitor primary and basic education

	INDICATORS FOR PRIMARY EDUCATION	INDICATORS FOR SECONDARY EDUCATION
1	GER for Early Childhood development	
2	Percentage of new entrants at grade 1 having ECD experience	
3	Apparent gross intake rate, measures the new entrants to grade 1 as percentage of the population at the official entry rate of 6 years	
4	Net intake rate, new entrants to primary grade who are 6 years old as percentage of the total population of 6 year children	
5	GER – enrolment at primary level as percentage of total primary school age population	GER at lower secondary as percentage of total lower secondary school age population GER at secondary as percentage of total secondary school age population
6	NER – actual enrolment of primary school age children as percentage of total primary school age population	NER – actual enrolment of lower secondary school age children as percentage of total lower secondary school age population NER – actual enrolment of secondary school age children as percentage of total secondary school age population
7	Public expenditure on primary education (a) as a percentage of GNP, and (b) per pupil as a percentage of GNP per capita	Public expenditure on secondary education (a) as a percentage of GNP, and (b) per pupil as a percentage of GNP per capita
8	Public expenditure on primary education as a percentage of total public expenditure on education	Public expenditure on secondary education as a percentage of total public expenditure on education
9	Percentage of primary school teachers having the required academic qualification	Percentage of secondary school teachers having the required academic qualification
10	Percentage of primary school teachers who are certified to teach according to the national standard	Percentage of secondary school teachers who are certified to teach according to the national standard
11	Pupil-teacher ratio	Pupil-teacher ratio
12	Repetition rates at Grade 1 and Grade 5	Repetition rates at Grade 6, Grade 8 and Grade 10
13	Survival rate at Grade 5	Survival rate at Grade 8 Survival rate at grade 10
14	Co-efficient of efficiency to Grade 5	Co-efficient of efficiency to Grade 8 Co-efficient of efficiency to Grade 10
15	Improvement in learning achievements Nepali Mathematics Social Studies	Improvement in learning achievements Nepali English Science

		Mathematics Social Studies Health, Population and Environment
16	Literacy rate of 15-24 years old population	
17	Literacy rate of 15+ years old population	
18	Gender parity index (female to male literacy rate) of 15-24 years old 15+ years old	
	Refor Indicators for SESP	
INDICATORS OF REFORM PROCESS FOR SESP		
1	National Council for Teacher Development and a secretariat of full time planners formed within MOES	
2	DOE re-organised	
3	NCED, SEDEC and DEC merged	
4	SIPs instituted in secondary schools	
5	Development of DEPs on the basis of SIPs	
6	Development of ASIP for SESP	
7	Development of a single ASIP for primary and secondary education	
8	Annual review of funding modalities instituted	
9	Coherence in decentralisation legislation, particularly relating to district level institutions, achieved.	
10	Regulations specifying roles of district level institutions operating	
11	RED strengthened to include Regional Examinations Offices	
12	Sector teacher education policy approved	
13	Teaching Service Cadre formed	
14	School Assessment Unit created in CDC	
15	National Curriculum Framework accepted by the National Curriculum and Assessment Council	
16	ICT focal points institutionalised in MOES, DOE and related institutions	

104. The SESP will be jointly planned, monitored and reviewed on an annual basis by the stakeholders. The overall objectives, outputs and annual and program targets will be revised on an annual basis, as part of developing an Annual Strategic Implementation Plan. The overall funding modalities will also be reviewed on an annual basis, with the intention to develop common and efficient means of resource mobilisation across the sector.

APPROXIMATE IMPLEMENTATION SCHEDULE

105. The details of the implementation schedule for each sub-component/activity are to be found in the programme costing (see Appendix 1). Here each activity is presented in terms of its budget and the five-year implementation plan. The major activities are as follows:

106. The programme intensive ten districts will be implemented in an incremental manner. In 2003 two districts will be commenced with. In 2004 a further 3 districts will be added to these and in 2004 a further five. This is based upon a three year cycle for the

physical rehabilitation and construction of new classrooms that is a central element of the 10 district activities: the first year being for school mapping, school identification and preparation for implementation of the physical elements of the learning environment sub-components. The second year is for the rehabilitation of the existing facilities and the third year is for the construction of new classrooms. Four Physical Planning Officers will be appointed to support this work in 2003 and a fifth in 2004.

107. The national coverage of 75 districts with the training of head teachers, SMCs, and DEO staff, together with the orientation of VDCs and DDCs will also commence in 2003. This will be based upon management and planning training packages prepared under the auspices of the NCED with national and international technical support and delivered through district based trainers who have received 'Training of Trainers' courses under the NCED.

108. District Education Planners will be appointed in all 75 districts by the end of 2004 and District Education Plans, either as separate plans or a sections of districts' annual plans will be developed in all districts by 2005. 15 new SEDUs will be created by 2004.

109. At the national level, key developments include: NCED, SEDEC and DEC will be merged in 2003; a National Council for Teacher Development and a secretariat of full time planners will be formed within the MOES by 2004; a single apex institution will be formed by 2004 with responsibility for teacher training and development; and a School Assessment Unit will be created in CDC by 2004.

110. A joint Danida-ADB-HMGN review of SESP will be organized towards the end of 2003 to review the progress made in the institutional and organizational reform process of SESP.

SCHEDULE FOR DANIDA SUPPORT

111. Danida support

Appendix One: Programme costings

Appendix Two: 20 Districts selected on the basis of poverty and education related criteria

District	HDI, 1996	NER* (Total), 2000	NER* (Girls), 2000	Public School (LS)	Public School (SS)	Community (LS)	Community (SS)	Private (LS)	Private (SS)		Physical activities in district by BPEP I & II	Previous New classrooms constructed before and during BPEP I	Tentative new classrooms construction BPEP II
<u>Terai</u>													
Bardiya	50	19.7	14.7	45	30	29	3	8	5		II	128	250
Nawalparasi	51	30.9	24.7	54	37	50	21	28	16		I & II	870	
Banke	46	20.9	16.8	38	19	8	4	28	19		I & II	626	
Kalaili	52	21.2	16.3	49	20	43	22	41	20		I & II	475 (212)	250
<u>Hill</u>													
Rolpa	60	10.6	6.8	36	11	37	13	1	0		II		200
Dhading	61	26.3	21.3	55	27	63	27	8	4				250
Jajarkot	71	16.2	9.7	29	11	26	17	0	0		II	112	50
Baitadi	62	25.5	14.6	53	30	52	22	4	0		I & II	290	50
Dadeldhura	59	31.2	19.3	43	16	29	19	2	0		I & II	414	100
Doti	64	17.5	8.3	41	16	45	19	2	1		I & II	114 (212)	100
Salyan	63	19.2	13.5	39	18	25	11	1	1		I	314	
Dailekh	65	25.1	16.7	36	16	45	21	3	3		I & II	380	
<u>Mountain</u>													
Mugu	75	18.3	4.2	20	11	5	2	1	0		I & II	186	
Bajura	74	21.4	8.8	34	12	21	15	2	0		I	120 (212)	
Kalikot	73	15.8	6.5	28	12	12	7	0	0		I & II	235	
Bajhang	72	17.4	5.8	31	21	37	16	0	0		I & II	120 (212)	100
Dolpa	70	19.8	8.7	14	5	1	1	0	0		II		50
Jumla	69	17.2	7.0	26	9	5	2	1	1		II		50
Humla	67	19.9	5.4	20	7	3	4	0	0		II		50
Darchula	59	39.3	28.4	36	19	43	12	0	0		I & II	440	

*Lower Secondary and Secondary include