

**International Institute
for Educational
Planning**

(IIEP)

NEPAL

**Improving
decentralized
management
and district planning
through strengthening
EMIS and
School mapping**

An IIEP Capacity-building
programme in Nepal

**PROGRAMME
PRESENTATION**

December 2001

Summary

The Nepalese government is undertaking a comprehensive reform of its education sector, with a particular focus on basic and primary education. An important objective of this reform programme is to improve the management of the system through a policy of decentralisation. There is a need to strengthen the planning and management skills of staff at decentralised levels, and especially at the district.

Turning school, cluster and district planning into a rational and integrated process, which relies on and is linked to a strong information management system, is the overarching objective of the capacity-building programme, which the IIEP proposes to implement in Nepal. This programme will consist of two components, focussing respectively on school mapping and micro planning and on EMIS. It will cover basic education (early childhood, formal and non-formal primary education) and lower secondary education.

The **expected outcomes** of the programme are as follows:

- The creation of a core team which can continue training and assisting district-level staff in EMIS and school mapping & micro-planning, after the IIEP technical assistance comes to an end;
- The elaboration of two sets of training materials, including practical exercises, based on a Nepalese district, available in English and in Nepali;
- A strategy for strengthening EMIS and implementing school mapping, appropriate to the characteristics of the distinct geographical areas of Nepal;
- The strengthening of the EMIS at central level and its setting up in a selected number of districts;
- The intensive training of teams from selected DEOs in 10 to 16 districts in school mapping and micro planning and in EMIS;
- The training of relevant staff from all DEOs in the basic principles of micro-planning and EMIS;
- The implementation of school mapping & micro-planning in a selected number of districts.

This training and capacity-building programme covers three years. During the first year, a core team will be trained, a pilot exercise on school mapping and on EMIS will be carried out in one Terai district and training materials will be prepared. During the second year, a pilot exercise will be carried out in one Hill district, several district teams from the Terai will be trained and assisted with implementing their school mapping and with setting up their EMIS. During the third year, several teams from the Hill and Mountain districts will be trained and assisted on the job, while further support will be given to the Terai districts, which were trained in the preceding year. Throughout the second and the third year, brief workshops will be organised for all districts in the basic principles of effective data management, analysis and use. Towards the end of the programme, the focus will turn towards developing a strategy, to ensure the generalisation of the programme to all districts in the following years.

Background

The Nepalese government is undertaking a comprehensive reform of its education sector, with a particular focus on basic and primary education. An important objective of this reform programme is to improve the management of the system through a policy of decentralisation. The Basic and Primary Education Programme (BPEP) which is now in its second phase, foresees that more decisions will need to be taken by actors in the District Education Offices (DEOs), the Resource Centres and the schools themselves.

For this decentralisation policy to have better chances to succeed, several elements need to be in place.

It is recognised that there is a serious need to *strengthen management and planning capacities at the district level*. The present priority, for all DEOs is to ensure, within their respective districts, universal enrolment into basic education (including through non-formal approaches) and to improve the quality and efficiency of the school network. In this regard, most offices will need to re-organise their system, e.g. by restructuring the school network, re-deploying teachers, identifying areas where there is a need for non-formal education and for Early Childhood Development centres. At present, most DEOs do not have the necessary skills to undertake such forward planning, based on a clear identification of priorities and on projected developments. These offices have planning and statistics staff, but these persons have little experience neither any specific training. Systematic planning, by preparing a diagnosis of the situation of the district, identifying priority actions, making projections, and then drawing up feasible proposals for the improvement of the district's education system, is precisely what school mapping is all about. School mapping and micro planning is indeed much more than simply putting schools on a map, it concerns the whole process of deciding how best to organise your education system so that it offers an education of quality in an efficient and equitable way.

A successful decentralization policy demands *a strong and confident central service*. It is important therefore that planning and statistics departments within the Ministry of Education¹ be strengthened, so that they can offer the necessary advice to DEOs. The existence, at present, of two planning and two statistics units, one serving the Ministry as a whole, and one serving the Department of Education alone, might need to be reviewed, in order to reinforce the staffing of these crucial units. At the same time, additional training will help the present staff in carrying out its duties more effectively. The Department of Education, which is in charge of the implementation of basic education programmes, is the most appropriate entry point for this programme.

For planning and management to be effective, good information is necessary. Information can be considered good, when it is relevant (i.e. related to the policies and priorities of the country), up-to-date and contains a clear message. In other words, a crucial pre-condition for efficient planning and management concerns the existence of

¹ The Ministry of Education and Sports consist at present of different departments, including the Department of Education. We will, in this proposal refer systematically to the Ministry of Education as one entity, including all department, centres and sections, at central level. Where appropriate, specific departments and units will be identified.

a functioning Educational Management Information System, at all levels where decisions are made. The Ministry of Education has set up an EMIS at central level, which has been supported through different projects and training activities in recent years and performs an effective job in challenging circumstances. However, in the districts and below, information is badly organised, and seldom used for decision-making. Strengthening the EMIS at central and decentralised levels will include several steps, such as: streamlining the data collection procedures; improving data entering and data analysis; giving special attention to communication of the information; ensuring that information be used by the decision-makers, at all levels, from headteachers over resource persons and district staff, to central level personnel.

Turning school, cluster and district planning into a rational and integrated process, which relies on and is linked to a strong information management system, is the overarching aim of the capacity-building programme, which the IIEP proposes to implement in Nepal. The EMIS and school mapping & micro-planning activities will indeed accompany the decentralization process and will be linked to the preparation of district education plans. The IIEP will work in close co-operation with other institutions and/or agencies who will be involved in strengthening the decentralization process. In this regard, discussions are under way with NIEPA, which is involved in a related component of the BPEP II.²

² It would be most advisable that early in the programme, the IIEP and NIEPA undertake a joint mission in order to ensure co-ordination and collaboration in those areas of interest to both partners.

Objective, expected outcomes and target groups

The overall **objective** of this programme is improve the educational planning process at different levels, by building the capacities of selected staff at central and district levels in the areas of school mapping and micro planning and of EMIS, and by ensuring that a core team of trainers in these areas exist within the country. It will cover basic education (early childhood, formal and non-formal primary education) and lower secondary education.

The **expected outcomes** of the programme are as follows:

- The creation of an experienced and skilled core team which can continue training and assisting district-level staff in EMIS and school mapping & micro-planning, after the IIEP technical assistance comes to an end;
- The elaboration of two sets of training materials, including practical exercises, based on a Nepalese district, which will be available in English and in Nepali;
- The development of a strategy for strengthening EMIS and implementing school mapping & micro-planning, appropriate to the particular characteristics of the distinct geographical areas of Nepal;
- The strengthening of the EMIS at central level and its setting up in a selected number of districts;
- The intensive training of teams from selected DEOs in 10 to 16 districts in school mapping and micro planning and in EMIS;
- The training of relevant staff from all DEOs in the basic principles of micro-planning and EMIS;
- The implementation of school mapping & micro-planning in a selected number of districts.

Decentralization demands a strengthening not only of the actors at district level, but also of those at central level, who have to give support to and monitor the district offices. As such, our programme will focus mainly on the following **personnel**

- The staff in the district offices, in charge of policy-making, planning, statistics and EMIS;
- The staff of the Ministry, involved in planning, school mapping, monitoring, statistics and EMIS.

We want to stress here that from in the beginning **an exit strategy** is built in the programme. It is expected that, after three years,

- The core team will be sufficiently strong and experienced, to continue training and assisting district level staff;
- Training materials will be available in Nepali;
- A strategy to train staff and to implement school mapping and EMIS will have been tested out in two different contexts: a Terai and a Hill district;
- A strategy on the generalisation of school mapping and EMIS will have been developed and the necessary measures identified to implement this strategy;
- Central level staff and several districts will have received support during more than one year, so that certain practices will easier be integrated into their normal work schedule;

- National institutions will have been involved and some of their staff trained, to take over the management of the training programme³.

Main strategic principles

The following principles underlie the draft proposal:

- This capacity-building programme is developed in order to ***support and improve the decentralization policy***, which the Ministry of Education has adopted and which puts great emphasis on the role of the districts and on district planning. As such, the activities in the two fields (school mapping/micro planning & EMIS) will be closely linked; both fields relate to a similar process: data collection, analysis and use for better decision-making.
- The programme aims not simply at developing technical skills, but also at ***changing the decision-making process***. As such, it will include, in addition to workshops of a more technical nature, “awareness-raising” seminars for decision-makers.
- This programme will develop a ***clear and easily understandable methodology***, of practical use for the District Education Offices (DEOs). Most of these offices do not have staff with experience or training in planning or statistics. The programme will elaborate this methodology, by working in and with DEOs in some pilot districts.
- There is a profound ***need for co-ordination*** with ongoing activities. The programme will use as much as possible what exists and build upon this. Many surveys, research, consultancies and projects have been undertaken in school mapping as well as in EMIS. Much of this is useful, and the programme will therefore avoid, as far as possible, to undertake new surveys. This implies in particular that (1) for school mapping & micro-planning we will use the existing data, with some spot-checks here and there and a limited additional data collection in a few Village Development Committees (VDCs), and (2) the EMIS component will start off from the conclusions of recent and less recent consultancy reports.
- While much has been done, little seems to have been integrated in the system. There are very many reasons for this, but two seem to be particularly important.
 - Speed – to fulfil agreed upon targets – seems to have been a priority, to the detriment of depth.
 - The weakness of existing practices is in part related to the lack of skills (although we met very many competent staff) and to scarce resources (from our observations however, human resources were sufficient, but at times badly distributed). What seemed more important is the lack of a culture of public

³ Several such institutions exist in Nepal. Among those, two are partners of the IIEP: the NCED and CERID. The NCED, which has the mandate within the Ministry for training education management staff, could be given the responsibility to administer and manage the training programme, while for the actual training activities it will have to rely on other staff, including from CERID, the University and on the members of the core team.

accountability and of quality assurance. Changing an institutional culture cannot be imposed from outside and takes time.

For these two reasons, the programme has chosen to *work in depth in a rather small number of districts*, rather than to spread resources and efforts thinly over a wide number. It is better to have a profound impact on a few districts rather than a superficial impact on many.

- While such a pilot approach will allow the programme to have a profound influence on selected districts, there is a need at the same time to *start off an overall reform process* in all district offices, through smaller-scale activities, and to support the central Ministry to improve the EMIS and school mapping activities which are already under way. In order to do so, the programme foresees
 - to offer brief training courses to staff from all district offices on the basic principles of micro-planning and EMIS
 - to develop a strategy for generalisation of school mapping and EMIS throughout the whole country
 - to create a nucleus of trainers and a set of training materials, so that further capacity-building can be done.
- The above comments also imply that, rather than to work with outsiders e.g. from private companies, the programme will *work as much as possible with staff who belong to the education system*, at central and district level. They will be the main beneficiaries of this capacity-building programme, and are meant to become its resource persons.
- Because the programme's main partners will be the Ministry/Department and DEO staff, it is crucial that the *training be integrated into their daily work*. The training will therefore take the form of practical workshops, where all participants will work together on activities, which form part of the job description of such staff.
- The programme will be *continuously monitored*. This monitoring will take different forms. At the end of each year, there will be a formal evaluation meeting with all partners involved in the programme. The outcome of the evaluation at the end of the first year will determine the continuation of the programme. The evaluation shall cover such issues as: have the criteria concerning district selection and core team members selection been respected? has the staff involved in the programme, at central and district level, remained in place? Were all activities implemented in time? Are the exercises and training materials relevant and useful for the Nepalese participants? In addition to this formal evaluation process, IIEP staff will prepare brief reports after each mission and will remain in close contact, throughout the programme, with the core team members.

Activities

This training and capacity-building programme covers three years. The proposal is quite detailed as far as the first year is concerned, but remains more tentative for the two succeeding years. The formal evaluation meeting at the end of the first year will evaluate the progress made and the obstacles encountered and will define more precisely the activities for the second year. A similar meeting will take place at the end of the second year.

The programme will cover basic education, which includes formal primary education, Early Childhood Education and non-formal basic education. The personnel involved will be mainly staff from the central Ministry and from the district offices, but other bodies, such as the Village Development Committees might need to be involved.

The planned activities are presented in the following paragraphs. We will first present those which form part of the school mapping & micro-planning component, and then those included in the EMIS component. Some activities are joint, partly because the pilot districts will be the same for the two components. Where necessary, references will be made. Finally, some proposals will be made for activities which could accompany the implementation of this programme.

School mapping and micro-planning

During the first year, the core team will be trained, a pilot exercise will be carried out in a Terai district and training materials will be prepared. During the second year, a pilot exercise will be carried out in a Hill district, several district teams from the Terai will be trained and assisted with implementing their school mapping. During the third year, several teams from the Hill and Mountain districts will be trained and assisted with implementing their school mapping, while further support will be given to the Terai districts, which were trained in the preceding year. Towards the end of the programme, the focus will turn towards developing a strategy, to ensure the generalisation of the school mapping approach to all districts.

The following paragraphs present in more detail the different stages.

The first year

1 Identification of the pilot Terai district.

We have identified the following criteria for the selection of this district; they are listed in order of importance:

- It will be one of the five bottom-up districts, where several activities in the framework of the decentralisation policy will be implemented⁴;
- It should be one of the priority districts where the BPEP II foresees the financing of some school rehabilitation, i.e. where the overall GER is less than 100% and the NER for girls less than 60 %.

⁴ NIEPA will intervene in the same districts, and, as such, this will facilitate co-ordination.

- There should be some stability of staff, and the District Education Office should be rather well managed. It does not make much sense to undertake a pilot exercise in an environment which is entirely non-conducive.
- It should be rather easily accessible from Kathmandu.
- It should have a computer (this is already the case for most districts and should be for all within a few years).
- It should be one of the districts where either the PDDP or the LGP have been or are being implemented.

2 Identification of the members of the core team.

This core team should consist of the following people:

- Three or four members of staff from either the Ministry of Education or the Department of Education (DoE): one could be involved in Planning, a second in Statistics and/or EMIS, a third in Physical Services and a fourth in local capacity-building (BPE section);
- Two or three members of staff from training and research institutions, including if possible one from NCED and one from CERID;
- Two or three members of staff from the DEO of the pilot district, including the person in charge of Planning and the person in charge of Statistics;
- Two school supervisors from the pilot district DEO⁵.

All core team members are expected to have sufficient mathematical skills (if possible, some experience with statistics), to have a fairly good knowledge of English and to have basic computer skills⁶.

3 Collection of all existing data on the pilot district, obtained through the school census, the school mapping exercise, surveys and other activities, including maps and demographic data. Wherever relevant, these data will be dis-aggregated by gender. All relevant papers and documents will be translated from English into Nepali.

4 Preparation of exercises, using the existing data on the pilot district. This will be done by the IIEP, in collaboration with a member of the core team, who knows the district situation well.

5 Information session with central decision-makers, to inform them in depth of the programme's objectives and activities and to gain their commitment. ½ day or one full day.

- 6 Residential workshop (two weeks, close to Kathmandu) with the core team on
- the diagnosis of the district, through a detailed analysis of the data and a comparison of the prevailing situation with existing norms and standards
 - a first identification of core problems and priority actions.

⁵ Those members of the core team, who come from the pilot district, will only remain on the team during the first year. They will be replaced, in the second year, by staff coming from the second pilot district. Those new members might need some additional training before joining the team. (see footnote 6).

⁶ The IIEP organizes every year, as part of its annual Advanced Training Programme in Paris, a two-weeks course on "School mapping & micro-planning". It would be most useful if two or three members of this core team could participate in this course, which has participants from some thirty countries in the world. This course generally takes place in March.

7 Additional data collection in the field.

It is probable that not all relevant data will be available, while there could be some doubts about the reliability of other data. In this stage, data will be collected on a few villages in two or three selected clusters within the pilot district, on enrolment and attendance, on the number and attendance of teachers, on the state of the physical facilities, and on the numbers and characteristics of out-of-school children. This will allow for a checking of the reliability of the data and will help us and the core team members to identify what could be the most appropriate strategy to collect such data in other clusters and districts. This work will bring the core team members into the field, to see and experience the different issues which school mapping encounters.

8 This data collection will then be extended to cover two or three complete clusters.

9 Residential workshop (one and a half weeks, in the district).

The core team members will, together with the IIEP, analyse the additional data and prepare different proposals concerning e.g. the need for alternative schooling and NFE centres for out-of-school children, the need for ECD centres, the need for redeployment of teachers, for rehabilitation of classrooms, for extension of primary schools and so on, in function of the priorities of the district.

10 Seminar (one or two days) to inform decision-makers from the district and maybe from central level of the results of the pilot exercise and to highlight how data can be used for decision-making.

11 Evaluation meeting with the core team, IIEP staff, PAT team.

12 Preparation and finalisation of the teaching materials in English, and their translation into Nepali.

Second and third year

Because of the great differences in characteristics between Terai and Hill districts, a similar pilot exercise will be implemented in a Hill district (if possible, with some of its VDCs in the Mountains). The criteria for selection will remain the same, unless lessons learnt from the previous exercise demands a change. The members of staff from the DEO will now come from the pilot Hill district. They might need some extra days of training⁷. The IIEP will continue working with the core team in implementing this pilot exercise.

The core team members will at the same time train teams from a selected number of districts. Each team should consist of three people, including the staff in charge of planning and of statistics. Each team will follow two workshops, for a total duration of 3 ½ weeks. A first workshop will concentrate on the diagnosis of the district, the second on the identification of proposals. The workshops will take place in districts which are within easy reach. In between and following the workshops, they will undertake some work in the field with the assistance of the core team.

⁷ One solution might reside in allowing this staff to participate in the above-mentioned two-weeks course in Paris. Evidently, all participants in this course are expected to speak good English.

The following sequence will take place:

- Identification of the districts to be trained.
- Collection of existing data on these districts.
- First training workshop for five to eight district teams. This workshop will be conducted in Nepali by the core team, but a member of the IIEP team will be at hand to give advice, where necessary. The timing of this workshop should therefore coincide with an IIEP mission.
- Work in each of the districts on collection of additional data in a few clusters. This will be the responsibility of district staff, but each team should be assisted by one or two members of the core team.
- Second training workshop for the same district teams, on how to prepare proposals for the re-organization and the improvement of the education system in the district.
- Work in each of the districts on the identification of their proposals. This will be done by the district staff, with the help of one or two core team members.
- Seminar for district decision-makers to inform them of the results of the pilot exercise and to highlight how data can be used for decision-making.

During the third year, no further pilot exercise will be undertaken.

A similar training schedule will be organised for a selected number of Hill and Mountain districts.

The core team will also continue to monitor the work undertaken in the districts which were trained during the second year.

The IIEP team will continue to assist the core team, to monitor the progress of the programme and will in particular be involved in the organization of the seminars for decision-makers.

For the process of school mapping and micro planning to become integrated into the daily work and habits of planners at decentralised levels, the IIEP will present at the end of the three-year programme a strategy for the generalisation of school mapping. This strategy will look in particular at:

- the institutional arrangements to be adopted, at central and district level;
- the further training needed, and the most appropriate ways to deliver this training.

EMIS

During the first year, the focus will be on training a core team, deciding together on a viable strategy to develop an integrated EMIS at the central and district level, strengthening the central level EMIS and piloting the elaboration of an EMIS within one Terai district. During the second and the third year, the focus will shift to training district teams, and piloting within one Hill district. The sequence will resemble closely what is planned under the school mapping component.

The first year

1 Identification of the pilot Terai district (same district as for school mapping and micro planning, see activity 1, school mapping & micro-planning component)

2 Identification of the members of the core team.

This core team should consist of the following people:

- Three or four members of staff from either the Ministry of Education or the Department of Education (DoE): one could be involved in Planning, two in Statistics and/or EMIS, and another in local capacity-building (BPE section);
- Two or three members of staff from training and research institutions, including if possible one from NCED and one from CERID;
- Two or three members of staff from the DEO of the pilot district, including the person in charge of Planning and the person in charge of Statistics⁸.

All core team members are expected to have strong mathematical skills (if possible, some experience with statistics), to have a fairly good knowledge of English and to have basic computer skills.

3 Inventory of all existing data on the education system, obtained through the school census, the school mapping exercise, surveys and other activities, including maps and demographic data.

4 Information session with central decision-makers. ½ day or one full day. (see activity 5 of the school mapping & micro-planning component).

5 Workshop (2 to 3 days, close to Kathmandu), with the core team and the other members of the EMIS and Statistics Sections, to agree on the basic elements of a functioning EMIS (core indicators, responsibilities of the different levels and actors). This will take into account the ongoing activities in EMIS and existing consultancy reports.

6 Workshop (7 to 8 days, close to Kathmandu), with the core team and the other members of the EMIS and Statistics Sections, to prepare an indicators report. This will present, for the whole country, the state of the education system, on the basis of the latest school census. (All school questionnaires will this year be entered into a database at central level). The objective of this workshop is to transform these raw data into indicators, and to analyse these briefly, so that information of immediate use to the decision-makers will be available. Special attention will be given to disparities by gender and district.

7 Work, within the EMIS section, with selected members of the core team, on the use of a Geographical Information Software (GIS) for preparing thematic maps. This should not take more than one week and should allow the production of several maps which show the situation of the different districts on a number of core indicators.

8 Seminar (1 day, close to Kathmandu) for policy-makers on the use of indicators for decision-making.

⁸ See footnote 4.

9 Workshop in the pilot district (2 weeks, partly in the DEO, partly residential). This workshop, to be organized in co-ordination with activity 7 and 8 of the school mapping component, will have the following objectives:

- To identify all the information available within the DEO (school statistics, teacher files, examination records)
- To agree on a strategy to create a functional EMIS within the DEO
- To prepare a model for a school indicators leaflet and an RC indicators leaflet
- To prepare some such leaflets.

10 Specific consultancy on linking the existing digitised maps on the pilot district, which exist in the GIS Facility of the National Planning Commission, with the school data. This work will be undertaken by an outside consultant, in co-operation with a few members of the core team. It might be necessary to organise locally some specific preliminary training on basic GIS.

11 Seminar (one or two days) to inform decision-makers from the district and central level of the results of the pilot exercise and to highlight how data can be used for decision-making (linked with activity 10 of the school mapping component).

12 Workshop with core team and some additional relevant staff (residential, 5 days, close to Kathmandu) to finalise the school questionnaire and the forms for the indicators' leaflets for districts, resource centres and schools.

13 Evaluation meeting (see activity 11 of the school mapping component).

14 Preparation and finalisation of the teaching materials in English, and their translation into Nepali.

Second and third year

The implementation during years two and three will follow a very similar pattern as for the school mapping & micro-planning component.

A second pilot exercise will be implemented, in a district in the Hills, by the core team with the IIEP.

The core team members will at the same time train teams from a selected number of districts. Each team should consist of three people, including the staff in charge of planning and of statistics. Each team will follow one workshop, for a total duration of two weeks. The workshop will cover the core elements related to setting up a functioning EMIS in a district office. Following the workshop, the district teams will prepare an analysis of their district and a number of indicators' leaflets for resource centres and schools, with the assistance of members of the core team. Upon completion of this work, a seminar will take place for district decision-makers to highlight how data can be used for decision-making.

At central level, the core team will be expected to prepare, on the basis of the school census, a second issue of the indicators' booklet.

Work should continue on linking the existing digitised maps with the school data for the districts which will be trained.

At the same time, brief (3 to 4 day) training sessions will be organised for selected staff in all DEOs, on the basic principles of micro planning and on EMIS. The main objective of these short, but intensive courses is to improve some of the basic statistical and analytical skills of planners and statisticians in all district offices. The training will focus on the calculation of core indicators and on their analysis. It is foreseen to organise, during the second year, two such courses, both for 10 districts. The core team members will act as resource persons. The IIEP will assist the core team in developing the materials to be used, the training methodologies and the programme.

During the third year, no further pilot exercise will be undertaken.

A similar training schedule will be organised as during the second year:

- A number of intensive training courses (two weeks' duration) for a selected number of Hill and Mountain districts.
- Work with these districts on setting up a functioning EMIS
- A seminar for district decision-makers
- Four brief training workshops (3 to 4 days) for staff from ten districts each, on the basic principles of micro planning and on EMIS.

The core team will also continue to monitor the work undertaken in the districts which were trained during the second year.

The IIEP team will continue to assist the core team (among other things with the preparation of the third issue of the indicators' booklet), to monitor the progress of the programme and will in particular be involved in the organization of the seminars for decision-makers.

Accompanying activities

A number of activities could accompany the programme and in particular strengthen the skills and experience of the core team members. These will be of three types:

- Further training abroad, where necessary. The needs for such training will be assessed during the implementation of the programme. The training abroad can take two forms: (1) participation of selected core team members in training activities, which are being organised outside of Nepal by the IIEP; (2) opportunity for members of the core team to learn from successful practices of a country in the region.
- Preparation of specific studies related to the experiences of the programme, by the members of core team and/or consultants.
- Specific national consultancies to assist Ministry staff in precise tasks, for which such assistance will be required.

Risks and challenges

This proposal carries a number of risks and will encounter several challenges, which are closely linked to the Nepalese context. The most important are listed hereafter, and some indication is given as to how this capacity-building programme will attempt, to some extent, to overcome them.

- Rotation of staff. This is especially pre-occupying, because much of the training will take the shape of two or three courses, with some work in between. There must be a guarantee that the participants will be able to take part in the complete set of courses. A clear commitment from the national authorities to retain staff in their posts, is expected. In addition, the programme aims at training teams rather than individuals.

- Selection of districts and participants on other than a technical basis. The programme will define very clear and precise criteria for the participants of the training courses and for the selection of districts. Almost all of the training will take place within Nepal. For the training offered by the IIEP outside of Nepal, the IIEP will, as is its habit, select the participants from among a list of candidates proposed by the national authorities.

- Poor reliability of data. Many people working in Nepal (both nationals and international staff) express from time to time doubts about the reliability of school and population data in Nepal. This year, the problem might be less severe, for two reasons: a series of workshops were held with head-teachers to help them completing the school questionnaire; the individual questionnaires will be treated at the central level, rather than to pass through the district offices. In any case, experience shows that data reliability is a problem in many countries and that fully exact data can never be achieved. No quick solutions exist to solve this problem. Spot-checking of the data in the field has been built in the programme, to gain an impression of the severity of this problem. Using the data and sending them back in a user-friendly form to the providers are the most effective, but admittedly medium-term strategies, to overcome this problem.

- Overburdening of some staff. It is clear that some people, who will belong to both core teams, will carry a very heavy workload, especially during the first year of the programme. There is not much of an alternative, as the sections which are concerned by the programme, have few members of staff (there is undoubtedly a need to strengthen the human resources of some of these sections, in particular EMIS). The proposed programme has taken this concern into account by: (a) closely linking the training and workshops to the job descriptions of this staff; (b) keeping a close relationship between the two components of the programme; (c) the possibility, for some of the more repetitive tasks, to rely on national consultants.

- The work programme for the first year is ambitious. The time schedule risks to be tight, the demands on the core team and on the IIEP quite heavy. It is important however that the core team training is intensive and that we relatively swiftly identify, through a pilot exercise, a strategy and methodology which can be replicated on a wider basis. Rather than to sacrifice on the quality and the intensity of the programme, it would be preferable to spend, if necessary, somewhat more time than foreseen on the first year's activities.

Time-table

The IIEP has prepared a detailed time-table, only for the first year of the programme. A similar detailed programme will be drafted at the end of the first year, for the forthcoming activities. The time-table does not include the “accompanying activities”, suggested in a preceding section.

It is understood that the programme will only start off, once a core team and a pilot district have been identified and agreed upon by all partners.

Year 1	School mapping and micro-planning	EMIS	IIEP field missions
Month 0	Identification of pilot district Identification of core team		
Months 1 and 2	Collection of existing data on district Preparation of exercises	Inventory of data on education system	Mission, 1 team member, 1 week
Months 3, 4 and 5	Information session with central decision-makers	Workshop on EMIS strategy (2-3 days) Workshop on indicators' report (7-8 days)	Mission, 2 team members, 2 ½ weeks
	Workshop on diagnosis and identification of proposals (2 weeks)		Mission, 2 team members, 2 ½ weeks
		Work on developing maps through GIS	Mission, IIEP consultant, 1 week
Months 6, 7 and 8	Data collection in specific clusters of the pilot district		Mission, 2 team members, 2 weeks
		Seminar for decision-makers on use of indicators (1 day) Workshop in district on district EMIS (2 weeks)	Mission, 2 team members, 2 ½ weeks
	Workshop, on preparation of district proposals (1 ½ weeks)		Mission, 2 team members, 2 weeks
Month 9		Work on using GIS for the district	Mission, IIEP consultant, 1 week
Month 10	Seminar for decision-makers on the use of data for decision-making (2 days)		Mission, 2 team members, 2 weeks
		Workshop on finalisation questionnaire and indicator forms (5 days)	
	Evaluation meeting		
Months 11 and 12	Finalisation of teaching materials, translation into Nepali		

Following is a list of activities, which are planned for the second and the third year, in both areas, without indication of precise timing.

School mapping and micro planning

Year 2

Pilot exercise, Hill/Mountain district

- Collection of data on district, combined with on-the-job training of district staff (who will join the core team for this exercise), 2 weeks
- Workshop on diagnosis on district data, 1 ½ week
- Workshop on preparation of proposals, 1 ½ week
- Finalisation training materials

Training of district teams, Terai

- Identification of the districts to be trained.
- Collection of existing data on these districts.
- First training workshop for five to eight district teams, 2 weeks
- Additional data collection in a few clusters.
- Second training workshop for the same district teams, 1 ½ week.
- Work on the identification of proposals. This will be done by the district staff, with the help of one or two core team members.
- Seminar for district decision-makers.

Evaluation

- Evaluation seminar

Year 3

Training of district teams, Hill/mountain

- Identification of the districts to be trained.
- Collection of existing data on these districts.
- First training workshop for five to eight district teams, 2 weeks
- Additional data collection in a few clusters.
- Second training workshop for the same district teams, 1 ½ week.
- Work on the identification of proposals. This will be done by the district staff, with the help of one or two core team members.
- Seminar for district decision-makers.

Follow-up, Terai districts

- Regular visits (once a trimester) to districts trained during second year, to follow up the continued implementation of the school map

Evaluation

- Evaluation seminar

EMISYear 2

Strengthening of EMIS at central level

- Workshop to prepare indicators' report, 1 week
- Consultancy on GIS, 1 week
- Seminar with central decision-makers, 1 day

Pilot exercise, Hill/Mountain district

- Workshop on district EMIS, 2 weeks
- Work on using GIS for the district, 1 week
- Finalisation training materials

Intensive training, Terai districts

- Workshop on EMIS for 5 to 8 district teams, 2 weeks
- Preparation by district teams of district analysis and indicators leaflets
- Seminar with district decision-makers, 2 days

Basic training

- Two training courses for ten districts each, 3 to 4 days

Evaluation

- Evaluation seminar

Year 3

Strengthening of EMIS at central level

- Workshop to prepare indicators' report, 3 days
- Seminar with central decision-makers, 1 day

Follow-up, Terai districts

- Regular visits (once a trimester) to districts trained during second year, to follow up the continued implementation of EMIS

Intensive training, Hill/Mountain districts

- Workshop on EMIS for 5 to 8 district teams, 2 weeks
- Preparation by district teams of district analysis and indicators leaflets
- Seminar with district decision-makers, 2 days

Basic training

- Four training courses for ten districts each, 3 to 4 days

Evaluation

- Evaluation seminar

Management structure and budget.

The management of the two components and of the different activities will be an intricate task. It would be advisable that a local co-ordination unit be set up, to act as a liaison office between the Ministry of Education and the IIEP and to ensure the smooth implementation of the programme. Its location and its precise make-up will have to be discussed with the national authorities and international agencies, who are financing this programme. A decision should be taken before the programme actually takes off.

The following table presents, without details, the main expenditure categories and an estimate of spending for the three years. It does not include a provision for the accompanying activities, proposed under a previous section. All local programme expenditure such as translation, workshops, dissemination to local/district levels, training (local and abroad), purchase of equipment in Nepal will be done as direct funding by PAT and according to PAT rules and regulations.

The budget foreseen for local co-ordination covers both the contract with a local counterpart and the costs of the secretarial and other services, needed for the functioning of this co-ordination unit.

Once a precise and detailed agreement has been reached on the scope and content of the capacity-building programme and this final proposal has been accepted, a more detailed budget can be drawn up, which should differ only slightly from the draft one, presented in the table.

Provisional budget (in US dollars)

Expenditure categories	Calculation base		Total
	(in US dollars)		
<u>Year 1</u>			
<u>Technical assistance</u>			
mission, in Nepal	2500 per week	30 weeks	\$75 000
preparation and follow-up, in Paris	2300 per week	22 weeks	\$50 600
<u>Travel</u>			
return tickets Paris- Kathmandu	1500 per ticket	15 tickets	\$22 500
daily subsistence allowance Kathmandu	145 per day	180 days	\$26 100
<u>Local co-ordination</u>			
contract with counterpart			\$14 000
<u>Materials</u>			
Publications and reproduction			\$8 000
TOTAL			\$196 200

Year 2			
Technical assistance			
mission, in Nepal	2500 per week	19 weeks	\$47 500
preparation and follow -up, in Paris	2300 per week	16 weeks	\$36 800
Travel			
return tickets Paris- Kathmandu	1500 per ticket	11 tickets	\$16 500
daily subsistence allowance Kathmandu	145 per day	115 days	\$16 675
Local co-ordination			
contract with counterpart			\$14 000
Materials			
Publications and reproduction			\$8 000
TOTAL			\$139 475
Year 3			
Technical assistance			
mission, in Nepal	2500 per week	15 weeks	\$37 500
preparation and follow -up, in Paris	2300 per week	10 weeks	\$23 000
Travel			
return tickets Paris- Kathmandu	1500 per ticket	11 tickets	\$16 500
daily subsistence allowance Kathmandu	145 per day	90 days	\$13 050
Local co-ordination			
contract with counterpart			\$14 000
Materials			
Publications and reproduction			\$8 000
TOTAL			\$112 050