

Field Visit Report on
District Capacity Assessment on HRD Needs at Secondary
Education Level
(Solukhumbu District)

Submitted to:

PAT Office, BPEP II/DANIDA
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List of Abbreviations

BPEP II	Basic and Primary Education Program II
DEC	District Education Committee
DDC	District Development Committee
DOE	Department of Education
EMIS	Educational Management Information System
HMG/N	His Majesty's Government, Nepal
HRD	Human Resource Development
HT	Head Teacher
MOES	Ministry of Education and Sports
NDS	National Development Service
NESP	New Education System Plan
PAT	Program Advisory Team
PTA	Parent Teacher Association
RED	Regional Directorate
RP	Resource Person
SESP	Secondary Education Support Program
SMC	School Management Committee
VDC	Village Development Committee
VEC	Village Education Committee
HSS	Higher Secondary School
MT	Master Trainer
RMT	Regional Master Trainer
LSS	Lower Secondary School

District Capacity Assessment on HRD Needs at Secondary Education Level

Solukhumbu

1. Introduction

1.1 Context of SESP

The constitution of Nepal (1990) in its directives principle provides for creating opportunities for involving people in the governance of the country and calls for transformation of the national economy into a self-reliant system. For this, all development plans emphasized that education can be economically and socially productive investment. The concept paper of the 10th development plan has tried to adopt policy objectives of making primary education compulsory, conducting nationwide literacy programs, increasing the involvement of women in accessing to education, improving the educational environment of all public schools, reducing the education quality gap between privately and publicly run schools and so on. One of the major strategies is the introduction of vocational education from Grade IX and national development service (NDS) from Grade XII (NPC, 2002:41).

Nepal's school level education system comprises five years of primary education (grades 1-5), three years of lower secondary education (grades 6-8), two years of secondary education (grades 9-10) and two years of higher secondary education (grades 11-12) (PIP, 1999:3). A four-year of secondary education program is being proposed that would build on the eight-year cycle of basic education. Government intends to integrate grades 9 to 12 under one secondary education management and the proposal to undertake the necessary legal amendments to facilitate such integration is [was] contained in the Ninth Plan (World Bank, 2001:21)

The scale of government involvement in financing education has increased over the years (Table 1) (Shrestha, 2000:29). With the introduction of NESP in 1971, the State largely took over the responsibility of financing education, especially in primary education. Following the restoration of democracy in 1990, the first elected government increased its commitment to education by initiating the policy of free secondary education whereby 100% of salaries of teachers of government-aided schools were to be met from the public sources (Lohani, 1998:47).

HMG/N has been implementing different programs at different educational levels (primary, lower secondary and secondary) to improve the quality of education for few decades. Studies have shown that physical access to primary schools is no longer a problem even in remote and very remote areas of the country as shown by school density inter-spacing of schools and commuting distance (PIP, 1999:7). However, the performance of the public schooling system in Nepal is characterized by low levels of literacy and educational attainment, inequitable distribution of the benefits of public subsidies made in education due to unequal participation in schools across income and social groups ... (MOES, 2002:1). Now HMG/N intends to integrate all educational programs in one plan so that all resources could be streamlined and mobilized through one single door system. In turn, government developed secondary education support program (SESP) to reform lower secondary and secondary education under

the main framework of Secondary Education Perspective Plan (SEPP) which covers the period from 1996 to 2011 (HMG/MOE, 1997:i).

	2002/03		2001/02		2000/01		1999/00		1998/99	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Total national budget	96912.5	-	99792.2	-	91621.3	-	77238.2	-	69693.3	-
Total edu budget	14402.4	15	14072.9	14	11749.6	12.8	10176.1	13.2	8704.4	12.5
Level-wise allocation										
Primary edu	8524.8	59	7791	55	5599.8	55	4203.5	41	3880.2	44.6
Secondary edu	3017.1	21	2971	21	2432.1	20.7	2009.7	19.7	1702.2	19.6
Higher Sec. Edu	47.1	0.3	47.1	0.3	26.6	0.2	25.5	0.3	13.9	0.16
Higher edu	1471.1	10.2	1680.4	12	1915.4	16.3	1605.9	15.8	830.5	9.5
Others	1342.3	9.4	1590.2	11.3	916.5	7.8	2331.4	23	2277.6	26.2

Source: MOF, Red Book of respective years and MOES, Education Information of Nepal 2001

The main objective of SESP is to improve access and equity, quality and relevance and institutional capacity of secondary education sub-sector. Four components – learning environment; curriculum development, assessment and instructional materials; teacher education and development; and institutional management and capacity building (HMG/ADB, 2002:Section 8) – are carefully developed to achieve the objective. The additional objective of the SESP is to strengthen the involvement of local communities to manage their own schools with the technical support of the Ministry of Education and Sports (MOES) and Department of Education (DOE). However, experiences have revealed that Nepali educational management system has limited capacity to manage growing educational programs in the country. A study on capacity building for educational improvement: an institutional analysis of MOES indicates that:

The data suggest that there are a number of technical deficiencies within the MOES as well as substantial cultural barriers to institutional improvement. Whilst there are things worth celebrating- for instance, there is evidence that staff in MOES are better trained than in previous times- there papers to be fundamental impediments to capacity building and institutional development within the MOES, with many of these emanating from the 'center' (Bista, & Carney, 2001:iii).

In viewing of these deficiencies, recent policy initiatives are contributing for developing institutional and human resource development (HRD) plans for MOES and its constituent organizations. Recently, MOES/DOE developed a HRD plan with particular focus on basic and primary education. Now it has been realized that there is a need of integration between the existing HRD Plan of BPEP II and the HRD requirements of the forthcoming SESP. This district capacity assessment survey was basically conducted to identify the HRD needs required at secondary education sub-sector.

1.2 Methodological Approach

In consultation with DOE, Solukhumbu district was identified for the third field visit. Data/information were collected from different agencies/people at different levels such as DEO, School/community (Head teachers, teachers, SMC members, parents, SSs/RPs) (Annex-1). The survey team with the help of DEO first of all organized group discussion with schoolteachers' group and community members. The consultants briefly introduced (using discussion guidelines, Annex 2) the SESP and explained its visions, objectives and major components using drawing, posters, flip chart etc. After introducing the SESP, the consultants facilitated the discussion mainly concentrating on their main roles and responsibilities (only related to secondary education), their existing capacity and their HRD needs and gaps in terms of four major components to be implemented in near future. The discussion concentrated on retrieving specific HRD needs (training and non-training).

1.3 Limitations

Due to the deteriorating security situation all stakeholders were distressed. Even DEO staffs were sometimes reluctant to share their experience because of the unfortunate schooling environment in which their contribution seems to be meaningless. Dissemination of information at the local level was found as a common problem. Discussion with the local body members could not be done because of lack of elected VDC at the moment.

Moreover, the research team could not visit all targeted sample schools due to snowfall and cold climate, which made the movement pretty difficult. Another difficulty that the research team had to face was the winter vacation in schools. Therefore the research team collected information/data from the stakeholders/informants who were available and met during the field visit (Annex 1). Most of the stakeholders/informants were at the district headquarters due to various prevailing circumstances.

2. Socio-Economic and Political Context of Solukhumbu District (Based on District Profile and DEO Statistics)

One of the seventy-five districts of Nepal, Solukhumbu is naturally, geographically, socially and economically a better off district. The total population of Solukhumbu is 119901 out of which female population is 59,209 according to District Profile of DDC Solukhumbu, 2058. The total number of households is 20712 with an average household size 5.8.

2.1 Geographical Location:

Solukhumbu district is a naturally pleasant mountain district, which is situated in Sagarmatha Zone of Eastern Development Region of Nepal. This district is situated between longitudes $86^{\circ} 0' 12''$ to $87^{\circ} 0' 1''$ East and latitudes $27^{\circ}20'39''$ to $28^{\circ}6'24''$ North. The district encompassing an area of 3397.76 square kilometers with Sankhuwasabha and Bhojpur districts in the East, Dolakha and Ramechhap districts in the West, Tibet of China in the North and Khotang and Okhaldhunga districts in the South. Solukhumbu is situated in the Eastern Mountain Region on the South of Mount Everest and Lhotse mountain range.

2.2 Cultural Background/Ethnic Composition:

Solukhumbu district has a rich composition of different cultural and ethnical groups. Hindu, Buddhist, Kirati and Christian, etc. are the religious population. Rai, Sherpa, Chhetri, Tamang, Newar, Kami, Magar, Brahamin, Damai, Gurung and Bhujel etc. are the caste ethnic groups of the population. Nepali, Rai-Kirati, Sherpa, Magar, Tamang, Newari, etc. are the major linguistic group of population in the Solukhumbu district. Though there is a variation

in terms of caste, ethnicity and language the cultural and social composition is harmonious in this district.

2.3 Main Development Events:

- Solukhumbu is a major tourism centre of Nepal, which provides major tourism attraction in Nepal to the tourist
- Literacy rate is 47.86% in 2001 census
- Major high Himalayans i.e. Mount Everest, Lhotse, Cho-O-You etc.
- Track road for pedestrians in different parts of the country from Solukhumbu.
- This district has air transportation facility from Kathmandu, Biratnagar.
- 19 VDCs have communication facilities among 34 VDCs, (however, right now it is out of order).
- 2178 households have electricity facility (but it has been interrupted right now).
- Some major occupations are Tourism, Agriculture, Livestock, etc.
- Economically active people are engaged in agriculture, trekking, services, foreign labour, local labour, business, hotel & lodges, etc.

2.4 Political Concerns:

Solukhumbu district has 34 Village Development Committees. In the political representation, the district represents one constituent seat and nine *Ilakas* (areas). There were no local elected political bodies.

3. Facts and Figures on Education in Solukhumbu District

Table 2: Literacy Rate by Sex

Description	Percentage
Male	57.08%
Female	38.41%
Total (average)	47.86%

Source: District Development Committee Office, Solukhumbu.

Table 2 shows a substantial gap between male and female literacy rate in Solukhumbu district.

Table 3: No. of School by Level and Type

Class	Private	Public	Total
Primary (1- 5)	2	253	255
Lower Secondary (6 - 8)	2	60	62
Secondary (9 - 10)	-	38	38
High Secondary	1	5	6
Total	3	255	258

Source: DEO Office, Solukhumbu, 2058

Table 3 shows that there are 258 schools all together in Solukhumbu district. Among them only 3 schools are run by the private sector.

Table 4: Student Enrolment by Level and Sex

Class	Boys	Girls	Total
Primary (1-5)	13096	10949	24045

Lower Secondary (6-8)	3132	2263	5395
Secondary (9-10)	1133	810	1943
Total	17361	14022	31383

Source: DEO Office, Solukhumbu, 2058

Table 4 shows that the proportion of boy students (55.34%) is higher than girl students (44.66%).

Table 5: Teacher Profile by Sex and Level (without private school)

Description	Primary	Lower Secondary	Secondary	Total
Male	579	123	102	804
Female	194	7	1	202
Total	773	130	103	1006

Source: DEO Office, Solukhumbu, 2058

Table 6: Teacher Profile by Qualification and Level

SN	Description	Primary	Lower Secondary	Secondary	Total
1	Under SLC	32			32
2	SLC	569			569
3	I. Ed.	76	26	-	102
	I.A. or Equivalent	78	65		143
4	B. Ed.	8	21	44	73
	B.A. or Equivalent	10	18	51	79
5	M.Ed. or Equivalent		-	7	7
	M.A. or Equivalent			1	1
6	Not Mentioned				
	Total	773	130	103	1006

Source: DEO Office, Solukhumbu, 2058

Table 6 shows that among 1006 teachers, 130 are of LS and 103 are of SS level teachers.

4. Findings and Recommendations

4.1 School/Community

The assessment team requested DEO to organize a discussion meeting with the HTs, teachers, students, SMC members and parents. The meeting was organized at Jana Jagriti Secondary School. The following is a summary of the discussion on the present and future roles and responsibilities of the various stakeholders in managing their secondary schools, the main issues, and suggestions provided:

Main Activity	Problems/Issues	Possible Intervention/Suggestions
<ul style="list-style-type: none"> • Development of local need-based curriculum • Administration and account keeping • Teaching subjects • School supervision • Reward and punishment • Teacher management • Examination and evaluation • Management of physical facilities 	<ul style="list-style-type: none"> • Learned things in schools are not useful in daily life or practice: very poor relevancy of educational outcomes • Parents are not informed about the performance and activities of their children • SMC members lack awareness of their roles and responsibilities • Lack of coordination among DEO, VDC and schools and nobody feels to be responsible for educational programs in the district • School based programs are not included in VDC programs • Lack of curriculum development skills in teachers, mostly classroom delivery is based on textbooks • HTs have to be involved in every activity • Teachers lack experience in teaching • Lack of capacity to supervise the classroom performance in HTs and SMC members • Lack of reward and punishment systems at all levels • Many teachers have been working temporarily for many years • Lack of exam and evaluation knowledge and skills in 	<ul style="list-style-type: none"> • Revision of curriculum related to job market and daily life skills needed • Need to provide parental education to parents, PTA and SMC members • Orientation program for teachers to provide students' performance records to their parents • Orientation programs for HTs and SMC members on their roles and responsibilities • VEC members are to orient about their roles and responsibilities regarding all educational programs in the village level • Curriculum revision and development training program for HTs , subject teachers • One administrative personnel has to be provided in each school. • Need of training on teaching skills for subject teachers • Training programs on school supervision and management for HTs and SMC members • Implement a system of reward and punishment at school level • Teachers should be appointed permanently • Training program on exam and evaluation skills development for HTs and Teachers • Provision of budget for school facilities such as building, classroom, library, science lab, toilets, etc.

	teaching force <ul style="list-style-type: none"> • Lack of infrastructure specially school building, classrooms, library, science lab, toilets, etc. 	
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Findings and Recommendations

According to SESP, curriculum needs to be revised with 10 to 15 percent local need-based curriculum within the framework of national curriculum. In this regard, there is a need of training on concept, element and process of local need-based curriculum revision for HTs and subject teachers.

Discussion with the key stakeholders concluded that classroom performance was too poor because of (a) lack of subject-wise trained teachers, (b) lack of number of teacher, (c) lack of teaching skills in teachers and so on. Many teachers have been working temporarily for many years. In order to improve the classroom performance, subject-wise teachers need to be recruited permanently, trained (for developing teaching skills) and deployed according to the teacher quotas provided to the schools.

All HTs and subject teachers lack minimum skills required to conduct examination and evaluate the performance of students. Training programs for entire teaching force for developing skills on examination and evaluation are urgently needed.

Observation led to conclude that a system of reward and punishment is completely lacking across all levels of schooling: students, teachers, HTs, SMC/PTA, VEC, DEO, and DEC. The results are (a) limited contribution of key stakeholders, (b) lack of awareness of key stakeholders on their roles and responsibilities, (c) inefficiency in using resources, (d) unaccountable teaching force as well as SMC members, and (e) more importantly, low level of external efficiency - poor educational outcomes. An immediate initiation has to be taken to introduce a reward and punishment system in schools. As a first step teachers' motivation schemes should be linked to their performance and school outcomes.

It was reported that physical facilities of schools were poorly managed due to the lack of adequate repair and maintenance fund. Schools also lack classrooms, furniture, lighting and ventilation. Some budgetary provisions for repair and maintenance should be made to schools and SMC needs to take lead role for this.

4.2 Resource Center

The main role of RP is to provide technical support services to the cluster schools and involve in classroom-based teacher/school development activities. However, RPs are not providing these services mainly because of their technical incompetence. Their present roles and responsibilities in regard to secondary education are nominal. There is a need of substantial improvement in professional competencies in RPs so that they would be able to provide necessary professional services to schools. The problems/issues faced at secondary education level and possible interventions (training and non-training) based on the future roles have been presented below:

Main activity related to SE	Problems/issues	Possible Intervention/suggestions
<ul style="list-style-type: none"> • Help HTs manage their schools effectively • Monitoring/supervision • Providing Leadership • Providing technical and support services to teachers 	<ul style="list-style-type: none"> • Lack of skills in RPs on various aspects such as presentation of model classes, monitoring and supervision techniques, school management, and teaching skills 	<ul style="list-style-type: none"> • Training for RPs on various aspects such as presentation of model classes, monitoring and supervision techniques, school management, and teaching skills
	<ul style="list-style-type: none"> • Lack of training skills of RPs to train teachers • Weak monitoring and supervision from SSs/RPs • The RCs and cluster schools have poor physical facilities 	<ul style="list-style-type: none"> • Training on TOT for RPs • Training on communication and coordination skills for RPs • Motivation of SSs/RPs for effective supervision at secondary level. • Provision of higher studies for existing potential teachers to be upgraded/promoted. • Provision of only selective training programs for teachers (not all trainings are required)

4.3 District Education Office and DDC Office

The HRD team had a Focus Group Discussion with DEC and DEO staff, including LDO, DEO, school supervisors, resource persons and accountant in Solukhumbu district (Annex-1). After over viewing the SESP vision, objectives and four components, a discussion was generated particularly in relation to new roles and responsibilities envisaged by SESP in managing secondary schools.

The following (Table 7) is the summary of the main responsibilities related to secondary education, existing capacity, their HRD needs and suggestions:

Table 7: Summary of the responsibilities, existing capacity, HRD needs and suggestions

Roles and responsibilities related to SE	Existing capacity/status	Gaps/Needs	Training Solutions	Non-training Solutions

<ul style="list-style-type: none"> • School supervision and classroom observation 	<ul style="list-style-type: none"> • There is a nominal effort on lower secondary and secondary level. 	<ul style="list-style-type: none"> • Separate rules and status of SS/RP not required due to the circular on same status of SS/RP. • Lack of professional skills in SS/RP. • Lack of incentives for supervision. • Lack of implementation of the suggestions and recommendations made from supervision. 	<ul style="list-style-type: none"> • Need for professional skills development-training programs for SS/RP. 	<ul style="list-style-type: none"> • Clearly define the roles and responsibilities of SS/RP. • Provide reasonable incentive for field visit. • Implement recommendations.
<ul style="list-style-type: none"> • Performance evaluation of teachers. 	<ul style="list-style-type: none"> • Based on existing rules and regulations. 	<ul style="list-style-type: none"> • Impractical practice of evaluating performance of the teachers by the HT of the same rank. 	<ul style="list-style-type: none"> • Training on quick and reliable performance evaluation technique 	<ul style="list-style-type: none"> • Provision to be made to evaluate the performances of teachers by upper level HT.
<ul style="list-style-type: none"> • Teachers post and appointment management • Evaluate and Sanction Educational Activities and forward it to district council 	<ul style="list-style-type: none"> • No vacant posts are fulfilled on the subject wise basis. • Unqualified teachers are appointed in community schools. • Lack of teachers in public schools. • Approval of activities submitted by DEO • Activities are undertaken only by consulting the chairman of DEC, and brought to the DEC members for approval after the due date. 	<ul style="list-style-type: none"> • Lack of teachers' posts. • Lack of qualified and subject wise teachers. • No in-depth interaction with DEC • DEC members are not taken into consideration while undertaking activities 	<ul style="list-style-type: none"> • Teacher should be appointed after the observation of model class • Training on awareness on roles and responsibilities with practical examples 	<ul style="list-style-type: none"> • All community schools need to be approved. • Appoint subject wise qualified teachers. • Need of interaction to implement the policies in practice • Need of monthly/bi-monthly meeting of DEC
<ul style="list-style-type: none"> • Appointment of Teachers 	<ul style="list-style-type: none"> • Approve teacher appointment by the SMC 	<ul style="list-style-type: none"> • Low qualified teachers • Lack of technical know how 	<ul style="list-style-type: none"> • Conduct on-the-job training before posting 	<ul style="list-style-type: none"> • Mention motivational part in the policy regulations
<ul style="list-style-type: none"> • SIP preparation 	<ul style="list-style-type: none"> • SIP orientation to HT and SMC 	<ul style="list-style-type: none"> • Lack of conceptual clarity 	<ul style="list-style-type: none"> • 10 days SIP training should be conducted to the SS/RP with 	<ul style="list-style-type: none"> • Policy formulate for SIP Budget provision i.e.

	chairperson	<ul style="list-style-type: none"> Lack of logistic support Insufficient SIP model copy for participants 	practical exercise (what, why, how and its implications in school planning) and 12 days SIP training for HT, T, SMC members and some parents	<p>10,000/-, 7000/- and 5000/- for SS, LSS, PS respectively for SIP preparation</p> <ul style="list-style-type: none"> Provide sufficient copy of SIP model to the participants
<ul style="list-style-type: none"> Conduct program as directed by DOE 	<ul style="list-style-type: none"> Conduct program according to circular 	<ul style="list-style-type: none"> No clear-cut guideline Very minimum logistic support which is insufficient for mountain districts Lack of communication with centre 	<ul style="list-style-type: none"> Involve HT, T and all SMC members and some parents too Short term training to prepare trainer according to program 	<ul style="list-style-type: none"> Established good communication channel and use its quality for the development
<ul style="list-style-type: none"> No seminar on curriculum revision 	<ul style="list-style-type: none"> No activities on curriculum 	<ul style="list-style-type: none"> Not possible to revise and construct curriculum in district level due to lack of experts Lack of knowledge of elements of curriculum process, techniques, etc. 	<ul style="list-style-type: none"> concept should be given to DEO personal including RP by conducting workshop at district level Curriculum revision training should be conducted at RC level for HT, T, SMC also 	<ul style="list-style-type: none"> Increase existing budget rate norms for mountain district Need to provide clear-cut guide book for activities
<ul style="list-style-type: none"> EMIS 	<ul style="list-style-type: none"> Collect and record EMIS data 	<ul style="list-style-type: none"> Lack of technical expertise in EMIS 	<ul style="list-style-type: none"> Training on EMIS handling 	<ul style="list-style-type: none"> Good EMIS in each district
<ul style="list-style-type: none"> Teacher Management 	<ul style="list-style-type: none"> nominal 	<ul style="list-style-type: none"> Lack of Teachers quota 	<ul style="list-style-type: none"> Provide training on teacher management 	<ul style="list-style-type: none"> Provide teachers quota according to ST ratio Appoint qualified and skilful teachers
<ul style="list-style-type: none"> Conduct Examination 	<ul style="list-style-type: none"> Conduct Grade 8 and test examination 	<ul style="list-style-type: none"> Lack of HR and Skills Lack of logistic Support Lack of technical input 	<ul style="list-style-type: none"> Training to develop question and layout and also refined items Training on technical aspects on recent developments Provide training on question setting scoring and skills 	<ul style="list-style-type: none"> Provide one Section Officer and two technical Assistant to manage examination Provide sufficient logistic support
<ul style="list-style-type: none"> Teacher training 	<ul style="list-style-type: none"> Send Teachers for training according 	<ul style="list-style-type: none"> Limited number of training quotas 	<ul style="list-style-type: none"> Provide training on efficiency 	<ul style="list-style-type: none"> Information should be provided one

	to available quota from SEDU	<ul style="list-style-type: none"> • Delayed information • Inappropriate SEDU location • No use of training 	<p>(internal/external efficiency and activeness)</p> <ul style="list-style-type: none"> • Provide more training quota • as per need SEDU training should be provided in district according to subject • Training should be practicable in real situation 	<p>month before training starts</p> <ul style="list-style-type: none"> • Biratnagar/Ithari is the best place for SEDU training for this district (currently it is associated with Okhaldhunga SEDU)
<ul style="list-style-type: none"> • Preparation and Implementation of DEP 	<ul style="list-style-type: none"> • Preparation of DEP 	<ul style="list-style-type: none"> • Lack of practicability • DEP is not internalized • Lack of coordination between DEP and educational programs • Lack of participatory approach • Lack of planning concept 	<ul style="list-style-type: none"> • Training on concept and process to the DEO personnel including RPs • Training on strategy of DEP implementation • Training on participatory techniques of Planning and its implementation 	<ul style="list-style-type: none"> • Provision of planning officer in DEO office • provision of sequential planning – SIP – Cluster planning – DEP • Construction work should be based on SIP, which is recommended by SS/RP, after that technician should estimate that programs
<ul style="list-style-type: none"> • Access to all 	<ul style="list-style-type: none"> • Access is open to all 	<ul style="list-style-type: none"> • Lack of awareness on hard core group and they lack financial soundness • The children of those families were used for family support, when they are engaged in work. 	<ul style="list-style-type: none"> • Provide financial and logistic support to the children, who are from hard core group i.e. Dress, Stationary and Scholarship. 	<ul style="list-style-type: none"> • Provide awareness activity to the parents with income generating programs
<ul style="list-style-type: none"> • Appointment of Head Teacher 	<ul style="list-style-type: none"> • Appoint qualified head teacher from the teachers 	<ul style="list-style-type: none"> • Lack of Administrative as well as Academic leadership in HTs • Lack of management training in most of the HTs • Very few knowledge about their roles and responsibilities in 	<ul style="list-style-type: none"> • Conduct training on management with technical skills • Training on administrative as well as academic leadership with practical examples 	<ul style="list-style-type: none"> • Practically stop political interference, while appointing the Head Teachers • Head Teacher selection criteria should be developed with consultation of stakeholders • Strictly apply the

		<p>most of the Head Teachers</p> <ul style="list-style-type: none"> Politically biased Head Teachers were appointed by DEO 		<p>reward and punishment according to their performance</p>
<ul style="list-style-type: none"> Management of academic as well as administrative training 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Lack of subject expertise Lack of teaching skills Lack of curriculum knowledge and its implications Lack of skill on materials production and use it Lack of need assessment ability of participants Lack of appropriate classroom management skills in the given situation Lack of insurgency handling techniques in the related field Lack of knowledge and skills on participatory approach, while conducting activities 	<ul style="list-style-type: none"> Training for subject experts Conduct recurrent training to various stakeholders – i.e. RP/SS, HT, SMC, Teachers and DEO personnel Training on Teaching method, materials preparation and use importance and implications of curriculum, text book and teachers guide Training on assessment and evaluation, test construction, scoring and analyzing the results Training on need identification, planning and implementation skills 	<ul style="list-style-type: none"> Policy should be formulated stating that orientation training on their roles and responsibilities is compulsory before posting Policy should be formulated to appoint subject-wise trainers
<ul style="list-style-type: none"> Monitoring and supervision 	<ul style="list-style-type: none"> Very limited SSs/RPs meet teachers only at DEO office and give instruction 	<ul style="list-style-type: none"> Lack of appropriate policy and planning Lack of personnel—SS, officers Lack of power and authority among supervisors Lack of motivation among field staffs Lack of technical expertise Lack of actions on the basis of 	<ul style="list-style-type: none"> Strictly follow the in-service training on their roles and responsibilities before posting Provide training on academic leadership skills and monitoring and supervision techniques and component and their use Training on administrative as well as academic monitoring and 	<ul style="list-style-type: none"> Policy should decide practicable policy and planning, which helps clear cut instruction in practice not confusion Apply the fair evaluation, reward and punishment system not only in paper but also in practice Supervisor should be empowered in their field by

		monitoring and supervision reports <ul style="list-style-type: none"> • Lack of opportunity in professional development • Lack of fair evaluation, reward and punishment system • Very few officer level personnel in DEO office • Limited number of school supervisors • Problematic system of deputation from MOES/ DOE/ RED • Leave the lei on post vacant for a long time by DEO personnel • Field staffs mostly engaged in office work • SS lacks academic supervision and monitoring ability • RP lacks administrative and academic supervision and monitoring ability 	supervision system and model with practical exercise and follow up their activities after training. <ul style="list-style-type: none"> • Training on activity planning and preparation of annual calendar and apply it in practice by field staffs 	providing some authority in the context of decentralization <ul style="list-style-type: none"> • There is a need of fulfillment of all the post in DEO office • There should be a provision of temporary fulfillment of deputation and Leon post by qualified people • Field staffs should not be engaged in office work
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Major Findings

District Education Committee (DEC) is supposed to formulate district level education programs and support DEO to implement the programs in the district. However, some DEC members complained that educational programs are formulated only in consultation with the chairperson of DEC. In-depth interaction among DEC members themselves and between DEC members and others are not done while developing educational programs in the district.

The main responsibility of DEO is to supervise classroom performance, provide feedbacks to teachers, and assist HTs in leading and managing their schools effectively. However, this is not happening in practice because of two main reasons. First, the DEO, teachers and others claim that SSs and RPs are not professionally competent to provide technical services to schools. Second, SSs and RPs claim that there is a lack of incentive for field visits and suggestions and recommendations made from the supervision are not implemented.

DEO involves in managing teachers in the district. Evidence showed that teachers are not appointed on a subject wise basis for the vacant posts. DEO only approves what the teachers are appointed by the SMCs. Similarly, unqualified and untrained teachers are appointed in community schools. The number of teachers, teacher posts and subject wise teachers in public schools were found inadequate.

The SIPs have not been prepared in most of the schools although HTs and SMC chairpersons were given orientation in this regard. The reasons are the lack of conceptual clarity in HTs and SMC chairpersons and lack of logistic/support services.

The program activities are being implemented according to the notices/circulars sent by DOE, but there is a lack of clear-cut guidelines as well as communication from the centre, which has created confusion among the implementers. It was also reported that the logistic support was inadequate for mountain districts as compared to other Hills and Tarai districts.

EMIS is one of the most important aspects for the development of educational plans and policies. However, the collected data has not been utilized properly due to the lack of technical expertise in EMIS in DEO staff.

DEO is responsible to conduct Grade 8 and SLC examinations at the district level. There is a lack of trained and skilled human resources and logistic support to conduct Grade 8 and SLC test examinations.

Teacher training is one of the responsibilities of DEO. SEDU requests DEO to nominate participants for training programs. It was complained that SEDU tends to request at the last moment with limited quotas. As a result, training programs conducted by SEDU have several weaknesses: attendance of unqualified and unrelated subject teachers, low level of teachers' attendance, low level of educational transformation and so on.

Preparation and implementation of DEP is a major function in the context of decentralization of education. At the district level, DEP is prepared just for the shake of preparing the DEP. There is a lack of ownership of DEP and it has also not been used in developing annual plans and programs mainly due to the lack of knowledge of using it in planning. So it can be said that DEP has not been internalized yet. The main reasons behind this are lack of co-ordination between DEP and educational programs, lack of participatory approach, lack of planning concept, and so on.

According to the SESP document, all children of the age group for Grade 6 to 8 should have access to schools. The government has tried to provide access to secondary education, but hard-core group and economically weak students are still out of the mainstream due to the lack of awareness and well economical conditions.

DEO is responsible for appointing HTs. Although qualified HTs are appointed among the teachers they lack administrative as well as academic leadership and management skills. On the one hand, HTs have very little knowledge about their roles and responsibilities. On the other hand, they are appointed by DEO through political influence.

Although monitoring and supervision is one of the most important aspects of quality education, it has been given very less priority. It was told that SSs/RPs give instruction only when teachers visit the DEO's Office. The reasons for this, as reported, were (a) lack of appropriate policy and planning, (b) lack of personnel, (c) lack of power and authority of

supervisors, (d) lack of motivation for field staff, (e) lack of technical and professional expertise in SSs and RPs, (f) lack of implementation of suggestions and recommendations provided, (g) lack of opportunity in professional development, (h) lack of fair evaluation, reward and punishment system, and (i) unnecessary intervention from the center.

Recommendations

DEC members are to motivate to thoroughly discuss and formulate all district level educational programs. Since the DEO is the key person to coordinate all concerned stakeholders at the district level, s/he needs to create a conducive environment for in-depth interaction among all stakeholders and developing education plans including DEP.

In order to provide technical and professional services to schools, all SSs and RPs need to be trained in their respective professional areas. DEO must create an environment to implement the suggestions and recommendations provided by SSs and RPs.

The lack of subject wise teachers in secondary schools is of paramount issue. Almost all public schools have been suffering from low quality of education mainly due to the lack of subject wise adequate number of teachers. Therefore, government needs to take an immediate action to fulfill the teacher quota in the secondary schools.

SIPs and DEPs are made the bases for improving the quality of education. But these planning tools have been less effective due to the lack of ownership, conceptual clarity and support services. Hence, training programs with support services should be provided to all key stakeholders to enable them in using SIPs and DEPs for formulating educational programs in the districts.

Training programs on EMIS should be organized for selected staff of DEO and schools so that qualitative data could be used in preparing SIPs and DEPs.

Training programs for developing skills on conducting school level examination and setting questions at difficult levels should be organized for HTs and selected teachers. This would possibly reduce the burden of the DEO with improved quality of student performance.

District level training programs should not emphasize only on teacher training, but also on parental awareness training programs. In the absence of parental education and awareness many school going aged students have no access to their schooling.

Leadership and management skills development training programs should be organized for HTs and SMC members and their performance should be linked with their career development plans.

Monitoring and supervision of classroom activities should be the main focus of DEO. For this, adequate support services from the central level should be provided as per the needs of decentralization of education.

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Annex 1: List of Stakeholders Interviewed and Met

District Education Office, Solukhumbu

Name	Post
1. Pranaraj Neupane	For DEO
2. Bal Krishna Adhikari	Accountant
3. Chankha Bahadur Thokar	Resource Person
4. Daya Raj Basnet	Resource Person
5. Durga Prasad Niroula	Resource Person
6. Man Bahadur Karki	Resource Person
7. Ram Krishna Ghimire	Resource Person
8. Shesh Kumari Sharma	Resource Person
9. Hir Prasad Kattel	Resource Person
10. Bed Nath Bastola	Resource Person
11. Shambhu Hari Niroula	Resource Person
SMC	
1. Datta Singh Karki	SMC Chairperson
2. Aanga Egele Sherpa	SMC Chairperson
HM	
1. Dirgha Nath Basnet	Headteacher
2. Davendra Bastola	Headteacher
3. Kumar Raj Shrestha	Headteacher
4. Prem Kumar Rai	Headteacher
Teachers	
1. Bal Kumar Shrestha	Teacher, Science and Math
2. Ramchandra Thakur	Teacher, Science
3. Babu Ram Dhakal Sastri	Teacher, Nepali
4. Basanta Kumar Shrestha	Teacher, Economics
5. Naveen Kumar Bhattarai	Teacher, English
DDC Office, Solukhumbu	
1. Sharada Prasad Poudel	LDO and DEC Chairperson
VDC Office, Salleri, Solukhumbu	
1. Lila Devi Paneru	VDC Secretary
Parents	
1. Shyam Krishna Shrestha	Parent
2. Prema Lahamu Tamang	Parent
3. Ram Bahadur Magar	Parent
4. Pasang Sherpa	Parent
5. Shiva Kumar Rai	Parent

Students	
1. Sharoj Dhal	Student
2. Hima Kumari K. C.	Student
3. Pancha Maya Magar	Student
4. Ashok Kumar Shrestha	Student

Personnel Profile (Academic Qualification, Training) of DEO Staff, Solukhumbu

Name	Gender	Post	Academic Qualification	Training	Duration of training
1. Madhav Prasad Dahal	M	Acting DEO	M. A., B.Ed.	In service	One month
2. Megh Nath Sharma	M	School Supervisor	B.Ed.		
3. Pranaraj Neupane	M	School Supervisor	M. A., B.Ed	In service	One month
4. Renuka Pandey	F	School Supervisor	M.Ed.		
5. Narayan Krishna Shrestha	M	Section Officer	M. Com., B. Ed.	In service	One month
6. Dattatraya Dahal	M	Section Officer	B. Ed.		
7. Shambhu Prasad Pandey	M	Technical Assistant	M. Ed		
8. Bal Krishna Adhikari	M	Accountant	B. Com.		
9. Narayan Dulal	M	Accountant	B. Com.		
10. Nir Bahadur Thapa	M	Typist Mukhiya	Test Pass		
12. Chankha Bahadur Thokar	M	Resource Person	B. Ed.		
13. Daya Raj Basnet	M	Resource Person	B. Ed.		
14. Durga Prasad Niroula	M	Resource Person	B. Ed.		
15. Man Bahadur Karki	M	Resource Person	M. Ed.		
16. Ram Krishna Ghimire	M	Resource Person	B. Ed.		
17. Shesh Kumari Sharma	F	Resource Person	B. Ed.		
18. Hir Prasad Kattel	M	Resource Person	MBA,B. Ed.		
19. Bed Nath Bastola	M	Resource Person	B. Ed.		
20. Shambhu Hari Niroula	M	Resource Person	B. Ed.		
21. Prem Bahadur Tamang	M	Resource Person	B. Ed.		
22. Gyan Bahadur Karki	M	Resource Person	B. Ed.		
23. Aasha Kumari Basnet	F	Resource Person	B. Ed.		
24. Binod Singh Tamang	M	Resource Person	B. Ed.		
25. Dhak Bahadur Karki	M	Resource Person	B. Ed.		

Annex 2: Methodological Steps and Question Guidelines

Methodological steps to field visits - Suggested process guide.

Before meeting activities:

- Draw up the organogram of the institution (use poster or chart)

1. Describe the purpose of the visit (capacity assessment survey)
2. Introduce the SESP programme
 - Explain the *vision* of the SESP (use drawing, poster or other visual techniques)
 - Summarise the objective of the programme (phased approach)
 - Summarise the four components (write these down on a chart)
3. Assess capacity needs in relation to the four components and the vision by enquiring about the institutions and individuals existing capacities, constraints, needs and other issues of concern (distribute paper on which people can write down their points - 10 minutes for individual brainstorm.).
4. Facilitate a process where all constraints, needs and other issues are displayed and discussed one by one and conclude discussions on each issue, by retrieving specific HRD solutions (training and non-training solutions) from the participants.
5. Together with the participants, assess the needs expressed and solutions suggested in relation to the organizational set-up of the institution (depict the organogram)
6. Request participants to give some thought to what they want their situation to look like 5 years from now.

Suggested Question Guide.

School Community/District/Region:

Stakeholder: _____

Main role and responsibility related to Secondary Education	Existing capacity to comply with roles and responsibilities on secondary education	HRD needs and gaps according to SESP - four components	Training solutions to fill in the needs	Non-training solutions to fill in the needs
		1. Needs and gaps at Regional level (use checklist) 2. Needs and gaps at District level (use checklist) 3. Needs and gaps at School and community (use checklist)		

Check list: School / Community Level

- The role of the head teacher in relation to the management of staff and school budgets
 - the role of the head teacher and SIP
 - SMC meeting

- VEC/VDC involvement
- getting teachers more responsible for planning, managing classroom assessments
- recurrent teacher training
- The head teacher's accountability to the SMC and the SMC's role in appraising the head teacher according to the 7th amendment to the Education Act.
- The empowerment of the SMC as the representative of the community, including the mobilization and spending of funds
- Training offered to both head teachers and SMCs/VECs in support of new responsibilities
- The VEC's and VDC's role for education standards and performance and the dissemination of information including monitoring and evaluation

Check list: District Level

The role and capacity of the DEO and the DEC to:

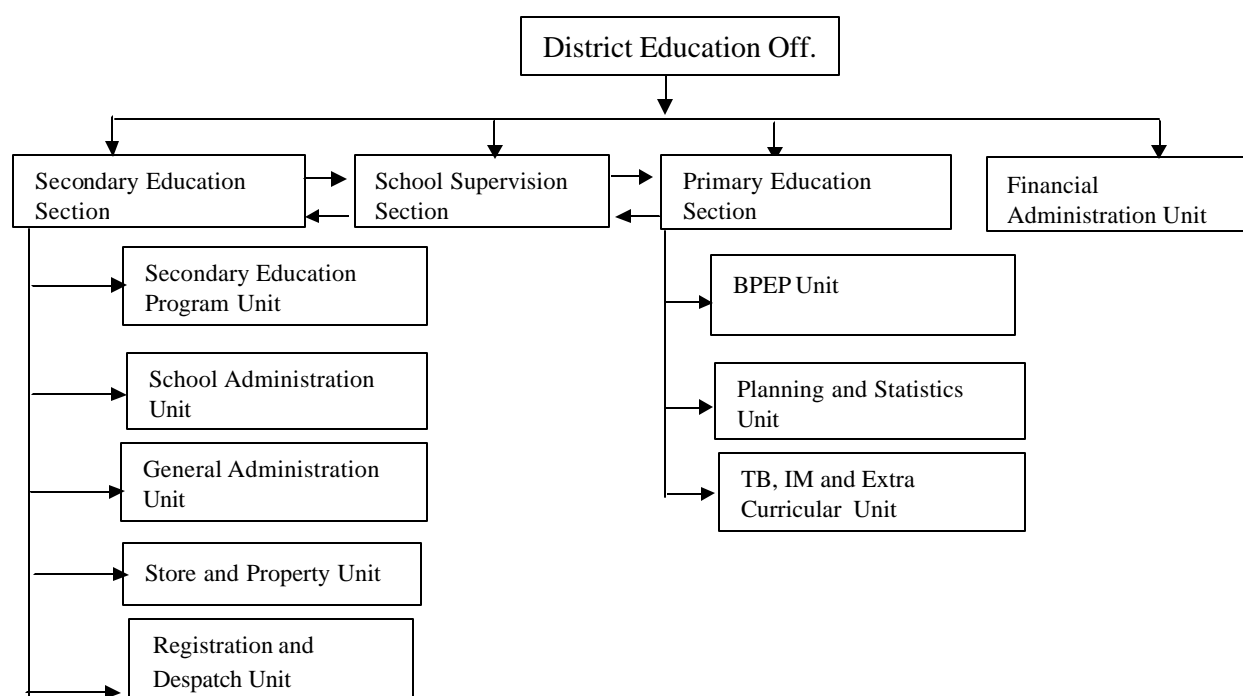
- Advice on the allocation of funds including new teacher posts
- Assess and advise on SIPs
 - promote head teacher training on SIPs and curriculum revision
 - promote parent, VDC members, teacher and community involvement in curriculum
- Select schools for rehabilitation based on SIPs
- Collect, validate and report EMIS data
- Analyzing and using EMIS data for planning and programming
- Form groups for organizing management training and support
- Conduct overall school appraisals
 - promote district examination committees responsible for both grade 8 and SLC exams
 - facilitate training to teachers at Secondary school level through SEDUs
- Manage program funds
- Prepare the District Education Plan—planning, budgeting
- Increasing access to grades 6 to 8 for all.
- DEO's capacity to monitor and supervise schools
- DEO's capacity to coordinate PTTC and SEDU training activities

Check list: Regional Level

The role of RED in promoting:

- Gender equity in educational program, i.e. poor, disabled, girls? What type of activities
- Educational Financial management
- Educational Planning Skills
- Educational Implementing Skills
- Educational Monitoring and Evaluation skills
- Curriculum Development skills
- Examinations - setting and quality controlling
- Teacher training and managements
- Distance Education
- Regional master trainers to support SEDUs, PTTCs and RCs

Annex – 3: Organizational Structure of DEO, Solukhumbu



Annex 4: Staffing Arrangement at DEO, Solukhumbu

Post	Nos. of Post	Filled up	Deputation	Vacant	Remarks
DEO	1	1		-	Acting from SS
Section Officer	2	1	1	-	
School Supervisor	4	2	1	-	
Resource Person	15	13	1	1	
Accountant	2	2		-	
Technical Assistant	4	1		3	
Non-Gaz. class I	1			1	
Non-Faz. Class II	3	1		2	
Non-Faz. Class III	1	1			
Peon	3	3		-	
Guard	1	1		-	
Total	37	26	3	7	