

**SESP STATUS REPORT 2005****1. Background**

The Secondary Education Support Program (SESP) is a joint program of His Majesty's Government of Nepal, Asian Development Bank (ADB) and the Danish International Development Assistance (DANIDA), with a view to improving access to quality secondary education of Nepal projected to the period of 2003 to 2008. This Program is in the third year of implementation. This status report mainly presents the implementation status of the SESP program for FY 2004/05 (BS 2061/062), brief presentation on the status of implementation of the current FY 2005/06 and the policy initiatives taken till to date

Secondary education increasingly recognized as an important factor in attracting students into primary education, because the aspirations of most parents are, at least, to educate their children to secondary level in order to secure the possibility of stable waged employment, which is tied up with the poverty reduction strategy of tenth plan.

The intermediate objectives of SESP are to (i) improve the quality and relevance of secondary education, (ii) improve access to secondary education with focus on girls, children and special learning needs, poor and marginalized groups, and (iii) develop the institutional capacity and management of educational institutions at all levels.

The key performance indicators to assess the overall progress of secondary education, corresponding to the objectives, are as follows:

- To raise Gross Enrolment Rate (GER) in lower secondary education from 55 to 65% and in secondary from 35 % to 55% by 2007
- To raise the participation of girls and disadvantaged groups from 40 to 50% in both lower secondary and secondary education within the period.
- To enhance the pass rate in Grade 8 and SLC examinations and similar proportionate increases should be achieved for girls and students from traditionally disadvantaged groups.

This Status Report takes an account of the overall status of SESP implementation; physical and financial progress achieved, constraints encountered and lessons learned at central as well as at district levels. It tries to present the actual progress achieved over the fiscal year 2004-2005 against the intended achievements targeted in the ASIP/AWPB for the same period. At the same time, this report will try to respond to the outstanding issues identified by the SESP Joint Review Mission, March 2005.

**2. ASIP 2004/05 and 2005/06**

The principle policy goal of SESP was to strengthen and promote community involvement in planning, managing, implementing, monitoring and demonstrating results of the reform initiatives of school education. School Improvement Plan (SIP) was considered as the main vehicle for bringing on board the community involvement. Moreover, the central focus of the SESP was on developing human capabilities, especially girls, disadvantaged and marginalized groups by accessing them to quality and relevant secondary education.

Securing such policy objectives entails lots of preparations. Restructuring institutional arrangements were made to render assistance to communities for their meaningful participation in the functioning and managing of schools, designing programs for teachers training for effective classroom delivery, revising and developing curriculum (local curriculum approach initiated) for transforming these to the needs of all. A technical core committee at the central level consisting of the key sections including advisors was formed to resolve the problems encountered and accelerate the program implementation. Therefore, in the second year of implementation, the SESP-ASIP focused most on actual program implementation. In terms of program outputs, the second year's ASIP focused on the following:

- Improved learning environment for increased access to disadvantaged and marginalized students
- Comprehensive and more relevant curriculum
- Improved assessment system
- Instructional materials for quality enhancement and increased learning outcomes of all students
- Integrated system supporting to teacher education
- Management efficiency of head teachers
- Accountability concerns of public education system through decentralized planning and management

In order to provide the access to pupils of targeted community, a number of full and partial scholarships were provided to the poor girls and dalit and separate girl's toilet in ten PIDs were constructed in sufficient number. SIP based funding was provided to schools. Schools were found preparing SIPs, but the real spirit of SIP preparation is yet to be materialized, because it is looked upon as the tool for budget disbursement rather than the school development. In the Visioning workshops stakeholders emphasized the continuity of such funds along with the capacity building activities and follow ups.

A substantial support for learning materials was provided to all lower secondary and secondary schools of the country. In the sample survey, schools appreciated these initiatives and anticipated its continuity for the better interaction in class rooms.

School Curriculum revision processes were started and draft National Curriculum Framework was in the process of approval. Revisiting existing curriculum and text books is in major subjects curriculum and textbooks and teachers guides were updated. A comprehensive study on SLC examination was carried out in order to improve the exam system. Its final report has been submitted to MOES. The DOE has allocated budget in AWPB of FY 2005-06 to implement its recommendations. .

The NCED as a specialized agency for HRD of the MOES has developed ten months in service and demand driven teacher training packages in six core subjects. The actual delivery of training is under way. In addition, one month Management Training to the Head Teachers is also in progress.

A holistic District Education Plan (DEP) has been prepared from all 75 districts and is in the process of implementation through the development of Annual Strategic Implementation Plan.

In order to develop mechanism to support primary as well as secondary schools restructuring of existing RC system, and RP recruitment procedure was initiated. Similarly to insure the effective service delivery at schools and also monitor the progress the role of School Supervisors and RPs has been redefined. Similarly for effective monitoring Desk system at DOE was initiated.

**3. Major policy initiatives:**

- Separate budget head for district level SESP program has been introduced from FY 2004-05
- A total of 14 districts, one from each zone, is selected for piloting devolution of all educational activities through District Development Committee in line with the decentralized policy of the government, however the guidelines for its implementation is yet to be finalized.
- Special provision has been introduced to provide free education to all Dalit students of 70 districts and all students of Karnali Zone

**4. Interpretation of AWPB:**

**4.1 Table 1: SESP Budget, 2004/05, as in ASIP, Red Book and revised**

(Budget Head 65-3/4-430,830)

Rs in Million

S.N	Particulars	Center	District	Total
1	<b>Proposed in ASIP 2004/05</b>	1440.0	-	1440.0
2	<b>Actual allocation in RB</b>	322.770	930.000	1252.770
3	Revised Allocation	181.208	930.000	1111.208

Above table shows that 87% of the SESP budget proposed in the ASIP was approved and reflected in the Red Book. The allocation of the budget to the district and the center was 74% and 26% respectively. Further from the allocated NRs. 1252.770 million in SESP budget NRs.141.562 million had been deducted resulting into total budget of only NRs. 1111.208 million, which is 88.70% of the Red Book amount This was due to the virement of the unused budget allocated for consultancies, fund for providing education for extremely marginalized students, dalits and disadvantaged students, fund to support the students affected by conflict and the unspent amount from the miscellaneous heading of SESP central budget. From NRs 162.65 million allocated for the security printing press budget, which was shown in miscellaneous heading of SESP central budget, only a total of Nrs 93.21 million was reallocated to construction of girl's toilets and purchase of science learning materials in the schools of 10 PIDs, and purchase of computer and line printers for OCE. So the central level budget of SESP was scaled down from NRs.322.77 to NRs.181.208 million.

The total expenditure in SESP for the FY 2004/05, as recorded in the FCGO account, is NRs 801.239 million. Financial progress of 72.11% against the revised budget of Nrs. 1111.208 million is achieved; where as the physical progress is higher than the financial progress.

**Table 6 : Budget allocation according to Red Book/AWPB by component.**

SN	Disbursement Category	Budget of FY 2004/05
1	Develop of Learning environment	790.283
2	Curriculum and Evaluation	83.887
3	Development and Management of Teacher Education	93.541
4	Institutional Management and Capacity Development	285.059
<b>Total</b>		<b>1252.770</b>

**Table 3 : Secondary Education budget, 2005/06**

Rs in Million

S.N	Particulars	Proposed in ASIP 2005/06			Actual allocation in RB		
		Center	District	Total	Center	District	Total
1	Teacher salary (65-3-150)		3468.734	3468.734		3438.734	3438.734
2	Scholarship for the dalit children (65-3-810)		83.487	83.487			
3	<b>SESP Total</b>	<b>220.195</b>	<b>1239.805</b>	<b>1460</b>	<b>201.261</b>	<b>1248.688</b>	<b>1449.949</b>
	SESP, Recurrent , district (65-3-830)	-	895.041	895.041		670.353	670.353
	SESP, Capital , district (65-4-830)	-	344.764	344.764		578.335	578.335
	SESP, Recurrent , center (65-3-430)	202.172	-	202.172	59.959		59.959
	SESP, Capital , center (65-4-430)	18.023	-	18.023	141.302	-	141.302
<b>Total</b>		<b>220.195</b>	<b>4792.026</b>	<b>5012.221</b>	<b>201.261</b>	<b>4687.422</b>	<b>4888.683</b>

Table 2 gives a comparative picture of the secondary education budget reflected in the ASIP and the Red Book. Budget allocated in Scholarship for the dalit children (65-3-810) had been merged in the SESP budget.

**Table 4: SESP budget by components 2005/06**

Rs in Million

S.N	Components	Proposed Budget in ASIP			Actual allocation in AWPB		
		Center	District	Total	Center	District	Total
1	Learning environment	25.953	945.764	971.717	23.659	659.234	682.893
2	Curriculum development	21.576	102.404	123.98	121	190.78	311.78
3	Teacher development	32.3	154.808	187.108	12.9	135.582	148.482
4	Institutional Capacity building	140.366	36.829	177.195	43.702	263.093	306.795

5	Operation cost	0	0	0	0	0	0
<b>Total</b>		<b>220.195</b>	<b>1239.805</b>	<b>1460</b>	<b>201.261</b>	<b>1248.689</b>	<b>1449.950</b>

As stated in Aide Memoire, Fourth Review Mission, SESP, 3 - 5 May 2005, Para 11, Page 2 ""the development partners agreed to consider the MoES proposal regarding the need for reallocating resources for additional classroom construction in PIDs and learning materials for schools and free textbooks for disadvantaged students in the year 2005/06. It was agreed that MoES will come up with a concrete proposal with justification for the new activities immediately after the review." MOES/DOE forwarded a Proposal of Justification for New Activities. This paper attempted to justify the above considerations along with the provision of grants for teacher support in unaided lower secondary and secondary schools, and grants to schools for providing free secondary education to disadvantaged (dalit) students, which are also included in the AWPB for the fiscal year 2005/06.

The justification included, on and about education in conflict, free secondary education and free textbooks to students in Karnali zone, security printing press, additional classrooms, learning materials for schools, grants to schools for providing free secondary education to dalit students, grants to schools for free textbooks for disadvantaged student, grants for teacher support to unaided lower/secondary schools, education for students with disabilities and highly deprived students. The concurrence from the partners is yet to be received.

#### 4.2 Indicative budget of the SESP for FY 2005/06 - 2007/08:

**Table 5: Indicative AWPB by source and level of implementation, 2005/06 - 2007/08**

Source of funding	2005/06			2006/07			2007/08		
	District	Central	Total	District	Central	Total	District	Central	Total
HMG	160474	40118	200592	248000	62000	310000	272800	68200	341000
Grants (DANIDA)	503763	125941	629704	516000	129000	645000	567600	141900	709500
Loan (ADB)	503763	125941	629704	516000	129000	645000	567600	141900	709500
<b>Total</b>	<b>1168000</b>	<b>292000</b>	<b>1460000</b>	<b>1280000</b>	<b>320000</b>	<b>1600000</b>	<b>1408000</b>	<b>352000</b>	<b>1760000</b>

Table 5 gives an indicative budget based on the MOES proposal for the Medium Term Expenditure Framework (MTEF) III to the National Planning Commission (NPC). However after the MTR consideration the budget for the FY 2006/07 and 2007/08 will be revisited

#### 5. Status of progress:

The overall progress of the SESP is described below in terms of physical and financial progress.

##### 5.1 Overall progress

###### Physical:

The table attached in annex 1 gives a detailed description of the physical progress in line with the approved annual work plan and budget of the last year (2004-2005). It unveils that the overall physical progress in district level activities was 93.2%, and the central level activities was 67%

The annex shows that the district level progress demonstrates an encouraging trend for most of the activities. However, it illustrates a very low progress for school construction. The central level activities could not be accomplished in time due to cancellation of the security printing press and delay in consultant's selection.

**Financial:**

The following table presents the financial progress of FY 2004/05

**Table 7: The category wise progress with cumulative is also compiled on the following:**

Category No.	FY 2003/04		FY 2004/005		Upto 2004/005	
	Total Budget	Expenditure	Total Budget	Expenditure	Total Budget	Expenditure
1		212.575		11503.3		11715.875
2		260.477		7431.400		7691.877
3		30.132		0		30.132
4		533.520		3390.4		3923.92
5		1.3		35.575		36.875
6		2307.902		4757.90474		7065.80674
7		0		0		0
8		294.55		2010.0		2304.55
9		1575.827		49602.971		51178.798
10		37.214		250.0		287.214
11		0		181.720		181.72
12		1001.308		960.728		1962.036
<b>Total</b>	<b>15000.0</b>	<b>6254.805</b>	<b>111120.80</b>	<b>80123.99</b>	<b>14499.51</b>	<b>86378.802</b>

The SESP annual budget after final adjustment is RS.111120.80 million and the expenditure against the final allocation is Rs.80123.99 million which is 72.10% of the adjusted amount.

## 5.2 Performance outcomes:

The outcomes of lower secondary and secondary education in respect to selected indicators are interpreted below.

### 5.2.1 Lower Secondary Education

**Table 8: Outcomes of Lower Secondary Education in selected indicators**

SN	Indicators	1998	1999	2000	2001	2002	2003	2004	2005
1.	Gross Enrolment Rate	53.4	56.9	58.3	63.2	57.4	60	80.3	
2.	Net Enrolment Rate	30.5	31.3	33.3	39.4	40.9	42	43.9	
3.	Pupil Teacher Ratio	38.1	37.1	37.7	39.7	40.4	40.5	55.7	
4.	Repetition Rate in Grade 8	14	14.6	12.2	10.6	15.2	18.6	NA	

### 5.2.2 Secondary Education

**Table 9: Outcomes of Secondary Education in selected indicators**

SN	Indicators	1998	1999	2000	2001	2002	2003	2004	2005
1.	Gross Enrolment Rate	38.7	39	37.1	43.8	44.8	46.4	50.4	
2.	Net Enrolment Rate	18.2	19.1	20.2	20.8	20	29.5	32.0	
3.	Pupil Teacher Ratio	22.5	20.1	19.1	23.8	21.1	21.9	29	
4.	Repetition Rate in Grade 10	13.7	11.1	1.5	10.3	13.9	17.9	NA	

The above table 15 and 16 reflect that the SESP target of raising the gross enrolment rate in lower secondary education from 55% to 65% by 2007 is achieved as reflected by the rising trend of GER in the school year 2002, 2003 and 2004. It indicates a very large jump in the school year of 2004. In the case of secondary education, the interpretation of GER indicates a gradual increase in the direction of achieving the target of 55% by 2007. A two percent increase in subsequent years of the SESP implementation would ensure its achievement, which seems to be realistic and possible.

The NER of 43.9% in the lower secondary education, when combined with the NER of present primary education of five years in order to transform it into eight years of basic primary education (excluding the year/s of pre-primary education) calls for serious preliminary efforts for its implementation as envisaged in the National Plan of Action for Education for All 2001-2015

### 5.2.3 Assessment of Secondary Education through the SLC performance: Pass percentage in the SLC examination

The table below shows the pass percentage of School Level Examinations (SLC) from 1994 to 2005.

**Table 10: Glimpse of pass percentage in SLC examination**

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Pass %	31.3	42.9	38.3	36.5	47.5	49.2	45.7	31.6	31	32.05	46.18	38.72

**Table 11: SLC results by subject performance, 2005**

Subjects	Full Marks	Total Students	Total Pass	Pass Percent	Average Marks, 2005	Average Marks, 2004	Average Marks, 2003
Nepali	100	216120	196493	90.92	44.8	43.14	42.67
Math	100	216086	112760	52.18	32.32	37.7	28.2
Social Studies	100	216089	174330	85.30	39.99	42.27	40.83
English	80	216068	126126	58.37	28.98	33.16	27.83
Science	75	216007	147083	68.09	27.61	28.99	25.87
HPE	75	215339	206278	95.79	38.79	39.58	NA

The above table indicates that students are gradually getting better performance in Nepali. However the effort has still to be made to improve classroom delivery and students learning in other subjects. In addition, 69307 students were passed in supplementary SLC examination resulting into combined passed percentage as 70.75 in total.

## 5.3 Component wise Progress

### 5.3.1 Learning Environment

**a. Physical Facilities:** With regard to status of school physical improvement program, selection of schools in all all 10 PIDs has been completed and a consultant hired for the preparation of Master Plan of 120 schools in 8 PIDs has already started the works. In 4 PIDs, DEOs are planning to publish notice for the construction of 466 classrooms using prefabricated structural steel materials procured by DOE last year. These

classrooms will be constructed with adequate consideration to adjust them within the framework of Master Plan, which is being prepared.

Minor civil works like rehabilitation and maintenance of classrooms, compound improvement and water supply installation in 6 PIDs (Humla, Jumla, Doti, Baitadi, Kailali and Rupandehi) have been started from the last fiscal year and will be further continued.

An additional program of toilet construction was launched last year with a target of 534 sets of toilets including boys and girls toilets in each sets and except few numbers in Doti district, all the construction work has been completed. Construction of buildings for enhancement of District Exam Facilities was targeted in 40 districts last year and construction work is in completion stage in 31 districts. Regarding the construction work for the conversion of 10 feeder hostels, work in 7 such hostels was started last year and will be completed within this fiscal year. In connection with the rehabilitation/expansion and new construction of 5 REDs, consultants were hired and survey and design preparation is in progress and will be completed within the second trimester.

**Issues:** Remoteness of the PIDs and insurgency effect have created a big challenge for the implementation of school physical facilities in these districts. Furthermore, as reported by the districts, all the lower secondary and secondary schools have need for the improvement of physical facilities and are requesting to cover all such schools.

Due to the lack of adequate toilet facilities, enrollment and retention of girl students have been severely affected, and so further toilet construction program should be launched to address this problems

Recruitment of Engineers and Overseers should be for program period (One time recruitment for up to 5 years) so that delay due to yearly recruitment is avoided.

**b. Incentives and scholarships:** The SESP Core Document proposed to provide a total of 36,100 scholarships within the program period. This program is intended to increase access to secondary education for those of disadvantaged, conflict-affected groups and children with disabilities focusing on girls' students.

In order to ensure that the support reaches the target groups and secures the intended outcome, a comprehensive study on review and redesigning of scholarship and incentive programs under primary and secondary education was undertaken. Based on the findings and recommendations of the study, the MOES/DOE developed an operational guideline (which was included in the implementation manual) to facilitate selection, distribution and monitoring of the schemes, followed by norms and eligibility criteria and scholarship distribution schedule with number of beneficiaries and amount required for the five years' period starting from 2003/04. Following are the different types of scholarship:

- Full scholarship of NRs. 1,700 yearly benefiting 29264 students.
- Support for the 80 students from ethnic minority groups.
- Grants for schools to support 9410 dalit and marginalized students.
- 419 Students with disabilities receiving Scholarship.

**c. Grants to school:** To create the learning environment with adequate physical facilities, the special SIP based grants were provided to the selected schools of 10 PIDs and SIP grants were provided to other remaining schools of those PIDs including the schools of other 65 districts of the country. Similarly grants for learning materials was also provided to all secondary and lower secondary schools.

**d. Support to female teachers:** An allowance in the form of incentive was provided to female teachers of selected districts in a view to create gender parity.

### **5.3.2 Curriculum Development**

The table in annex I shows that the progress made in the central level activities was satisfactory. The least progressed (85%) shown in the central level activities are grade eight assessments, life skills, ICT and local curriculum development.

Similarly, the progress of districts level program for district curriculum forum in getting feedback on curriculum and curricular content implementation and development was 75% and physical progress on dissemination of student's evaluation and curriculum and curricular content was 69.4% against of the financial progress 61.5%.

The Curriculum Reform Recommendation Committee has submitted its report to MoES for approval which is in the approval process. It has caused the delay of programs implementation. In consequent of this, there would be very limited time to prepare and orient the teachers in revised curriculum.

### **5.3.3 Teacher Development.**

**a. Centre level:** The physical progress of the teacher training development program was recorded 68.43% against the financial progress 59.40%. The highly satisfactory progress made in the program headings are:

- Printing and Distribution; Printing and distribution of demand driven teacher training package, curriculum training materials, materials for distance training namely self learning materials, trainer's guide, audio materials, visual materials , 45 day's training material for special need children, the head teacher's management training materials, TOT materials and tools for Monitoring and Evaluation.
- Conduct of TOTs and Trainings; TOT for Demand Driven Master Trainer and a three day seminars for SEDU chiefs.

#### **Programs having low progress are;**

- Support to private institutions under Faculty of Education for conducting workshops to adjust training materials, teaching materials and resource materials.
- Feasibility study of Lead Resource Centre, LRC.
- Development of Pre service Training Package and Conduction of TOT
- Establishment of ICT lab in five Campuses of Faculty of Education.
- Training of Trainers in 10 program intensive districts.
- Training of Trainers in 65 districts.

### **Program having no progress.**

- One month training on Curriculum planning and Management.
- Demand driven training curriculum development and revision.
- School based supervision and participatory training monitoring.

### **b. Teacher Development.(district level)**

#### **5.3.4 Institutional Development & Capacity Building.**

**a. Multimedia Web Site Development and visit:** The satisfactory progress has been found in these two programs.

**b. Consultancy Services:** The total package of consultancy envisaged in the Loan Agreement (LA) document was 48 person months international and 46 person months national. Initially, the total consultancy package was designed to address the needs considering SESP as a project. However, it could not be treated in isolation. There were other projects like the Basic and Primary Education Program (BPEP II), the Teacher Education Project (TEP) and other small scale projects supported by DANIDA, UNESCO and UNICEF for providing technical assistance to the MOES/DOE system. These various initiatives have eventually led us to minimize the need of consultancies originally envisaged in the agreement. Considering this, MOES finally approved only 23 and 26 person months national and international respectively. Concurrence to this from the donors was received to use it as a first package.

**c. Procurement Plan:** Procurement plan covering all the programs was prepared in time and activities were implemented as stipulated in the plan, however due to some difficulties in transportation caused by insurgency, some of the activities could not be completed in time. Hence the separate reporting of procurement is not produced because in this year there are no procurement above define threshold (US\$ 100000). Hence procurement report is not submitted. However, some procurement has taken as per the procurement plan given below:

- Prefabricated structural still materials, door and window.
- Procurement of CGI roofing sheet.
- Consultancy services for preparing detailed designed of 9 DEO buildings.
- Photocopy and computers for districts and center.
- Photocopy and line printers for OCE including Marking Centers.

Records are reconciled in the concern office.

### **6. Lessons learned:**

- Availability of objective and reliable data is indispensable for auditing the progress against the planned targets. This necessitates simplifying instruments for collecting school level data and enhancing capacity of resource persons, school supervisors, and head teachers to collect, verify, analyse and interpret data so that immediate interventions for improving the area with low performance could be undertaken at the implementation level.
- Since the program focus is to enhance community participation in the running and funding of schools with anticipated concept of flowing more resources directly to

schools with autonomy to allocate/reallocate and prioritise/reprioritise resources, capacity building at the local level ie. SMC members, parents, HTs, and RPs focused on strengthening the SIP process coupled with adequate fund to schools are most urgent.

**7. Conclusion:**

The outcomes of the lower secondary and secondary education are significantly high compared to the achievement made in the previous two consecutive years. Although the overall progress in terms of inputs and outputs for the fiscal year 2004-005 appears low at the centre level, the experiences gained during the course of implementation are most valuable, as they have contributed to increase the level of commitment at all levels contributing for improved implementation of this year's program. The regular meetings of the program partner's formation of core group to accelerate the program have been instrumental for continuous monitoring of the restraining factors down the road and taking strategic decisions immediately to respond to the bottlenecks for a drive to the program implementation. The increased coordination among the central line agencies, district and regional education offices and the program executing institution (DOE) is an indication towards increased effectiveness of program implementation. The new innovative initiatives such as : establishment of zonal desk at DOE, revisiting the role of Secondary School Supervisors and new system of RP recruitment have been seen instrumental to gear up the program progress.

## Progress Report of SESP, District Level Programs for FY 2061-062

S.N.	Main Activities of program	Unit	Annual Target 2061 to 62		Annual Progress			
			Physical	Budget	Physical	Budget	Physical %	Financial %
	Total of Recurrent Expenditures 65-3-830			666093.0		501113.57	93.9	75.23
<b>1</b>	<b>Development of Learning Environment</b>			570622.4		460022.13	101.3	80.6
1.1	Scholarship for targeted students, boys and girls @ NRs 700 and 1700	Person	24644.0	36412.0	27570	33683.11	111.9	92.5
1.2	Distribution of remaining amount of last year's Scholarship for targeted students, boys and girls	Person	4620.0	3880.0	4860	3066.70	105.2	79.0
1.3	Support program for the students from Chepang / Mushhar/Raute/Badi group (NRs 5000 yearly per student)	Person	80.0	870.0	89	486.50	111.3	55.9
1.4	Support to institution for the conflict affected and helpless students (NRs 7200 yearly per student)	Person	0.0	0.0	0	0.00	0.0	0.0
1.5	Grants for schools on the condition of not charging fees from Dalit and marginalized students	Person	9410.4	6572.9	10616	5857.60	112.8	89.1
1.6	Scholarship for disabled	Person	419.0	1981.0	680	1715.16	162.3	86.6
1.7	Grants for schools operating classes for deaf	School	2.0	215.0	3	215.00	150.0	100.0
1.8	Teacher support to the resource class for deaf	Class	4.0	404.0	7	380.61	175.0	94.2
1.9	Integrated support program for disabled	Person	0.0	1036.0	0	547.00	0.0	52.8
1.10	Grants for schools operating classes for blinds	School	4.0	1351.0	4	1351.00	100.0	100.0
1.11	Resource classes operation cost	Class	3.0	151.0	6	151.00	100.0	100.0
1.12	SIP based grants to Intensive schools of Program Intensive Districts	School	90.0	19986.0	75	16067.30	83.3	80.4
1.13	SIP based grants	Level	8582.0	281280.6	8689	229045.68	101.2	81.4
1.14	Grants for procuring learning materials	Level	8582.0	215739.0	8631	166944.47	100.6	77.4
1.15	Allowances for female teachers	Person	101.0	744.0	85	511.00	84.2	68.7
<b>2</b>	<b>Curriculum and evaluation</b>			17676.0	14909	10972.23	66.5	62.1
2.1	Program for district curriculum forum in getting feedback on curriculum and curricular		0.0	730.0	0	554.40	0.0	75.9

S.N.	Main Activities of program	Unit	Annual Target 2061 to 62		Annual Progress			
			Physical	Budget	Physical	Budget	Physical %	Financial %
	content implementation and development							
2.2	Dissemination of students evaluation and curriculum and curricular content	Person	21488.0	16946.0	14909	10417.83	69.4	61.5
<b>3</b>	<b>Development and management of teacher education</b>			31667.8	11118	18195.82	69.5	57.5
3.1	Conduction of trainers training for teacher	Person	20.0	0.0	0	0.00	0.0	0.0
3.2	Demand based In-service teacher training for teachers based on demand	Person	5048.3	9182.3	3327	6049.46	65.9	65.9
3.3	1 month in-service teacher training under 2.5 months training	Person	75.0	0.0	57	346.70	76.0	0.0
3.4	Supervision program for evaluation of additional 1.5 months training for those having 1 month training	Person	3832.3	17624.4	2773	8804.09	72.4	50.0
3.5	Conduction of contact session for 1.5 month teacher training and evaluation	Person	3832.3	2485.9	2569	1594.36	67.0	64.1
3.6	Grants for participants of 1.5 months in-service teacher training for orientation and project preparation and presentation	Person	3699.5	2375.3	2392	1401.21	64.7	59.0
3.7	Orientation training for evaluation of 1.5 months in-service teacher training	Person	10.6	0.0	0	0.00	0.0	0.0
3.8	Strengthening of science lab and others in SEDUs		1.0	0.0	0	0.00	0.0	0.0
3.9	Development of Libraries in SEDUs		1.0	0.0	0	0.00	0.0	0.0
<b>4</b>	<b>Institutional Management and Capacity Development</b>			18837.2	12477	11923.39	72.5	63.3
4.1	Conduct Head teacher certification training in PIDs	Person	595.0	4096.0	262	1936.25	44.0	47.3
4.2	Conduct 1 month Head teacher certification training	Person	176.5	0.0	0	0.00	0.0	0.0
4.3	VDC/VEC, Community orientation, awareness and follow-up in PIDs	Person		1037.0	677	757.60	0.0	73.1
4.4	VDC/VEC, Community orientation, awareness and follow-up	Person	4929.0	3078.2	4615	1853.01	93.6	60.2

S.N.	Main Activities of program	Unit	Annual Target 2061 to 62		Annual Progress			
			Physical	Budget	Physical	Budget	Physical %	Financial %
4.5	Operation cost of Feeder hostel		370.0	3474.0	77	2587.06	20.8	74.5
4.6	Orientation for operation of Feeder hostels		880.0	256.0	414	78.00	47.0	30.5
4.7	Training on School Improvement Plan	Person	7878.3	6215.0	6423	4129.48	81.5	66.4
4.8	Management of Engineers and Overseers		0.0	0.0	0	0.00	0.0	0.0
4.9	Program monitoring		2.0	681.0	9	582.01	450.0	85.5
	Total of Capital Expenditures 65-4-830			210526.0	128	46409.47	53.8	22.0
<b>1</b>	<b>Development of Learning Environment</b>			142873.0	95	29479.94	97.4	20.6
1.1	School construction and rehabilitation	Number	90.0	74467.0	89	25490.20	98.9	34.2
1.2	Materials for School Construction	Number	0.0	56282.0	0	302.80	0.0	0.5
1.2	Extension of Female Hostel and class room construction	Number	2.0	2800.0	1	0.00	50.0	0.0
1.3	Transform to female hostel	Number	5.0	9324.0	5	3989.74	100.0	42.8
<b>2</b>	<b>Curriculum and evaluation</b>			33300.0	31	16696.53	85.6	50.1
2.1	Construction and rehabilitation of RED building	Number	3.0	5700.0	0	0.00	0.0	0.0
2.2	Construction work for strengthening district examination committee facilities	Number	30.0	27600.0	31	16696.53	103.3	60.5
<b>3</b>	<b>Development and management of teacher education</b>			6750.0	0	0.00	0.0	0.0
3.1	Procure land for construction of new SEDUs		0.0	0.0	0	0.00	0.0	0.0
3.2	Construction of new SEDUs	Number	0.0	0.0	0	0.00	0.0	0.0
3.3	Development of model RC building	Number	8.0	6750.0	0	0.00	0.0	0.0
3.4	Construction work for extension of SEDUs	Number	0.0	0.0	0	0.00	0.0	0.0
<b>4</b>	<b>Institutional Management and Capacity Development</b>			23875.0	2	233.00	1.4	1.0
4.1	Procure Computer, Photocopy, Fax, Overhead Projector	Number	58.0	23375.0	0	0.00	0.0	0.0
4.2	Procure Motor cycle	Number	3.0	500.0	2	233.00	66.7	46.6
	Grand Total			876403.9	93.2	547523.04	84.3	62.5

(This report is based on the reports from 74 districts)

## Central level (Budget Head No. 65-3/4-430) Progress, FY 2004/05

SN	Main Programs	Unit	Target for FY 061/62			Physical Progress in %	Weight age	Remarks
			Physical Quantity	Annual Budget	Weight age			
<b>Recurrent Cost (65--3-430)</b>				305025	94.5			
1	Development of Learning Environment							
1.1	Rapid assessment and survey of Schools in Mugu, Bhajhang, Pyuthan and Achham.	District	4	400	0.12	100	0.12	
1.1.3	Engineering consultancy service for preparation of survey, design and cost estimate for classroom and multipurpose room.	Times	1	600	0.19	80	0.15	
1.2	Depot management	Number	6	900	0.28	0	0	Not procured
1.3	Support to educate girls, dalit, backward/ethnic group and poor.	Person	3500	17500	5.42	0	0	Virement to ....
1.4	Support to conflict affected students and schools and school as a zone of peace.			7666	2.38	0	0	Virement to ....
				27066	8.39			
2	<b>CURRICULUM AND ASSESSMENT</b>							
2.1	One month in-country training for curriculum development and management.	person/day	90	900	0.28	0	0	Being Not relevant
2.2	Central and Regional Workshops and consultation for the inclusion of life skill and vocational elements within the National Curriculum Framework.(Regional 3days, central 3 days)	person/day	4076	1000	0.31	100	031	
2.3	Studies on Grade 8 assessment, Inclusion of life skill, vocational skills, ICT and local curriculum.	Subject	4	2500	0.77	100	0.66	
2.4	Work shop/ meeting/report preparation of regional curriculum sub-committee for feed-back to curriculum and text book implementation and development	Region	5	250	0.08	100		RED Conducted, reports yet be received
2.5	Development and distribution of working procedure to district and regional curriculum sub-committee	Report	1	50	0.02	100	0.02	Printed and distributed
2.6	Organization of workshop for Materials development and dissemination on student evaluation, curriculum and text books.	Person		2600	0.81	100	0.81	
2.7	Regional Workshop for ICT, vocational life skill based curriculum development.	Person	70	250	0.08	100	0.08	
	Instructional materials.							
2.8	Work shop for finalizing the national curriculum frame work (grade 1-12) and report writing.	Report	1	100	0.03	100	0.03	
2.9	Brail book production and distribution of grade 6-10	Set	250	3000	0.93	100	0.93	

SN	Main Programs	Unit	Target for FY 061/62			Physical Progress in %	Weight age	Remarks
			Physical Quantity	Annual Budget	Weight age			
	<b>Lower Secondary and Secondary Level</b>							
2.10	Development of audio cassette for the students of special needs. (Lower Secondary level)	Subject	15	300	0.09	0	-	Selected party doesn't agree
2.11	Development of grade 8 civic and moral education textbook, testing population and environment lesson units, development of audio cassette of English subject. (Lower Secondary level)	Subject	15	1000	0.31	100	0.31	
2.12	Teacher training for the up-dating specification grids and teacher's guide of core subjects.( Secondary level)	Subject	2	200	0.06	100	0.06	6 Subjects completed
2.13	Revision and CRC preparation of existing secondary level curriculum.	Subject	6	500	0.15	100	0.15	
	<b>Student assessment, quality of examination and improvement efficiency.</b>							
2.14	Development and testing of evaluation materials on the basis of new assessment policy, reports with feed-back for training material development.	Package	2	500	0.15	100	0.15	
	Class 8 and S.L.C. Examination.							
2.15	Development of training package for the examination committee personnel's of districts and regional level.	Number	1	48	0.01	100	0.01	
2.16	Training for examiners, question setters, editing panels, head markers, oral testing, practical examination moderator and print and distribution of model questions for rural schools.	person	5525	3606	1.12	100	1.12	
2.17	Development of micro film of examination records.	Ledger	1	2000	0.62	0	-	No approval from ADB
2.18	Development of teacher support material for practical examination.	Subject	1	148	0.05	100	0.05	
2.19	Work shop on identification and development of examination materials for student with special needs.		1	74	0.02	100	0.02	
2.20	Original Certificate printing and distribution for S.L.C. graduates.	Number	125000	2850	0.88	100	0.88	
				21876	6.78			
3	<b>Teacher Education, Development and Management</b>							
	<b>Pre-Service teacher Training</b>							
3.1	Support FOE campuses including private providers for workshop and meeting in order to synchronize training curriculum and teaching aids and resource materials	Number	100	500	0.15	25	0.04	Proposal invited but not received for out sourcing

SN	Main Programs	Unit	Target for FY 061/62			Physical Progress in %	Weight age	Remarks
			Physical Quantity	Annual Budget	Weight age			
	<b>Demand driven teacher training</b>							
3.2	Demand driven training curriculum development and revision for the teachers of 75 districts.	Subjects	11	550	0.17	100	0.17	Local trainers used
3.3	Demand driven teacher training package printing for teachers of 75 districts.	Copy	7000	440	0.14	100	0.14	Photo copy done
3.4	MTOT for DD teacher training (75 districts 11 subjects)	Number	150	846	0.26	100	0.26	
	<b>In-service teacher training</b>							
3.5	Training material, trainers guide development and MTOT	Subject	11	2700	0.84	100	0.84	
3.6	Curriculum, training materials and trainers guide printing and distribution.	Copy	6500	1175	0.36	100	0.36	
3.7	Training material development for distance mode ( such as 5 subjects in lower secondary , 6 subjects in secondary, self learning materials 11, teacher guide 2, audio materials 132 and visual materials 40)			3700	1.15	100	1.15	
3.8	Test item preparation, administration and result publication of in-service teacher training.(2.5 & 1.5 months )	Teacher	5200	1600	0.50	100	0.50	
3.9	Development, testing, printing, disseminate and distribution of monitoring and evaluation tools.	Copy	1000	150	0.05	100	0.05	Dissemination to be done
3.10	Monitoring of school based supervision and participatory training.	Persons	2600	900	0.28	0	-	No training, no monitoring
3.11	Multi media production and web site development for lower secondary and secondary teacher training.	Number	22÷1	900	0.28	100	0.28	
3.12	Printing of training manual and conduct of 45 days teacher training to address the learning needs of children with disabilities	Teacher	45	1427	0.44	100	0.44	
	<b>Improving INSET Facilities</b>							
3.13	Feasibility study to establishment of Lead Resource Centre	Time	1	400	0.12	100	0.10	Study completed, report in progress
3.14	3 days workshop for SEDU Chiefs	Number	25	300	0.09	100	0.09	
	<b>Increasing Number of Female Teachers from Disadvantaged Groups</b>							
3.15	Pre-service teacher training package development and TOT conduction	Subject	11	500	0.15	25	0.04	TOT not conducted
	<b>ICT Teacher Training</b>							
3.16	Feasibility study for establishing ICT labs in five FOE Campuses	Research	1	1000	0.31	10	0.03	No proposals for study
3.17	Develop per-service teacher training ICT literacy module and curriculum for pre/in-service specialist ICT teacher	Package	2	296	0.09	0	-	No proposals for study
3.18	In service teacher ICT module	Person	85	300	0.09	85	0.08	72 persons trained

SN	Main Programs	Unit	Target for FY 061/62			Physical Progress in %	Weight age	Remarks
			Physical Quantity	Annual Budget	Weight age			
	training in private institutions							
				17684	5.48			
4	<b>Institutional Management and Capacity Building</b>							
	<b>Training for VDC &amp; SMC Members</b>							
4.1	Printing and distribution of SIP and VEC training packages	Copy	23500	750	0.23	100	0.23	
4.2	6 day TOT for 10 PIDs on SIP	Person	25	300	0.09	92	0.09	23 persons trained
4.3	TOT for 65 districts	Person	140	825	0.26	100	0.26	
4.4	School based support program			2226	0.69	10	0.07	30 persons, 1 workshop in Rupendehi
	<b>In-country HT training</b>							
4.5	Revision, Printing and distribution of HT management training package	Copy	1500	300	0.09	100	0.09	
4.6	Developing, testing, printing and distributing trainers guide	Copy	200	100	0.03	100	0.03	
4.7	ToT for 10 PIDs districts	Person	50	350	0.11	60	0.07	30 persons trained
4.8	ToT for 65 districts	Person	150	1050	0.33	54	0.18	81 persons trained

**7. Outstanding issues:**

The outstanding issues reflected in the SESP Joint Review Mission, Aide Memoire, May 3-6, 2005 are described below.

**Action plan SESP May 3-6, 2005 Aide Memoire**

S.N.	Areas	Action	Time	Responsible	Progress
1	Education in conflict	Prepare and forward a revised proposal addressing conflict mitigation with budget allocation.	May 2005	DOE/ PBS	Prepared and forwarded to Donors
2	ASIP 05/06	Recalculate the budget for the ASIP 05/06 and present in the SESP monthly meeting	June 2005	DOE/ PBS	Prepared and forwarded to Donors
3	Programme progress	Prepare and present concrete proposal regarding the need for reallocating resources for additional classroom construction in PIDs and learning materials for schools and free textbooks for disadvantaged students	May 2005	DOE/ PBS	Prepared and forwarded to Donors
4	Capacity Development	Prepare an operational, concise and costed plan to reflect the essence of the capacity development plan	October 2005	DOE/SSMS/ PSMS	Work in progress
5	Letters of authorization	Get letters of authorization for granting for utilization of Education Training Centre -B, former SEDUS	October 2005	NCED	The SEDUs were already treated as Education Training Center B(ETC) by the decision of Cabinet in August 2004.
6	Decentralization guideline	Develop guidelines for decentralizing all aspects related to district and sub- district construction (safety/ quality balanced with local influence, authority and participation)	July 2005	DOE/PPS	Work in progress (the first draft prepared)
7	Monitoring	Develop a proposal involving a mechanism for independent verification of activities, disbursement and funds utilization, especially at local and school level	Sept 2005	DOE/ MSS	Work in progress
8	Auditing	Present the audit report in the SESP monthly meeting	July 2005	DOE/FMS	Prepared SESP 2003/04 Audit report and forwarded to Danish Embassy on October 24, 2005

S.N.	Areas	Action	Time	Responsible	Progress
9	Mid-term review	Prepare and present a long term budget forecast, defining the foreseeable percentage balance between components as part of the preparation for the MTR Indicate issues to be considered in MTR	June 2005	DOE/SSMS	Work in progress

### Progress update of compliance to loan covenants

Sector	Remarks / Issues
1. DOE shall do selection of PIDs in accordance with criteria development under the DANIDA funded interim Project and approved by MOES.	Humla, Doti, Jumla, Baitadi, Kailali, Rupandehi, Mugu, Bajhang , Achham , Pyuthan were selected as 10 PIDs.
2. Selection of Schools in the PIDs shall be done DOE in accordance with criteria developed under the mid term review of BPEP II.	Criteria developed, and selection of schools in Humla, Doti, Baitadi, Kailali, Jumla and Rupandehi completed.
3. Within three months of the Effective Date, DOE shall develop criteria for each of the following project activities: (a) eligibility for student scholarships; (b) eligibility for scholarships for in-service teacher training; and (c) eligibility for scholarships for overseas training.	a) Criteria for eligibility for student scholarships developed and implemented. b) Criteria for eligibility prepared with focus on seniority and Permanence. In case of Female, Disabled and Ethnic group temporary teachers can be eligible. .
4. DOE shall ensure that the SMC's, or in their absence the VECs, shall identify the first group of scholarship students within but not later than two months before the commencement of the school year following the development of the criteria.	The eligible student to receive scholarship identified within two month of school year 2061(2004/2005) and distributed accordingly.
5. The curricula and materials to be developed under component 2 of the project shall be developed with due consideration to cultural diversity, gender and disability.	Draft National Curriculum Framework and Assessment Policy prepared. The documents are almost ready for forwarding Council approval
6. Within six month of the effective date, CDC shall establish a Student Assessment Unit (SAU) with a mandate to develop schemes for classroom assessments for students. The SAU shall develop such schemes within 18 months of the effective date.	School assessment unit functioning with one Under Secretary and two Section Officers. Besides, one Computer Operator and one Assistant have also been assigned.
7. DOE shall ensure that CDC shall be actively involved in the development of teacher training modules through curriculum reviews and representation on curriculum development committees whenever necessary.	The NCED has already involved the CDC experts in the development of teacher training modules through curriculum reviews. The newly formed Core Group under SESP is the instrument in this direction.
8. Within two Year of the effective date, MOES shall merge the NCED, SEDEC and DEC in to the national institute for education development (NIED) which shall serve as the Apex organization for teacher development for the entire school sector.	Re-structuring and re-organization of the MOES/DOE is completed. and functioning.
9. Within three months of the effective date, MOES shall establish school Inspectorate with a mandate to monitor educational quality and shall approve 8 positions.	A school inspectorate under Monitoring Division of the MOES is functional.
10. Prior to the organization of each of the educational institutions, DOE together with the concerned institution, shall prepare a staffing needs assessment for that institution, including a plan for redeployment of staff as needed and appropriate.	The institutions reorganized and the new structure is in operation.

<b>Sector</b>	<b>Remarks / Issues</b>
11. At the time of the re-organization of DOE, as per the recommendations of the mid-term review of BPEP II, MOES shall take in to account the establishment of a school division, covering both primary and secondary education.	Re-structuring and re-organization of the MOES/DOE completed and functioning.
12. Within one year of the Effective date, the Borrower shall make training for Head teacher mandatory.	Policy formulated and the training program started.
13. Within two years of the Effective date, NIED shall develop a curriculum for a ten-month pre-service professional training for teachers for lower secondary and secondary education. For in-service teachers, an equivalent training shall be mandated for licensing.	Draft training curriculum for in-service teacher training prepared. For licensing, teacher training is made mandatory. But in the case of women and disables this case is relaxed for two years from May 25, 2002
<b>Environmental</b>	
1. Ensure that design, extension, upgrading, renovation and operations of facilities under the project shall follow the Borrower's environmental requirements, the Bank's environmental guidelines for Selected Infrastructure Development Projects and other relevant Bank guidelines on environment.	In consultation with the World Bank, The National Environment Guidelines for school Improvement and Facility Management developed and in operation.
<b>Financial</b>	
1. Take all appropriate and necessary measure to allocate sufficient resources to cover all recurrent costs related to the project.	Sufficient resources are allocated to cover all recurrent cost in the regular budget as per the govt. policy and categorization of budget under recurrent and capital expenditure is made from 2004/2005.
2. Ensure that all necessary and appropriate measures shall be taken to staff the following positions: a) 75 staff for SEDUs, b) 75 district planning officers, c) 5 staff for CDC d) 2 staff for OCE e) 4 staff for REDs f) 2 staff for NIED and g) 2 staff for DEC.	Existing officers at DEOs had been assigned with the responsibility of Planning officers
<b>Others</b>	
1.Established, staffed and operating PMU- PIU DOE shall be the Executing Agency and the Director General of DOE shall be the Project Director. Government Education Agencies including NCED, SEDEC, CDC and OCE shall be the Implementing Agencies for the Project.	Project management committee under the chairmanship of joint secretary of MOES, planning division is formed.
2) Fielding of consultants	EOI received and in the process of short listing. R.F.P. issued for hiring Engineering consultancy services and for hiring Education consultancy services, TORs sent to the ADB for no objection letter.
3) Ensure that prior to the award of any civil works contracts, all land including public land, proposed for construction or re-habilitation of any facilities under the project shall be screened for re-settlement effects.	No effect is found.

Sector	Remarks / Issues
4) Prepare a maintenance plan for all facilities constructed, extended, upgraded or renovated under the project. Budgets should be made available to fund the maintenance plan.	50% of the SIP fund has been provided to 10 PID schools as a maintenance fund. Schools manage Rs 25,000/- as a counter part fund.
5) The Borrower, DANIDA and the Bank shall jointly undertake a mid-term review ( MTR) of the project. The MTR shall: a) review the project scope, design, implementation arrangements, in particular modalities of fund flows to districts and institutional processes, b) Identify the recommended changes needed in any of the areas mentioned in (a), (c) Access implementation performance against agreed indicators in the log frame, and d) identify critical issues and constraints if any.	A committee is proposed to be formed.
6. DOE shall develop a base line for performance monitoring in accordance with the Bank's Project Performance Management System handbook, and establish a systematic project performance monitoring including benefits monitoring and evaluation. The indicators to be collected and the form and content of reporting shall be agreed upon between DOE, DANIDA and the Bank.	
7. Submit to the Bank Progress reports every 4 months	Report of last trimester submitted up to March 2005.
8. Promptly after physical completion of the project not later than 3 months thereafter or such later date as may be agreed upon	