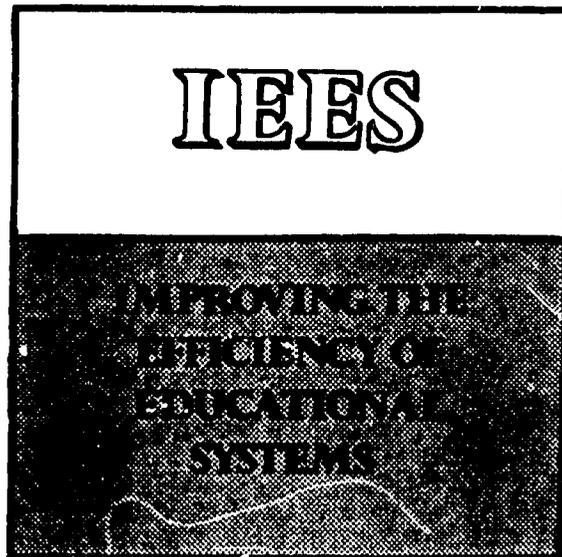


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47581

**NEPAL COUNTRY WORKPLAN**

**June 1986**



**Florida State University  
Howard University  
Institute for International Research  
State University of New York at Albany**

**Agency for International Development  
Contract No. DPE-5823-C-00-4013-00**

Improving the Efficiency of Educational Systems (IEES) is an initiative funded in 1984 by the Agency for International Development (AID). The principal goals of the IEES project are to help developing countries improve the performance of their educational systems and strengthen their capabilities for educational planning, management, and research. To achieve these goals, a consortium of U.S. institutions has been formed to work collaboratively with selected host governments and USAID Missions over the next ten years. The consortium consists of Florida State University (prime contractor), Howard University, the Institute for International Research, and the State University of New York at Albany.

There are currently eight countries working with the IEES initiative to improve educational efficiency. Four are in Africa: Botswana, Liberia, Somalia, and Zimbabwe. The other four countries are Haiti, Indonesia, Nepal, and Yemen Arab Republic.

Documents published by IEES are produced to promote improved educational practice, planning, and research within these countries. All publications generated by project activities are held in the IEES Educational Efficiency Clearinghouse at Florida State University. Requests for project documents should be addressed to:

IEES  
Educational Efficiency Clearinghouse  
Learning Systems Institute  
206 Dodd Hall  
Florida State University  
Tallahassee, Florida 32306  
USA  
(904) 644-5442

## 1. INTRODUCTION

The IEES project has been active in Nepal for a year. It began in May of 1986 when officials at the Ministry of Education and Culture (MOEC) identified two areas for initial IEES involvement: strengthening the information management capacity of the Manpower and Statistics Section in the Planning Division and supporting the evaluation component of the Radio Education Teacher Training (RETT II) project. Over the year the following tasks have been performed.

1. Formative and Summative Evaluation Workshop for RETT II personnel (October 1985).
2. Information Management Workshop for the Manpower and Statistics Section (January 1986).
3. Development of an integrated evaluation plan for RETT II (May, 1986).
4. Introductory Microcomputer Workshop for the Manpower and Statistics Section (May/June 1986).
5. Placement of Dr. Barbara Butterworth as Resident Technical Advisor (RTA) for the IEES project. Eighty percent of her time is committed to providing technical assistance to the Manpower and Statistics Section of

the Planning Division and twenty percent to assistance in the RETT II evaluation (February 1986).

6. Contracting with Dr. Dibya Man Karmacharya to assist in coordinating the RETT II evaluation activities. Eighty percent of his time is committed to providing technical assistance to RETT II and twenty percent to Planning Division activities (May 1986).

This document presents the background, rationale, and proposed activities for continued IEES involvement in Nepal for the remainder of the five year project period. The proposed activities are the result of collaborative discussions and joint decisions made in Kathmandu by Ministry of Education and Culture officials, the USAID Mission to Nepal, and IEES Project representatives during June 1986. This Country Workplan also reflects discussions with the major donors active in Nepal's Education and Human Resource Sector.

Section 1 states the purpose of the Country Workplan and presents an overview of the IEES Project. Section 2 describes the context for the project in Nepal. Section 3 summarizes current activities of major donors in the EHR sector. Section 4 provides the rationale for the proposed activities and Section 5 describes these activities.

## 1.1 PURPOSE OF THE COUNTRY WORKPLAN

The central objective of the country workplan is to identify and justify the priority activities for IEES assistance for the coming year. The criteria used for the selection of the activities are two-fold: First, targets of opportunity related to Nepal's EHR and institutional capacity building goals are identified. Secondly, a set of integrated activities are designed which build on each other and which take advantage of lessons learned in earlier efforts.

The ultimate criterion for all project activities is improvement in the efficiency of resource utilization in education. This criterion will be applied at the macroeducational (central, regional, and district) levels, as well as at the microeducational (school and classroom) levels. The strengthening of institutional capacity is a corollary criterion derived from that of increased systemic efficiency. Institutional development, per se, is not an IEES goal; however, institutional development that promotes the Nepalese capacity to improve EHR efficiency is a major means to project success.

## 1.2 THE IEES CONSORTIUM

The IEES project is coordinated by the Learning Systems Institute of Florida State University. Participating institutions include Howard University, the Institute for

International Research, and the State University of New York at Albany; support institutions include Syracuse University and Pennsylvania State University. Management responsibility is vested in the Executive Management Committee consisting of the Principal Investigator, Project Director, Deputy Director (all from Florida State University), and the Institutional Coordinators from each of the participating institutions.

The resources available from the consortium are primarily technical assistance services for planning, research, and training activities. Resources also exist for the procurement of local consultant services and for limited equipment acquisition.

The project is coordinated for the U.S. Agency for International Development by the cognizant technical officer in Washington, D.C. (located in the Education Office of the Science and Technology Bureau); project activities in Nepal by the USAID-Nepal Project Officers. Coordination of IEES activities for His Majesty's Government of Nepal (HMG/N) is provided by the Ministry of Education and Culture.

## 2. CONTEXT

The first step in the IEES approach to improving efficiency in educational systems is a comprehensive assessment of the Education and Human Resource Sector. The purpose of the assessment is to identify the opportunities and constraints for improved efficiency. Such analysis serves as the necessary prologue to the development of a set of tightly integrated activities intended to increase productivity while building capacity. In accordance with the preferences of the Ministry of Education and Culture (MOEC) and the USAID mission a sector assessment has not yet been carried out in Nepal. Since no other in-depth analyses are available, a general description of the status of the EHR sector is provided in this section. The information presented is taken from HMG/N documents, CERID studies, and donor agency reports.

### 2.1 HISTORICAL AND SOCIAL SETTING

Inspired by India's successful bid for independence from Great Britain, the Nepalese overthrew the Rana autocracy in 1951. The return of power to the monarchy ended 104 years of self-imposed isolation and inaugurated a period of intense development efforts. In 1951, there were few roads and little communication between villages; only 321 primary and 11 secondary schools existed; and less than two percent of the population was literate. By 1983, 2,322 kilometers of

paved , 41 airports, 77 hospitals, and some 7,000 school buildings had been constructed and over 23 percent of the population had achieved literacy.

The rich mosaic of ethnicity, language, and religion described in the earliest historical records persists to the present day. In the north, Tibeto-Burman ethnic groups predominate, while Indo-Aryan groups are concentrated in the south. There are at least 25 distinct ethnic/cultural groups. The overlay of the caste system on this diversity has intensified the naturally occurring differences.

Nepali, the national language, is spoken by approximately 58 percent of the population. The mother tongue of another 29 percent is one of 11 other major languages. Roughly 13 percent of the Nepalese speak more localized languages or dialects.

Hinduism, the religion of 89.5 percent of the population, co-exists in harmony with Buddhism (5.3 percent). As a result of the process of symbiotic growth over the centuries, the philosophy and practice of Hinduism and Buddhism have blended in many ways and temples and religious festivals are often shared.

King Prithvi Narayan Shah, who unified the feuding principalities of Nepal into one nation in the late 18th century, described his kingdom as a "root between two stones." Bordered on the north by China and on the south, east, and west

by India, the country is mountainous save for the central valleys and the terai which forms its southern border. Despite the adverse conditions for agriculture in many areas of the country, the primary occupation of 91.1 percent of the population is farming. Much of the farming in the hills and mountains is subsistence level; the average landholding per family is less than two-fifths of a hectare. Landholdings in the terai are typically larger and the source of most export as well as domestic market produce. In the mountains, where agricultural production is lowest, pastoral, trade, and guide activities are the primary sources of income.

Less than 1.6 percent of the population claim industry as their primary occupation (public and private). With the exception of jute, industrial output is absorbed locally without meeting national needs. Another 4.6 percent of the population is employed in government or private service with the remaining 2.7 percent engaged in miscellaneous trades. For the majority of Nepalese, agriculture is combined with other occupations on a seasonal basis.

One of the poorest countries in the world with an estimated per capita income of US\$170 (1983), Nepal's natural resources have been severely strained by the population growth rate averaging 2.66 percent per annum. At the present rate the current population of 16 million (1981) will double within the next 23 years. Pressures for food and fuel have resulted in

both lower produce available for export and rapid environmental degradation. At the same time, the decline in foreign exchange represents a serious constraint to governmental ability to provide the quantity and quality of social services demanded.

## 2.2 FISCAL AND MANAGEMENT CAPACITY

Statistical data on the formal economy indicate that the past three decades of planned economic development have fallen short of their goal of lifting the country out of poverty. At the present time, Nepal faces serious financial difficulties both in the balance of payments and the budget. To maintain even modest growth in the GDP, expenditures must be tightly controlled at the same time steps are taken to mobilize available resources and increase allocative and technical efficiency within and across sectors. HMG/N has identified the following areas as priority concerns for the Seventh Plan period (1985-1990).

1. External dependency. The increasing dependence on external markets for food imports and development assistance has placed a priority on increased productivity in agriculture, development of new export goods, and self-sufficiency in such areas as construction materials production.

2. Environmental Fragility. Problems related to a relatively poor resource base have been exacerbated by the "desertification" of the hill areas and consequent migration to and population pressures on the terai.
  
3. Management Capacity. Poor budgetary policies, inadequate production incentives, and delays in project implementation have served as major constraints on economic growth.
  
4. Production Capacity. Low price supports for agricultural products, lack of appropriate adjustments in exchange rates, and inadequate expenditures on operations and management have resulted in declining competitiveness in food exports, lower than expected returns from irrigation investments, and disappointing growth rates in tourism.
  
5. Private Sector Development. Lack of information on the private sector has served as a major constraint to the development of the policies and incentive structures necessary to facilitate its growth.

The major goal of the GON during the current plan period is to reduce the country's dependency on external markets for necessities. Development of agricultural and industrial capacities are viewed as the primary means to this end. Such

development, in turn, rests on success in rationalizing and improving tax instruments and collection, protecting and restoring the environment, maximizing the nation's water resources, stemming population growth, improving management capacity, and increasing the availability of management and technical skills.

### 2.3 NATIONAL GOALS FOR THE EDUCATION AND HUMAN RESOURCE SECTOR

To realize its goals for economic development, government has set the following development objectives for education and training in the Seventh Plan period.

1. Promote a rapid increase in literacy through primary and adult education.
2. Increase the basic and medium level manpower needed to meet the local needs by expanding the number of technical schools.
3. Place special emphasis on the production of University graduates in the fields of agriculture, medicine, engineering, and science.
4. Create incentive programs to increase women's education and employment.

Specific targets to be reached by 1990 include:

1. Provision of educational facilities for 85 percent of the children between six and ten years of age. This necessitates the provision of an additional 1,000 schools and 12,838 teachers.
2. Provision of literacy training to 1.5 million adults. Seven hundred and fifty thousand will participate in programs offered by the new vocational centers and an equal number in local district programs.
3. Creation of seven new vocational centers (trade schools) in various development zones and consolidation of existing centers.
4. Graduation of 14,677 university students in technical fields.

To meet these targets, the required outlays are estimated

at:

TABLE 2.1

## ESTIMATED OUTLAYS

<u>Outlay</u>	<u>Rs (in millions)</u>
Primary & Adult Education	302.4
Other	526.0
Higher Education	750.0
District Level Projects	1341.6
Arts and Culture	<u>17.0</u>
	2937.0

The national goals for the EHR sector are best understood in the context of the current status of the system. The condition of education in Nepal is described in the next section.

#### 2.4 OVERVIEW OF THE EHR SECTOR

While the major focus of this subsection is primary and secondary schooling, brief descriptions of vocational and technical training and higher education are also provided. These descriptions are followed by a discussion of issues related to educational finance, equity, internal and external efficiency.

## Primary and Secondary Education

Administrative Control. Education in Nepal is a mixed public/private enterprise. Public schools receive government grants and private schools are supported by individuals or private organizations. In some cases, schools are mixed; with grades approved by government receiving public subsidies, while grades not yet approved are financed by tuition and donations.

There are both public and private pre-primary schools. Government with donor assistance has established approximately 100 daycare/pre-primary centers in rural areas. The private sector has taken the initiative in starting such schools in large towns and villages. In 1984, it was estimated that there were 153 pre-primary schools enrolling some 20,594 children, of which 27 percent were girls. Three out of five of the 694 teachers were women; a percentage far above that found at higher levels of schooling.

Since data on private primary, lower secondary, and secondary schools have only just begun to be collected, accurate figures on the numbers of schools, students, and teachers are not yet available. It is known, however, that there are at least 288 private primary, 88 lower secondary, and 250 secondary schools, of which 16 percent are mixed public/private and therefore receive some governmental subsidy.

High and low estimates of the proportion of the relevant age cohorts enrolled in school are presented below in Table 2.2. High estimates are based on the number of students enrolled in school at a given level, regardless of age, divided by the proportion of the population in the target age range (e.g. ages six to ten for the primary level). Low estimates were calculated by dividing the number of students in the target age range enrolled at a given level by the proportion of the population in the same age range. Enrollment ratios for girls are shown in parentheses.

TABLE 2.2

Enrollment Ratios (1984)

<u>Level</u>	<u>Target Age</u>	<u>High Estimate</u>	<u>Low Estimate</u>
Primary	6-10	76.3 (46.3)	55.9 (34.1)
Lower Secondary	11-12	32.2 (17.0)	14.4 (7.9)
Secondary	13-15	23.3 (10.7)	13.9 (6.7)

Source: Suwal, P.R., "Nepal: Educational Statistics," 1986.

The management of public pre-collegiate education is the joint responsibility of the MOEC (central, regional, and district offices) and the local school management committee. Planning, policy-making and curriculum development are the responsibility of the central level. Regional and District Education Offices coordinate and supervise the implementation of educational programs. At the district level, the Education Officer (DEO) is assisted by the District Education Committee in matters of general educational concern. The day to day administration of schools, as well as, the hiring and firing of teachers is the responsibility of the local school management committee.

The Decentralization Act of 1985 which reversed the trend toward increasing centralization in the control of schools was inspired, at least in part, by a marked decrease in parental interest in and financial contribution to schools. In addition to recognizing the important role of the community in schooling, the Act gave authority to districts to levy taxes for development purposes including schooling.

The Structure of Schools. The structure of schooling has changed twice since 1951. From 1951 to 1971, primary schooling consisted of five grades, lower secondary two, and secondary three grades. The National Education Systems Plan (1971) altered the structure to 3-4-3. HMG/N assumed full responsibility for teachers salaries and textbooks at the

primary level. A desire to increase the skills of primary graduates led to the restoration of the full five year cycle in 1981. The present structure is 5-3-2.

Children are officially eligible to begin primary school at age six. In practice, however, many enroll earlier and frequently spend two years in first grade mastering the equivalent of kindergarten and first grade skills before promotion to grade 2. As is the case in most developing countries, the age range in any given class often exceeds four years reflecting dropout and re-entry behaviors resulting from high opportunity costs and poor health.

Students. Modern education in Nepal dates from 1951. As the data presented in Table 2.3, on the following page, indicate there has been a rapid growth in opportunities for primary, lower secondary, and secondary schooling over the past thirty-five years.

While the percentage of female students enrolled at each level remains a matter of concern, the data shown in Table 2.4 demonstrate that in the past three years the rate of growth in the enrollment of female students accounts for a large percent of overall growth, particularly at the lower secondary and secondary levels.

TABLE 2.3

## Growth in the Number of Schools and Students, 1950-1983

	1950	1970	1981	1982	1983
<u>Primary</u>					
Schools	321	1,275	10,628	10,912	11,299
Enrollments	8,505	408,471	1,388,001	1,474,698	1,626,431
% Female	1	16	27	28	28
<u>Lower Secondary</u>					
Schools	*	*	2,786	2,964	3,268
Enrollments	*	*	169,564	198,723	219,639
% Female	NA	*	20	22	23
<u>Secondary</u>					
Schools	11	1,094	918	1,031	1,124
Enrollments	1,680	120,537	144,331	170,404	198,446
% Female	NA	15	19	19	21

\*

Included in secondary counts.

Sources: Calculated from data provided in: CERID, "Determinants of Educational Participation in Rural Nepal," 1984; MOEC, Nepal's Educational Statistics Report, 1983.

TABLE 2.4

Change in Enrollment Rates  
1981-1983

<u>Primary</u>	
% Change in Enrollments	17
% Change in Female Enrollments	22
<u>Lower Secondary</u>	
% Change in Enrollments	30
% Change in Female Enrollments	46
<u>Secondary</u>	
% Change in Enrollments	38
% Change in Female Enrollments	50

Source: Calculated from data provided in: MOEC, "Educational Statistics of Nepal at a Glance (1981-1983)", 1983.

The data presented in Table 2.4 also indicate that enrollments are expanding more quickly at the lower secondary and secondary levels than at the primary level. An analysis of Grade 1 enrollments over the past three years suggests that the demand for primary schooling may have begun to level off. The increase in lower secondary and secondary enrollments, therefore, may be attributed to the increased retentivity of the system. The 1981 change in the structure of schooling disallows valid comparison of the 1981 - 1982 and 1982 -1983 progression rates. The current (1982 - 1983) progression of students from grade to grade is illustrated in Table 2.5.

TABLE 2.5

Grade to Grade Progression 1982 - 1983

Grade Year	1	2	3	4	5	6	7	8	9	10	SLC Pass
1	100										
2		77									
3			69								
4				60							
5					53						
6						47					
7							42				
8								37			
9									34		
10										34	3

Progression Rates:

1-2	.77	6-7	.89
2-3	.89	7-8	.89
3-4	.87	8-9	.91
4-5	.88	9-10	.99
5-6	.88	Percent of tenth graders who sit for the exam: 40%	
SLC Pass Rate: 23.8%			

The table shows that for every 100 students entering the

system 53 students remain to fifth grade. Forty-seven of that 53 enter the lower secondary cycle and 37 the secondary cycle. Approximately three of the original 100 pass the SLC, the only national examination. Viewed alternatively, approximately 36 of every 100 students who enroll in secondary school sit for the SLC exam in any given year and of these 36 only six pass.

The data on the distribution of schools and enrollments, shown in Table 2.6 on the following page, suggest that the demand for schooling, indicated by the number enrolled and percentage female, and the teacher/pupil ratio vary significantly within and across regions.

At the primary level, the percentage of female students varies from 12 to 37 percent. In Mechi, Koski, Bagmati, and Gandaki 30 percent or more of the students enrolled are girls. Not surprisingly, these zones also have the highest percentage of female enrollments at the lower secondary level. While Mechi, Koski, and Bagmati also boast of the highest female representation at the secondary level, it is important to note that in Bagmati, Seti, and Makaki the percentage of girls enrolled in secondary school is equal to or higher than in lower secondary, indicating that the girls in these zones who attend lower secondary are as likely as (or more likely) to attend secondary schools as are boys.

TABLE 2.6

**Distribution of Schools, Students, Teachers  
Across Regions and Zones**

**A. Primary Level**

	Schools	Students (% female)	Teacher/ Pupil Ratio
<u>Eastern Region</u>			
Mechi	759	128,041 (37)	1:45
Kosi	999	158,340 (34)	1:43
Sagarmatha	891	119,964 (25)	1:42
<u>Central Region</u>			
Janakpur	883	125,660 (21)	1:43
Bagmati	1,341	237,342 (30)	1:50
Narayani	927	137,947 (27)	1:49
<u>Western Region</u>			
Gandaki	1,146	175,444 (36)	1:39
Lumbini	1,090	185,020 (29)	1:46
Dhaulagiri	530	61,854 (27)	1:32
<u>Mid-Western Region</u>			
Rapti	733	85,791 (21)	1:44
Karnali	331	17,755 (15)	1:20
Bheri	610	76,374 (24)	1:42
<u>Far Western Region</u>			
Seti	605	63,557 (12)	1:35
Mahakali	454	53,448 (17)	1:40

TABLE 2.6 (cont.)

## B. Lower Secondary Level

	Schools	Students (% female)	Teacher/ Pupil Ratio
<u>Eastern Region</u>			
Mechi	209	18,878 (33)	1:30
Kosi	332	24,898 (27)	1:25
Sagarmatha	261	17,400 (16)	1:22
<u>Central Region</u>			
Janakpur	281	19,199 (15)	1:24
Bagmati	391	35,221 (28)	1:22
Narayani	219	18,027 (25)	1:26
<u>Western Region</u>			
Gandaki	321	22,210 (27)	1:21
Lumbini	311	22,478 (23)	1:20
Dhaulagiri	177	7,202 (19)	1:15
<u>Mid-Western Region</u>			
Rapti	175	8,308 (18)	1:19
Karnali	85	1,795 (9)	1:7
Bheri	164	8,673 (16)	1:19
<u>Far Western Region</u>			
Seti	191	7,159 (10)	1:20
Mahakali	151	8,191 (8)	1:19

## C. Secondary Level

	Schools	Students (% female)	Teacher/ Pupil Ratio
<u>Eastern Region</u>			
Mechi	69	16,726 (27)	1:51
Kosi	115	24,535 (24)	1:41
Sagarmatha	84	16,303 (13)	1:37
<u>Central Region</u>			
Janakpur	89	16,999 (12)	1:32
Bagmati	176	35,862 (31)	1:34
Narayani	82	16,978 (20)	1:37
<u>Western Region</u>			
Gandaki	131	20,836 (20)	1:33
Lumbini	121	18,564 (21)	1:34
Dhaulagiri	50	6,577 (15)	1:30
<u>Mid-Western Region</u>			
Rapti	51	7,009 (17)	1:28
Karnali	22	1,379 (6)	1:13
Bheri	42	6,632 (16)	1:34
<u>Far Western Region</u>			
Seti	49	5,217 (11)	1:30
Mahakali	43	4,829 (8)	1:24

Source: Calculated from data provided in: MOEC, Nepal's Educational Statistics Report, 1983.

As would be expected, there is a rough correlation between the number of girls enrolled in school and the number of female teachers. More detailed data and analysis of the policy issues related to increasing the participation of girls in schools will be an outcome of both the new school level data which are being collected by the MOEC and the USAID GATE Project.

An equally important issue raised by the data in Table 2.5 is the distribution of teachers across levels. While full time equivalents are not available, it would be expected that the numbers of students per teacher would be similar for lower and higher secondary. As it is, teacher/student ratios are significantly lower at the lower secondary level than at the primary or secondary level. One possible explanation for this phenomenon is that secondary teachers may also teach some lower secondary classes. It is doubtful that valid estimates will be available until information is collected on the basis of full-time equivalents.

Teachers. The Institute of Education (IOE), Tribhuvan University bears the major responsibility for the training of teachers. The IOE offers intermediate and bachelor level courses at one or more of its dozen regular campuses or extensions. Special programs for under SLC teachers are provided by the Equal Access for Women Project and the Radio Education Teacher Training Project.

Studies have indicated that teacher training has not been as successful as had been hoped in altering traditional teaching methodologies. Lecture and rote memorization are the most frequently observed instructional approaches. In addition, there is no evidence that the training is based on a task analysis of the responsibilities and functions of the teacher. As a consequence teacher trainees are not prepared for multigrade or multi-age classes, which are typical in villages.

While the National Education Systems Plan stipulated the following eligibility standards for permanent teachers:

<u>Level</u>	<u>Standard</u>
Primary	SLC + Training
Lower Secondary	I. Ed.
Secondary	B. Ed.

increasing demand combined with high turnover rates, has led to some relaxation of the standards. Actual teacher qualifications (highest degree) by level and region/zone are presented in Table 2.7 on the following page.

The general trend indicated by the data is one of increasing credentials by level taught. Sixty-nine percent of the primary teachers have the SLC or a higher degree. A full 31 percent, however, have not completed the SLC. The percentage of under SLC teachers varies widely among zones. Seventy-five percent of the teachers in Karnali do not have their school

TABLE 2.7

## Teacher Qualifications By Region and Zone

## A. Primary Level

	Total	Under SLC	SLC	IA
<u>Eastern Region</u>				
Mechi	2,870	757 (26)	1,995 (70)	118 (4)
Kosi	3,705	347 (9)	3,122 (84)	217 (6)
Sagarmatha	2,876	476 (17)	2,305 (80)	85 (3)
<u>Central Region</u>				
Janakpur	2,909	493 (17)	2,220 (76)	158 (5)
Bagmati	4,708	1,908 (43)	2,315 (49)	366 (7)
Narayani	2,789	585 (25)	1,941 (70)	253 (10)
<u>Western Region</u>				
Gandaki	4,481	822 (18)	3,437 (77)	222 (5)
Lumbini	4,029	853 (21)	2,689 (67)	452 (11)
Dhaulagiri	1,961	808 (41)	1,099 (56)	53 (13)
<u>Mid-Western Region</u>				
Rapti	1,946	953 (49)	909 (47)	82 (4)
Karnali	887	654 (74)	230 (26)	3 (<1)
Bheri	1,821	1,155 (63)	618 (34)	47 (3)
<u>Far Western Region</u>				
Seti	1,814	1,056 (58)	746 (41)	9 (<1)
Mahakali	1,335	762 (57)	532 (40)	41 (3)
	38,131	11,701 (31)	24,158 (63)	2,106 (6)

	BA	MA
<u>Eastern Region</u>		
Mechi	--	--
Kosi	19 (1)	--
Sagarmatha	10 (<1)	--
<u>Central Region</u>		
Janakpur	33 (1)	5 (<1)
Bagmati	47 (1)	--
Narayani	10 (<1)	--
<u>Western Region</u>		
Gandaki	--	--
Lumbini	35 (1)	--
Dhaulagiri	1 (<1)	--
<u>Mid-Western Region</u>		
Rapti	2 (<1)	--
Karnali	--	--
Bheri	1 (<1)	--
<u>Far Western Region</u>		
Seti	3 (<1)	--
Mahakali	--	--
	171 (<1)	5 (<1)

TABLE 2.7 (cont.)

B. Lower Secondary Level

	Total	Under SLC	SLC	IA
<u>Eastern Region</u>				
Mechi	638	6 ( 1)	88 (14)	510 (80)
Kosi	1,010	2 (<1)	120 (12)	731 (72)
Sagarmatha	793	2 (<1)	160 (20)	526 (61)
<u>Central Region</u>				
Janakpur	797	4 (<1)	136 (17)	566 (71)
Bagmati	1,624	12 ( 1)	136 ( 8)	1,040 (64)
Narayani	694	--	52 ( 7)	563 (81)
<u>Western Region</u>				
Gandaki	1,045	--	172 (16)	708 (68)
Lumbini	1,139	--	91 ( 8)	870 (76)
Dhaulagiri	484	17 ( 4)	71 (15)	383 (79)
<u>Mid-Western Region</u>				
Rapti	431	12 ( 3)	68 (16)	328 (76)
Karnali	253	45 (18)	112 (44)	89 (35)
Bheri	459	47 (10)	87 (19)	267 (58)
<u>Far Western Region</u>				
Seti	356	4 ( 1)	124 (35)	215 (60)
Mahakali	423	11 ( 3)	129 (30)	242 (57)
	<u>10,146</u>	<u>162 ( 2)</u>	<u>1,546 (15)</u>	<u>7,038 (69)</u>

	BA	MA	
<u>Eastern Region</u>			
Mechi	34 ( 5)	--	--
Kosi	157 (16)	--	
Sagarmatha	105 (13)	--	
<u>Central Region</u>			
Janakpur	80 (10)	11 ( 1)	
Bagmati	422 (26)	14 ( 1)	
Narayani	74 (11)	5 ( 1)	
<u>Western Region</u>			
Gandaki	165 (16)	--	
Lumbini	173 (15)	5 (<1)	
Dhaulagiri	13 ( 3)	--	
<u>Mid-Western Region</u>			
Rapti	22 ( 5)	1 (<1)	
Karnali	5 ( 2)		2 ( 1)
Bheri	50 (11)	8 (<1)	
<u>Far Western Region</u>			
Seti	13 ( 4)	--	
Mahakali	39 ( 9)	2 (<1)	
	<u>1,352 (13)</u>	<u>48 (&lt;1)</u>	

TABLE 2.7 (cont.)

## C. Secondary Level

	Total	Under SLC	SLC	IA
<u>Eastern Region</u>				
Mechi	331	--	6 ( 2)	17 ( 5)
Kosi	598	--	--	2 ( 4)
Sagarmatha	445	--	--	9 ( 2)
<u>Central Region</u>				
Janakpur	539	--	--	42 ( 8)
Bagmati	1,061	--	--	11 ( 1)
Narayani	461	--	--	4 (<1)
<u>Western Region</u>				
Gandaki	628	--	--	8 ( 1)
Lumbini	550	--	--	30 ( 5)
Dhaulagiri	220	1 ( 1)	2 ( 1)	4 ( 2)
<u>Mid-Western Region</u>				
Rapti	254	--	1 (<1)	19 ( 7)
Karnali	107	1 ( 1)	6 ( 6)	25 (23)
Bheri	196	5 ( 3)	1 (<1)	38 (19)
<u>Far Western Region</u>				
Seti	172	--	--	5 ( 3)
Mahakali	202	--	--	19 ( 9)
	<u>5,764</u>	<u>7 (&lt;1)</u>	<u>16 (&lt;1)</u>	<u>233 ( 4)</u>

	BA	MA
<u>Eastern Region</u>		
Mechi	304 (92)	6 ( 2)
Kosi	566 (95)	30 ( 5)
Sagarmatha	417 (94)	19 ( 4)
<u>Central Region</u>		
Janakpur	451 (84)	46 ( 9)
Bagmati	958 (90)	92 ( 9)
Narayani	441 (96)	16 ( 3)
<u>Western Region</u>		
Gandaki	598 (95)	22 ( 4)
Lumbini	479 (87)	41 ( 7)
Dhaulagiri	210 (95)	3 ( 1)
<u>Mid-Western Region</u>		
Rapti	218 (86)	16 ( 6)
Karnali	71 (66)	4 ( 4)
Bheri	141 (72)	11 ( 6)
<u>Far Western Region</u>		
Seti	160 (93)	7 ( 4)
Mahakali	163 (81)	20 (10)
	<u>5,177 (90)</u>	<u>331 ( 6)</u>

Source: Calculated from data provided in: MOEC, Nepal's Educational Statistics Report, 1983.

leaving certificate while only nine percent of the teachers in Kosi are under SLC.

Relatively few teachers at the lower secondary level have less than the SLC (2 percent). Again the highest percentage of under SLC teachers are found in Karnali (18 percent) and Bheri (10 percent) in the Mid-Western region. The same is true of SLC teachers. Overall, 82 percent of lower secondary teachers have an IA (69 percent) or a BA (13 percent) degree. In Karnali, however, only 37 percent of the teachers hold degrees higher than the SLC.

Nation-wide less than one percent of the secondary teachers are under SLC or SLC. The vast majority of secondary teachers hold BA degrees (90 percent). Another six percent have their MA degree. As on lower levels, Karnali has the fewest teachers with a BA or higher degree (70 percent).

Data (not shown) on the number of teachers trained reveal the same pattern. At the primary level 34 percent of all teachers are trained compared to 43 percent at the lower secondary level and 59 percent at the secondary level.

Textbooks and Instructional Materials. After students' and teachers' time, textbooks and instructional materials are the most important input in the production of learning. Their availability has been shown to have a strong affect on both the

acquisition of and retention of literacy and numeracy. In Nepal public school textbooks are prepared at the national level and are distributed through the private market. They are provided free of charge to all students in grades one to three and to girls in 18 remote regions through grade five. As in many developing countries, a poor transportation infrastructure results in books arriving late and in remote areas not at all. In general, textbooks are the only instructional materials available in schools. Supplementary reading materials, science materials, classroom wall charts, globes, etc. are scarce and teacher's guides even when available are rarely used.

Moreover, reports indicate that the textbooks are not developed through the systematic application of instructional design principles. The lack of field testing and revision has meant that they are often inappropriate for their audience.

School Facilities. No data is routinely collected on the condition of school facilities. The design, construction, and maintenance of schools is the responsibility of communities and school buildings, therefore, tend to reflect the level of local wealth. The lack of proper heating and ventilation has meant that the school calendar is largely dictated by not only the agricultural cycle but also by local weather. Schools are closed in Kathmandu, for instance, in the winter months and in the terai in the summer. Inadequate lighting, sanitation, and water are major concerns of government as are the absence of

science laboratories, workshops, and libraries at even the secondary level.

#### Vocational and Technical Education

The New Education Systems Plan (1971) placed special emphasis on the role of vocational education in meeting the nation's manpower needs. The technical institutes at Tribhuvan University were given the responsibility for post-secondary technical training. The vocational subjects (agriculture, commerce, industrial arts, construction trades, and cottage industries) introduced into secondary schools were designed to enhance development activities in the local community. Scarcity of materials, workshops, teachers, and resistance to manual labor led, in 1981, to the abandonment of the vocationalization of secondary schools and the opening of trade centers.

The purpose of the trade centers is to help school dropouts and economically disadvantaged youth (age 15 and over) to acquire skills necessary for employment. The training program consists of three years of in-school training and one year of on-the-job training. Certificates are granted upon successful completion of the skills test. At the present time, there are five such centers serving 502 students of which eight percent are young women. The centers employ 92 teachers. The teacher/student ratio ranges from 1:4 in Jiri to 1:10 in Lahan.

These low teacher/student ratios are the primary reason why the centers are targetted for consolidation in the Seventh Plan period. New centers will be opened in areas with presumably of greater demand.

#### Higher Education

Higher education is provided by Tribhuvan University. In 1983, the University was sub-divided into ten institutes (five technical, two general, and three professional) and four research centers. Sixty-eight public and thirty-six private campuses provide one or more of the ten institutes' programs. All students who pass the SLC examination (23.8 and 30.8 percent of those who sat for it in 1983 and 1984, respectively) are eligible to enroll in the University, although a second level pass is required for admission to the certificate program in some institutes. Enrollments by field from 1981 to 1983 are shown in Table 2.8.

The data presented in the table show that enrollments over this period have declined by 20 percent although the pattern is uneven within and among fields. The lack of marked growth in the technical institutes, with the exception of engineering which shows the largest increases in enrollments, is somewhat surprising given the fact that the Technical Institutes receive almost two-thirds of the University's budget.

Unfortunately, data on faculty/student ratios by field by

TABLE 2.8

University Enrollments By Field and Level  
1981 - 1983

	1981	1982	1983
<b>Technical Institutes</b>			
<u>Engineering</u>			
Lower	--	--	106
Certificate	1,448	1,314	1,766
Diploma	43	--	68
<u>Medicine</u>			
Lower	321	257	178
Certificate	741	714	507
Diploma	101	82	132
<u>Agriculture</u>			
Certificate	710	1,124	784
Diploma	204	182	313
<u>Forestry</u>			
Certificate	382	378	220
Diploma	30	67	79
<u>Science &amp; Technology</u>			
Certificate	5,791	6,467	7,073
Diploma	786	1,108	1,069
Degree	326	342	139
<b>Professional Institutes</b>			
<u>Education</u>			
Lower	253	310	693
Certificate	2,528	2,344	1,529
Diploma	948	1,181	1,238
Degree	141	184	75
<u>Management</u>			
Certificate	11,694	7,210	7,416
Diploma	2,617	3,592	2,801
Degree	1,095	1,393	566
<u>Law</u>			
Certificate	2,356	1,879	2,236
Diploma	858	775	948
<b>General Institutes</b>			
<u>Humanities</u>			
Lower	406	431	422
Certificate	18,849	11,849	11,292
Diploma	5,263	6,217	5,460
Degree	1,819	2,122	744
<u>Sanskrit</u>			
Certificate	338	281	226
Diploma	155	134	83
Degree	93	133	66
	<u>60,298</u>	<u>52,070</u>	<u>48,299</u>

Source: Suwal, P.R. Singh, "Nepal: Educational Statistics," 1986.

campus are not available since a great deal of concern is has been expressed about the low ratios on many campuses.

#### Educational Finance

Pre-collegiate schooling is financed by HMG, the local community, and parents. His Majesty's Government bears 100, 75, and 50 percent of the costs of teachers' salaries at the primary, lower secondary, and secondary levels, respectively. In the 18 remote areas, government pays 100 percent of salaries at all levels. HMG, assisted by UNICEF, also pays for the printing of textbooks for children in the first three grades and for girls through grade 5 in the remote districts. Communities are responsible for all costs related to the construction and maintenance of buildings, a portion of approved teachers' salaries at the lower secondary and secondary levels, and the salaries of non-approved teachers. Parental contribution include textbook costs, notebooks, pencils, lunch, and tuition (except at the primary level) and school fees.

Education's share of government expenditures and of the 1984/85 budget are shown in Tables 2.9 and 2.10 on page 30. All budget figures are in Nepali rupees (US\$ 1 = NRs 21.25) and represent both regular (recurrent) and development expenditures (the distinction between regular and development costs in Nepal is not the typical one, e.g. certain salaries and material supplies are included in the development budget.)

The data presented in Table 2.8 indicate that, discounting for inflation, there has been no real growth in either the national or education expenditures over the past few years. Although there has been some shift in the allocation of education rupees away from higher education towards primary education in recent years, the University which serves two percent of the nation's students receives a full one-third of the budget while primary education which serves 78 percent of the students receives only slightly more. As a consequence, the difference in per pupil expenditures are dramatic. In 1983, government investments in each primary, secondary (including lower secondary) and university student were as follows:

Primary:	\$ 8.50
Secondary:	14.99
University:	301.51

The difference between per pupil expenditures at the primary and secondary level is largely accounted for by the difference in the qualifications and training of primary and secondary teachers. The dramatic increase in expenditures at the University level is a function not only of faculty salaries but also the reportedly low faculty/student ratios on many campuses and significant student subsidies for tuition, textbooks, and room, and board.

TABLE 2.9

Government Expenditures on Education  
1974/75 - 1984/85  
(In Rs. '000)

Year	National Budget	Education Budget	Education's Share
1974/75	1,740,891	158,848	9.80
1975/76	2,146,932	245,990	11.45
1976/77	2,371,630	257,874	10.78
1977/78	3,087,420	277,671	8.99
1978/79	3,752,824	322,705	8.60
1979/80	4,183,878	348,759	8.34
1980/81	4,868,097	421,626	8.66
1981/82	7,113,214	557,597	7.84
1982/83	9,187,203	821,369	8.94
1983/84	9,522,613	885,223	9.30
1984/85	9,809,164	910,722	9.28

TABLE 2.10

Education Expenditures  
1984 - 1985  
(In Rs. '000)

Primary Education	321,092	35.26
Lower Secondary & Secondary Education	145,055	15.93
Adult Education	2,600	.29
Curriculum/ Textbooks/ Materials	17,724	1.95
Physical Education/ Sports	9,457	1.04
Miscellaneous Projects	3,077	.34
Administration	35,239	3.87
Research and Statistics	115	.01
Scholarships/ Student Welfare	3,220	.35
Supervision Training/ Publicity	3,526	.36
Archeology	6,057	.67
Tribhuvan University	308,826	33.85
Science and Technology	8,407	.92
Integrated Rural Development	7,894	.87
Cultural Corporation	310	.03
Technical and Vocational Education	13,428	1.47
Other	25,515	2.80
	<u>910,722</u>	<u>100.00</u>

Source: Suwal, P.R. Singh, "Nepal: Educational Statistics," 1986.

## Equity

There is no evidence of systematic discrimination in the provision of opportunities for schooling. To the contrary, HMG/N has long recognized and established programs aimed at reducing gender, caste, and regional disparities in school enrollments. As discussed earlier (page ), the 1983 female enrollments percentages of 28, 23, and 21 at the primary, lower secondary, and secondary levels, respectively, are matters of concern. The higher growth rate in the enrollments of females relative to total enrollments suggests, however, that gender discrepancy is gradually decreasing. This decrease may be a function of donor assisted government efforts. At the present time, there are two donor assisted projects whose primary focus is on increasing the number of girls enrolling and remaining in school and a number of other projects which have this as a sub-goal. In addition, government provides books to girls in 18 remote regions through grade five to reduce the barriers to attendance.

To the extent that the lowest castes are also the poorest, HMG/N's remote region program also addresses the access issue for these groups. As a general equity measure the government has prohibited the identification of students and teachers (as well as others) by ethnic or caste affiliation. In the absence of routine self-reporting of these characteristics, this means, however, that the MOEC has no means of assessing the the extent

of this problem or measuring the impact of policies in this area.

Differences in regions and districts in access to schooling are largely a function of uneven development patterns dictated by the terrain and the weather. The most telling distinctions are among the hill, mountain, and terai areas. The MOEC is currently building the capacity to systematically analyze these differences as a preliminary step to policy formulation.

#### Internal Efficiency

Despite the increased retentivity of the pre-collegiate system, evidence of internal inefficiency abounds. Descriptive reports and anecdotal evidence reveal significant differences in scheduled versus actual school time, high rates of teacher and student absenteeism, relatively large dropout and repeater rates, scarcity of textbooks and materials and inadequately designed and maintained facilities. These quantitative deficiencies combine with reputedly poor teaching and inappropriate textbooks to produce low levels of student achievement as measured by the SLC pass rate. A major concern is the lack of systematic evaluation and revision of textbooks and provision of other instructional materials, including teacher guides, at the central level. Almost all special projects have undertaken design, evaluation, and revision of different types of texts and materials but these products are

not available beyond the participating schools.

In order to improve internal efficiency, the MOEC has recently begun to improve the procedures used to collect the data needed to identify the problems of districts and schools.

#### External Efficiency

The data necessary to systematically evaluate the external efficiency of the educational system have not yet been collected. Information is needed on the skills of individuals who terminate at each level of schooling and their consequent employment history. The low SLC pass rate and the creation of remedial programs at the University suggest, however, that graduates at the secondary level lack the knowledge and skills necessary for successful achievement at the university level. A number of documents including the Seventh Five-Year Plan indicate that the most serious external efficiency problem lies in the production of technical and administrative competencies required for strengthening the management capacity in all sectors.

#### Conclusions

The low absorptive capacity of government indicates that quality improvements will have to be financed by reallocation of current educational funds within and across EHR subsectors. The

leveling of demand for primary schooling provides a unique opportunity for quality improvements at that level. In order to realize such improvements more information (and analysis) on the effectiveness of the current use of resources is needed.

At the same time, consideration should be given to redistribution of resources across levels. HMG/N's investment in primary schooling is small relative to its investment in higher education. There is evidence that considerable resources are being wasted by not ensuring that graduates of each level are prepared for the next level. While the distribution of resources across levels is a political decision, the sequential nature of learning demands that heavy investments are made in the early years.

### 3. DONOR ACTIVITIES

Multilateral and bilateral donor organizations have provided major assistance to HMG/N in the development of the education sector. Support has been in the form of technical assistance, instructional materials development, and construction. As Nepal strives to realize its goals of improvement in access to and the quality of schooling over the next plan period, it will continue to rely on donor support to complement and supplement its own activities. Donor involvement in the EHR sector in Nepal has two unique characteristics: First, the major projects all have a primary education focus. And secondly, the projects are characterized by a high degree of donor collaboration. The projects in this subsector are described below.

#### 3.1 WORLD BANK

The IDA financed primary education project (PEP) is designed to achieve a low-cost qualitative improvement in primary education and strengthen the administrative and technical capacity of the sector. The project focuses on improving teacher effectiveness by increasing their level of competency and motivation and by providing external support in terms of better management, instructional materials, and physical facilities. Central to the design of the project is the concept

of clustering primary schools into groups of eight to twelve with a resource center. The project, now in its third year, has with technical assistance from UNICEF, implemented activities related to teacher training and the provision of instructional materials. Assistance to the MOEC for the strengthening of management capacity is currently being negotiated. IEES, through the RTA, will provide the technical assistance necessary to implement different activities to achieve the goal of this project.

### 3.2 USAID

USAID/Nepal has two major initiatives in the education sector: The first is RETT-II, now completing its first year. The goal of the Radio Tuition Program is to upgrade the content area skills of the under-SLC primary teachers. English lessons are now being broadcast and plans are under way for the development and broadcasting of math and science next year and Nepali the following year. IEES is providing technical assistance for the formative and the summative evaluation of this project.

The goal of the second USAID education initiative, the Girl's Access to Education (GATE) Project, is to improve the economic prospects of women through education. During the five year life of the project, women's education centers will be established in approximately 30 rural communities. The centers

will provide training in literacy and in income-generating activities. In addition the centers have preschool programs to encourage parents to send their girls to school. A major emphasis of the program is the identification of disincentives that inhibit girls' education and ways to overcome those disincentives.

### 3.3 UNDP/UNICEF/UNESCO

The goal of the Seti Project, now in its second five-year phase, is to use the educational system as a vehicle for rural development. To this end, the project works with district level officials, local school communities, and school management committees to provide improved management services, better school facilities, inservice and preservice teacher training, more appropriate instructional materials, and nonformal and adult literacy training. The project is based on the resource center model now being replicated in the World Bank PEP Project. There are 18 resource clusters (typically, each center has six to twelve satellite schools) in five districts in the Seti zone.

Accomplishments to date include intensive training for assistant headmasters, physical improvements to schools, the production of new instructional materials and the establishment of more effective systems of furnishing supplies. In addition, literacy programs have been developed to reach girls not enrolled in school and adults and community "reading centers"

are being supplied with appropriate materials.

### 3.4 UNICEF

In addition to the support UNICEF provides to the PEP and Seti Projects, it is the primary donor assisting HMG/Nepal in the Education of Girls and Women in Nepal (EGWN) Project (formerly Equal Access of Women to Education). NORAD has provided assistance for construction of hostels. Initiated in 1971, the project goal is to increase the number of female primary school teachers in rural areas. Over the past 10 years, the project has been redefined to eliminate duplication with other programs and to better address the needs of the target population. The current design provides for ten months nonacademic credit training for grades 8 to 10 pass students on one of four of the Institute for Education, Tribhuvan University campuses (B-Level Program) and access to one of the 11 feeder schools for those with less than a grade 8 pass. Students who attend these schools are expected to go on to the B-level program.

The annual target of the B-level program is to provide teacher training to 350 to 400 women. The upgrading program has been expanded to support 200 to 250 girls in the Jumla campus hostel and in 11 feeder school hostels. Financial support is given to 100 girls a year from remote districts who otherwise could not afford to attend school. To increase the effectiveness of the program, teacher trainers at both the

campuses and schools are receiving training and appropriate instructional materials are being developed.

A recent evaluation has shown that two-thirds of the B-level trained teachers are employed as teachers in their own villages and that approximately 36 percent of all female primary school teachers are graduates of this program. The study also found that the presence of women teachers in primary school had a positive, if weak, effect on the enrollment of girls.

### 3.5 IRDC

The Canadian International Development Research Center (IRDC) provides funding for the Improvement in Primary Schools Project. The project, implemented by the Center for Educational Research, Innovation, and Development (CERID), takes a three-fold approach to instructional improvement in rural primary schools. The approach consists of in-service teacher training in classroom management and the preparation of instructional materials; meetings with parents focusing on the ways of facilitating children's learning both at home and in school; and the development of workbooks and supplementary reading materials for students.

The initial evaluation of the project now ending the third year of its first phase was positive. Teachers effectively use the materials they had developed in the workshops and there is

a sizable decrease in the numbers of teachers who use lectures as the only instructional approach. In addition, parents of the children in the project schools have begun to initiate contacts with the teachers regarding their child's progress. Children in the project schools also demonstrate significantly higher achievement in science than do students in the control schools. Results in other subjects are mixed but generally positive.

### 3.6 Donor Coordination

The MOEC has consistently worked to promote donor coordination in the EHR sector. The strong role the Ministry plays in this coordination, coupled with informal meetings among the donors themselves, has led to a more efficient use of expertise and funds than would otherwise be the case. The lack of trained manpower in key project roles has, however, caused concern since it has resulted in the disruption of initiatives when expatriate specialists have been withdrawn. With its emphasis on local capacity building and systematic training and institutionalization, IEES attempts to reduce such disruption. The Resident Technical Advisor reinforces the MOEC's approach to donor coordination by playing a supportive role in project formulation and related planning.

#### 4. RATIONALE FOR IEES COUNTRY WORKPLAN IN NEPAL

This section presents the long-range objectives of the Nepal country plan and the basic strategies for achieving them. The areas of opportunity for IEES activities in Nepal are next presented, followed by a list of specific objectives to be achieved during the second year of activity.

##### 4.1 LONG-RANGE OBJECTIVES

Figure 1 on the next page shows the relationship between IEES goals and the long-range objectives of the country plan for Nepal. The ultimate IEES goal of improving educational efficiency is achieved through the immediate goal of building the capacity of the local educational agencies. In Nepal, these three interrelated long-term objectives contribute to this goal of capacity building:

Strengthening educational planning and policy-making capacities in the MOEC.

Strengthening educational evaluation capacities in the MOEC.

Strengthening educational research capacities in the MOEC.

**FIGURE 4.1**

**RELATIONSHIP BETWEEN IEES GOALS AND LONG-RANGE OBJECTIVES  
FOR IEES ACTIVITIES IN NEPAL**

## 4.2 BASIC STRATEGIES

Nine basic strategies for achieving these long-term objectives have been identified. These strategies are similar to those employed in other IES countries with suitable adaptations that take into consideration the special constraints and resources in Nepal.

Each of these basic strategies is briefly presented below:

- o Collaborative Planning and Implementation. The original IEES Project Document for Nepal (June 1985) and this country plan were both developed collaboratively by the IEES Planning Team, the IEES Steering Committee Member for Nepal, members of the MOEC Planning Division, and the USAID/Nepal Mission. The plan was developed in Nepal through a series of meetings and interviews with people from different agencies (see Annex A). The goals, target opportunities, objectives, and the activities reflect the joint inputs of various educators and administrators in the field. The Resident Technical Advisor provided the IEES Planning Team valuable information about local conditions and was involved in the planning activity from the early stages. The different drafts of the country plan were submitted to the Joint Secretary for Planning at the MOEC and to Project Officers at USAID/Nepal and their feedback was used in revising the activities and schedules.

o Coordination with Other Donor Agencies. To maximize the return on the IEES investments, care was taken to ensure that no activity will conflict with or duplicate ongoing or planned MOEC activities sponsored by USAID or other donor agencies. The Planning Team spent time studying various current and planned projects in Nepal (as reported in Section 3) as well as the progress and problems associated with the first year IEES activities. The final set of activities build upon or lay a foundation for activities supported under other projects supported by USAID, the World Bank and other agencies. Thus the proposed activities for the second year of IEES are well integrated with other MOEC activities in Nepal.

o Systems Approach to Planning. The usual IEES approach for planning collaborative activities in a cooperating country is to begin with a sector assessment, which is a basic document for identifying priority needs in primary education. For various reasons, such a sector analysis document was not available in Nepal. The Planning Team, however, maintained a systems point to view--which is a critical feature of the sector assessment approach. The team spent the initial days in attempting a modest "mini-sector assessment" to place the educational subsectors within the context of other economic sectors and in relationship to each other. The outcomes of this activity has been summarized in the second section of this document. Further, the systems perspective required us to focus on the characteristics, constraints, resources, and

relationships among the different elements of relevant systems in planning our activities for the second year.

o Long-Term Strategic Planning. A major IEES strategy for achieving long-range objectives is to take a long-term view: This strategy is supported by the IEES commitment of the human and financial resources for a period of five years (contractually, until June of 1989) and a likely extension of this commitment for another five years. This long-term strategy permitted us to begin with a plan for the next four years of IEES collaboration Nepal (see Table 5.1 on page 00) and work toward identifying second-year activities that contribute to achieving the targets of this plan. Individual and institutional capacity building in Nepal toward strengthening planning, evaluation, and research capacities cannot be completed within a short period of time; the IEES approach of long-term strategic planning provides us the required time span.

o Flexible Approach and Rapid Response. Even as we keep a long-term perspective, our proposed activities in Nepal reflect the critical IEES strategy of maintaining flexibility and rapid response capabilities. To ensure the required flexibility, we frequently shifted between the long-range objectives and immediate needs. This strategy is reflected in the rolling five-year plan in which we provide details for the next year and outlines for the future years. The status, priorities, and needs of the educational system in Nepal--as those of any other

country--are dynamic and constantly shifting. The selection of the activities for the second year are based on our long-range plans identified in the IEES Country Document and, at the same time, responsive to the immediate priorities in Nepalese education.

o Focus on Institutionalization. IEES activities in Nepal reflect the strategy of emphasizing the improvement of institutional capabilities related to the long-range objectives. In Nepal, we have been fortunate in establishing a long-term collaborative relationship with the Planning Division of the MOEC. All our previous activities have been carried out in collaboration with this agency and our second year activities will continue to do so. Specific capacity building activities in the area of evaluation will be undertaken in collaboration with two other Nepali institutions which are responsible for the integrated evaluation of the RETT-II project: the Radio Education Division (RED) and at the Center for Educational Research, Innovation, and Development (CERID).

o Knowledge Building and Networking. An important IEES strategy involves the sharing of problem-solving experiences and expertise among different participating countries. The assumption underlying this strategy is that different countries can learn from each other as they consult with each other in their attempts to improve the efficiency of the national educational system. During the second year, Nepal will play a

significant role in this strategy by participating in the policy research initiative. At the same time, all proposed second-year activities have provisions for documenting the experiences and disseminating them to educators in other cooperating countries who might be interested. Similarly, experiences from other countries (e.g., in the use of microcomputers for data analysis) will be made available to Nepalese educators.

o Systematic Training and Phased Withdrawal. Training is a key IEES strategy for capacity building. However, isolated training workshops conducted by outside experts seldom contribute to enhanced institutional capacity in a country. Recognizing the inefficiencies and dangers of haphazard training, the USAID Mission and the Planning Division of the MOEC have come up with several guidelines to ensure that all training activities contribute to long-range institutional capacity building in Nepal. We have jointly evolved a training strategy which includes the following features:

- All training is undertaken to fulfill a critical need and as a part of a larger project. The IEES RTA plays an important role in collecting needs analysis data for training workshops and for designing and implementing them.

- Workshops feature a "hands-on" approach and incorporate institutional activities. For example, the microcomputer workshop conducted by Green in May-June used actual school-level data for demonstrating and giving practical assignments in data entry and reporting procedures.
  
- Workshops are followed up by on-the-job training that emphasize transfer and application. This is an important function of the RTA during the second year of IEES activities in Nepal.
  
- Workshops build upon each other. The second year will feature workshops on data analysis and on evaluation which extend and respond to specific issues in the implementation of the competencies taught in the first year.
  
- Training of trainers will receive high priority. To achieve the fullest multiplier effect from training, selected trainees will be invited to train others in their new skills. A part of such training will take place informally within different agencies. Another part will be formally planned as in the case of the regional workshops for the second year.

- Whenever possible, training activities are "packaged" to enable their continuation after technical assistance is withdrawn. For example, plans for local training of Supervisors in data collection and analysis involves the development of a manual which will outline standard MOEC procedures. Similarly, the management training workshop will include various instructional materials and methods to permit its replication at the regional levels.

In the area of training, our ultimate strategy is to provide continuing instruction for Nepalese educators by Nepalese who have completed our earlier workshops and courses.

- o Local Access to Technical Assistance. A substrategy which enables us to provide the type training described above--and to achieve rapid response in technical assistance--is that of providing technical services locally. We are able to achieve this through employing a full-time Resident Technical Advisor (Dr. Barbara Butterworth) and an Evaluation Specialist (Dr. Dibya Man Karmacharya).

Dr. Dibya Man Karmacharya facilitates the implementation of the integrated evaluation plan for the RETT-II project, spending nine months of his year in this activity. In addition, he provides technical assistance to MOEC for the

remaining three months. Dr. Karmacharya's functions in support of second-year activities are shown in Annex A.

Both the USAID Mission and the MOEC recognize that the RTA plays a critical role in providing the continuity, follow-up, and integration to the IEES activities in Nepal. Her functions in support of the second-year activities are shown in Annex B. The RTA's critical role will continue until about the midpoint of the five-year plan. Proposed activities for the RTA through February 1988 are listed in Annex C.

The availability of the Evaluation Specialist and the RTA in Nepal has been--and will continue to be--a major asset in providing local access to technical assistance toward achieving the long-range objectives.

#### 4.3 TARGET OPPORTUNITES

Nepal has an impressive history of educational research and development projects and opportunities abound for IEES participation. Because of limited resources of the project, however, we have limited ourselves to three target opportunity areas for our second year of collaboration. The criteria for selection of these three include the following:

- o The target area should be consistent with the IEES goals of efficiency improvement and capacity building.
- o The target area should be related to the priority educational foci of the MOEC of His Majesty's Government in Nepal.
- o The target area should support--but not overlap--the activities of HMG or of major donor agencies.
- o The target area should enable us to build upon our activities in Nepal during the previous year.
- o The target area should fit into our long term strategic plan for the first five years of IEES participation in Nepal.
- o The target area should not stretch the human and financial resources of the MOEC beyond its capacity.

The three target areas identified for the second year of IEES operation in Nepal are briefly described below:

1. MOEC Division of Planning. The Division of Planning of the Ministry of Education and Culture is the first target area for IEES collaboration. This division is primarily responsible

for program evaluation, manpower and statistics, and budgets and plays an important role in systematic planning and policy making in Nepalese educational system. The Joint Secretary for Planning is a member of the IEES International Steering Committee and has worked with the project since our activities in Nepal were initiated last year. IEES activities in the Division of Planning's Manpower and Statistics Section has involved training in the use of microcomputers and data collection and analysis; the second year activities are a logical continuation of those of the first year. Although the Division implements or monitors many donor funded projects, IEES is the exclusive source of technical assistance and support in the area of internal capacity building. In addition, the proposed second year activities in this target-opportunity area reflect our long-term strategic plans for local capacity building.

2. Radio Education Teacher Training - II. The second major target area for IEES participation during the second year is the RETT-II project. Our planned activities in support of this project include a continuation of the work we did in evaluation during the previous year and fit smoothly with our long range plans for capacity building in evaluation. This technical assistance and training activity supports the MOEC plans for upgrading the teaching cadre in primary schools through the Radio Tuition Course.

3. Cross-National Research Initiative. This third target area for IEES participation for the second year is not a continuation of the previous year's activity. However, it is an activity which fits into the goals of the IEES project and also with the needs of the MOEC. Nepal is in an unusually strong position of collaborate with other participating countries in undertaking cross-national policy reasearch activities to the mutual benefit of all. This planned activity is congruent with the long-range objective of strengthening educational policy research capacities in Nepal.

#### 4.4 SPECIFIC OBJECTIVES FOR NEPAL

The three target areas of MOEC Division of Planning, RETT-II evaluation activities, and participation in the policy research, correspond to the three long-range objectives of strengthening planning, evaluation, and research. Combining the long-range objectives and target opportunities, the specific objectives for the second year of the IEES operation in Nepal can be stated as follows:

1. To strengthen the planning and policy-making capacity in the MOEC Division of Planning
2. To strengthen the evaluation capacity in the Radio Education Division (RED) and the Center for Educational

Research, Innovation, and Development (CERID) in  
support of the RETT-II Project

3. To strengthen the research capacity at MOEC.

At the heart of the planning, evaluation, and research activities is the commitment to--and competence in--the area of identifying, collecting, processing, and using valid and reliable data for decision making. Hence, as indicated in Figure 4.4 on the next page, the specific objectives for the second year of IEES activities in all three areas deal with data collection and analysis:

DATA COLLECTION

1. To identify critical data needs, to construct various measuring instruments, and to design procedures for collecting data.
2. To efficiently and systematically collect data that are valid and reliable.

DATA ANALYSIS

3. Data processing. To cross check, enter, and process data efficiently using various computer tools and to

**FIGURE 4.2**

**SPECIFIC OBJECTIVES FOR THE SECOND YEAR  
ACTIVITIES OF THE IEES PROJECT IN NEPAL**

present the results in tables and charts to facilitate decision making.

4. To pose valid and useful questions and to analyze the data to obtain valid answers to these questions so that decisions can be formulated or revised.

The specific content of these objectives will differ according to whether the data are used for planning, evaluation, or research. For example, in the first objective, the measuring instrument can be a survey questionnaire for planning, an achievement test for evaluation, or secondary analysis categories for policy research. In the second objective, actual data collection procedure may involve a mail survey for planning, in-studio observation of a radio focus-group for evaluation, or an interview for research. In the third objective, the specific computer software will depend upon whether it is for planning, evaluation, or research. In the fourth objective, the question may deal with the projection of enrollment for the next decade in planning, the cost-effectiveness of text materials in evaluation, or the effect of questionnaire length on the reliability of the data in research.

#### 4.5 SUMMARY

In this section, we identified three long-range objectives

for IEES activities in Nepal: the strengthening of the local capacity for planning, evaluation, and research. We identified nine major strategies that help achieve these objectives. The Division of Planning, RETT-II project, and the policy research initiative are the three target opportunities and the three long-range goals elegantly fit with these three areas. We derived some specific objectives for the second year of IEES operations in Nepal which combine the three long-range objectives and the three target areas. These specific objectives deal mainly with the collection and analysis data.

In the next section, we specify a number of activities for the second year of IEES in Nepal based on the rationale presented in this section.

## 5. PROPOSED IEES ACTIVITIES

We begin this section with a description of five strategic principles that govern the overall sequence of activities during the first five years of IEES participation in Nepal. We then present an outline of activities for these five years. Eleven specific activities are proposed for the second year; these are listed and classified in terms of the long-range objectives, strategies, target opportunities, specific objectives, and collaborating agencies. A schedule for the second year and estimated budget are presented. We end this section with a detailed discussion of each of the 11 activities.

### 5.1 IEES PARTICIPATION IN NEPAL

The long-term strategy of the IEES project enables us to plan an integrated series of activities in Nepal for the next five years. Our plan for the next year--the second year of IEES participation in Nepal--is a logical subset of this five-year plan.

The five-year IEES participation plan is designed to help achieve the three long-range objectives of strengthening planning, evaluation, and research capacities--and thus achieve the IEES goals of local capacity building and improving educational efficiency. Five general principles govern the

sequencing of activities across the years. These are briefly described below:

1. From external to internal training. Training is a major activity in all areas of local capacity building. The IEES approach to training is to begin with a workshop conducted by a knowledgeable short-term technical advisor using replicable instructional materials and methods. Trainees who complete the workshop receive follow-up support by the Resident Technical Advisor in transferring and applying their newly-acquired competencies to their job. During this process, trainees are encouraged to train others (e.g., colleagues in other sections or newly hired staff). The RTA also trains a few selected trainees to train others (using the packaged training materials and methods). These local trainers eventually provide all in-country training in support of institutionalization of the relevant capacities.

2. From basic to advanced training. Most of our training workshops are conducted as a series of elementary, intermediate, and advanced versions. This approach enables the trainees to acquire, assimilate, and apply the new competencies in one level before progressing to the next one. Beyond the advanced workshop, provision is made for out-of-country short-term training on advanced topics.

3. From small units to larger institutions. Our institutional focus begins with a small unit and proceeds to

wider participation. We provide training and technical assistance on a tutorial and consultative basis to an initial small group and, using the commitment and competencies of its members, encourage large-scale expansion. Thus, for example, our initial efforts at microcomputer training was with the Manpower and Training Section of the Planning Unit. Our future plans include a gradual expansion to the other sections of the Planning Division, to the other Divisions of MOEC, and to outside agencies.

4. From the center to the regions. Initial IEES activities focus on the MOEC in Kathmandu. Later, the sequence involves assisting in the dissemination of the new procedures and principles to various regions. Thus, IEES training in data collection and analysis begins at MOEC. The RTA assists in developing regional workshops for Supervisors to support the new data collection procedures. Still later, IEES may develop suitable training programs for headmasters and for schools.

5. From the urgent to the important. To obtain immediate benefits from training and technical assistance, initial IEES participation involves assisting activities where such assistance is urgently needed. We support urgent ongoing activities without disrupting the workflow of a cooperating agency. Later, when we are able to undertake a longer-range planning, IEES participation can shift to important investments toward the future. For example, initial IEES technical

assistance may involve the analysis of existing backlog of data. Later, this assistance shift to the conceptualization and design of a rational set of procedures for relevant data collection and analysis.

## 5.2 IEES FIVE YEAR PLAN

The overall plan for the first five years of IEES participation in Nepal is outlined below. Each plan year begins in June; the first year recently ended on May 31, 1986.

## FIRST YEAR IEES ACTIVITIES IN NEPAL

JUNE 1, 1985 - MAY 31, 1986

### PLANNING:

1. Information Management Workshop (January 1986)  
Introductory level training in questionnaire and survey design for personnel in the Manpower and Statistics Section of the Planning Division.
2. Introductory Microcomputer Workshop (May/June 1986)  
Introductory level training in data entry and processing using the ENABLE and SPSS software packages.

### EVALUATION:

1. RETT-II Evaluation Workshop (October 1985)  
Introductory level training in formative and summative evaluation techniques.
2. Assistance in the design of integrated evaluation model for RETT-II (April/May 1986).

### GENERAL:

1. Establishment of the IEES Steering Committee
2. Appointment of Resident Technical Advisor
3. Assistance in project formulation
4. Planning second-year IEES activities

## SECOND YEAR IEES ACTIVITIES IN NEPAL

JUNE 1, 1986 - MAY 31, 1987

### PLANNING:

1. Central level on-the-job training in data collection and analysis
2. Central level out-of-country short-term training in advanced statistics (one person)
3. Central level multi-level workshop on data analysis
4. District training in data collection and analysis (for supervisors)

### EVALUATION:

1. Implementation of RETT-II Evaluation Design
2. Evaluation Workshop - II
3. Review and revision of RED evaluation activities

### RESEARCH:

1. Participation in the cross-national research project
2. Technical assistance to the proposed MOEC/World Bank School Mapping Project.

### GENERAL:

1. Assistance in project formulation
2. Planning third year IEES activities

## THIRD YEAR IEES ACTIVITIES IN NEPAL

JUNE 1, 1987 - MAY 31, 1988

### PLANNING:

1. Central level on-the-job training in data collection and analysis (continuation of second year activities and expansion to other sections)
2. Central level out-of-country short-term training (one person)
3. Central level multi-level workshop on data-based planning
4. District level training in data collection and analysis (to provide more advanced training to Supervisors)

### EVALUATION:

1. Technical assistance for RED in program evaluation

### RESEARCH:

1. Continued participation in the cross-national research project
2. Continued technical assistance to the MOEC/World Bank School Mapping Project

### GENERAL:

1. Continued assistance in project formulation
2. Planning fourth year IEES activities

## FOURTH YEAR IEES ACTIVITIES IN NEPAL

JUNE 1, 1987 - MAY 31, 1988

### PLANNING:

1. Central level on-the-job training in data collection and analysis (continuation of third year activity, discontinued after six months)
2. Central level out-of-country short-term training (one person)
3. Central level multi-level workshop on data-based planning
4. District level training in data collection and analysis (Trained Supervisors will train school personnel)

### EVALUATION:

1. Technical assistance to RED in program evaluation

### RESEARCH:

1. Technical assistance for mid-term assessment for the Seventh Five Year Plan.
2. Technical assistance to MOEC in policy research.

### GENERAL:

1. Continued assistance in project formulation (by the RTA (during the first six months)
2. Planning fifth year IEES activities

## FIFTH YEAR IEES ACTIVITIES IN NEPAL

JUNE 1, 1988 - MAY 31, 1988

### PLANNING:

1. Central level out-of-country short-term training (one person)
2. Central level multi-level workshop on data-based planning
3. District level training in data collection and analysis (by Short-Term Technical Advisors)

### EVALUATION:

1. Technical assistance to RED in program evaluation and cost analysis

### RESEARCH:

1. Technical assistance to MOEC in policy research.

### GENERAL:

1. Continued assistance in project formulation by Short-Term Technical Advisor
2. Planning for continuation if IEES Project is extended for another five years.

### 5.3 PROPOSED ACTIVITIES FOR THE SECOND YEAR

We have identified 11 activities for the second year of IEES participation in Nepal, beginning June 1986. Brief descriptions of each activity follow:

Activities related to the strengthening of planning capacities

1. On the job training in data collection and analysis.

This activity is to assist MOEC personnel at the Manpower and Statistics Section to acquire and apply relevant competencies in all areas related to the collection, processing, and utilization of data that will permit more valid planning and policy making at the Ministry of Education and Culture. The RTA will spend who is expected to spend approximately one-half of her time in providing suitable tutorial instruction and consultative help to the MOEC staff members.

2. Multi-level workshop on microcomputers and data

analysis. This activity is to assist personnel from the Manpower and Statistics Section and other MOEC sections to acquire advanced competencies in the use of microcomputer tools and techniques to address policy questions. Dr. Green, who conducted the earlier microcomputer workshop, will conduct this workshop of four weeks duration.

3. Short-term training in advanced statistics. This activity is to provide out-of-country (but within-region) short-term training in advanced statistics and analysis skills to a selected individual from the Manpower and Statistics Section. Such training is likely to take place in the Phillipines or in Thailand and last for three months.

4. Local training in data collection and analysis. This activity is to assist the Manpower and Statistics Unit (and other relevant units) in training Supervisors in the collection of accurate, reliable, and timely data and in the preliminary analysis of these data. The RTA and IEES Evaluation Specialist will design a series of regional workshops. In addition to reinforcing changes in survey instruments and microcomputerized data analysis procedures, this activity will provide support for the MOEC/World Bank School Mapping Project.

Activities related to the strengthening of evaluation capacities

5. Implementation of RETT-II evaluation plan. This activity is to coordinate the implementation of the integrated evaluation plan for the Radio Education Teacher Training-II Project. The IEES Evaluation Specialist will spend 80 per cent of his time coordinating this activity.

6. Evaluation workshop-II. This activity is to provide additional training in formative, summative, and cost analysis

techniques to personnel involved in the implementation of RETT-II evaluation activities. This workshop will be conducted by John Mayo who conducted the previous workshop and assisted in the development of the RETT-II integrated evaluation model. The workshop will last for three weeks.

7. Review of RETT-II evaluation activities. This activity is to review the progress and products of RETT-II evaluation, identify additional training needs, and (as needed) suggest modifications in the evaluation design, schedule, and roles and responsibilities of various participants. This activity will be coordinated by John Mayo and will last for three weeks around July 1987.

Activities related to the strengthening of research capacities

8. Participation in IEES Research Initiative. This activity is to assist the MOEC in participating in the IEES-sponsored cross-national policy research studies in one of these research areas: teacher incentives, decentralization/ privatization, or data management systems. This activity will be coordinated by the IEES Policy Research Coordinator and will involve a Country Team Leader and a team of local researchers. The duration of this activity will be for two years, beginning July 1986.

9. Technical assistance to the School Mapping Project.

This activity is to assist the Division of Planning in conceptualizing the design and procedures for the School Mapping Project. The activity will involve appropriate technical advisors from Nepal and elsewhere as needed.

General activities

10. Assistance in project formulation. This activity is to provide assistance to the Planning Division of MOEC to write up proposals and plans for various projects funded by external donors. The activity will involve the RTA and the IEES Evaluation Specialist.

11. Development of the third-year work plan. This activity is to identify, develop, and specify IEES project activities for the third year (June 1987 - May 1988) so that they are responsive to the emerging educational status and needs in Nepal. The activity will involve the IEES Planning Team and the RTA, working in collaboration with MOEC personnel. It will take place a few months before the end of the second year.

5.4 RATIONALE FOR THE ACTIVITIES

Table 5.1 on the next page lists these 11 activities and identifies, for each activity, the long-range objective, strategy, target opportunity, and specific objective. This

table relates the proposed activities with the rationale provided in the previous chapter.

## CODES FOR TABLE 5.1

### LONG-RANGE OBJECTIVES (A-C)

- A. Strengthening educational planning capacity
- B. Strengthening educational evaluation capacity
- C. Strengthening education research capacity

### BASIC STRATEGIES (D-L)

- D. Collaborative planning and implementation
- E. Coordination with other donor agencies
- F. Systems approach to planning
- G. Long-term strategic planning
- H. Flexible approach and rapid response
- I. Focus on institutionalization
- J. Knowledge building and networking
- K. Systematic training and phased withdrawal
- L. Local access to technical assistance

### TARGET OPPORTUNITIES (M-O)

- M. MOEC Division of Planning
- N. MOEC Radio Education Division
- O. Cross-national research initiative.

### SPECIFIC OBJECTIVES (P-S)

- P. Instrument design
- Q. Efficient and systematic data collection
- R. Data processing
- S. Data-based policy analysis and formulation

## 5.5 ADDITIONAL DETAILS

Additional details of the 11 proposed IEES activities for the second year are presented in Annex E (page A-7). These details are presented in a standard structured text format that presents the purpose, outcome, rationale, scope, schedule, and resources for each activity.

## 5.6 SCHEDULE FOR SECOND-YEAR ACTIVITIES

Annex F (page A-29) gives a tentative schedule of the 11 activities during the second year of IEES participation in Nepal.

## 5.7 ESTIMATED BUDGET FOR SECOND-YEAR ACTIVITIES

An estimated budget for the local resources provided by IEES for the second year is presented in Annex G (page A-32). The RTA times are shown for the entire second year (through May 1987). Continuation of RTA services beyond February 1987 is, however, dependent on the preferences of HMG/Nepal, the USAID Mission, and the IEES Project, and is subject to IEES budgetary constraints.

## ANNEX A

### People Interviewed during the Preparation of the IEES Country Workplan

N. N. Singh, Secretary, MOEC  
Ishwar Upadyay, Joint Secretary for Planning, MOEC  
Prachandra Singh Suwal, Under Secretary, Manpower and Statistics  
Section, Division of Planning, MOEC

Nanda Krishna Karmacharya, Project Chief, RETT-II Project  
Dwight Holmes, Researcher/Educational Systems Specialist,  
RETT-II Project  
Philip Sedlak, Materials Production Specialist, RETT-II Project

Dibya Man Karmacharya, Evaluation Specialist, IEES  
Barbara Butterworth, Resident Technical Advisor, IEES  
Michael Green, Short-Term Technical Advisor, IEES

Devi Prasad Chapagain, Executive Director, National Computer  
Center  
Ashok R. Rajbahandari, Senior Computer Engineer, National  
Computer Center

Kedar Mathema, Resident Representative in Nepal, World Bank

Virgil Miedema, Project Officer, USAID/Nepal  
Jean Meadowcroft, Project Officer, USAID/Nepal

## ANNEX B

### IEES EVALUATION SPECIALIST

#### JOB SPECIFICATIONS

##### MISSION:

To facilitate the implementation of the integrated evaluation design for Radio Education Teacher Training - II Project.

##### TASKS:

1. CERID planning. Assist the Center for Educational Research, Innovation, and Development (CERID) in preparing detailed workplans for the implementation of the integrated evaluation design for RETT-II.
2. Liaison. Act as a liaison between the RETT-II project administration and CERID to facilitate integration of evaluation activities between RED and CERID.
3. Project monitoring. Keep track of scheduled evaluation activities and project progress. Remind and assist appropriate personnel to carry out the scheduled activities.
4. Technical assistance. Provide on-the-job consultative help to any RETT-II evaluation activity.
5. Instrument design. Assist in the design of questionnaires, survey instruments, and observation systems to collect field data for RETT-II evaluation.
6. Instrument validation. Assist in conducting on-the-spot observations in the field to tryout, improve, and validate various data collection instruments.
7. Sample selection. Facilitate the selection, formation, and orientation of representative teachers for the formative evaluation groups.
8. Data analysis. Facilitate the entry, tabulation, and processing of field data for appropriate analyses.
9. Evaluation meetings. Participate in formative evaluation meetings to derive suitable prescriptions from the feedback data.
10. Coordination with the RTA. Keep the Resident Technical Advisor informed of the progress, problems, and plans for the implementation of the integrated evaluation design.

11. Coordination with STTA. Work with the Short-Term Technical Advisor (John Mayo) during evaluation workshops and reviews by providing background information and local expertise.

12. MOEC activities. Under the guidance of the RTA, the Joint Secretary for Planning, and other appropriate MOEC personnel, undertake planning, research, training, and coordinating activities within his areas of expertise.

## ANNEX C

### IEES RESIDENT TECHNICAL ADVISOR

#### JOB SPECIFICATIONS

##### MISSION:

Coordinate and provide technical and administrative support for IEES project activities in Nepal.

##### TASKS:

1. On-the-job training. Follow up on the microcomputer workshop by providing practical assignments, tutorial assistance, and instructional feedback for each trainee based on his or her job assignments and individual competency level.
2. Technical support. Provide appropriate technical assistance for the entry and analysis of data at the school, district, and regional levels and for the production of timely, accurate, and relevant reports.
3. Local training. Design workshop materials and activities for training Regional and District personnel in the collection and analysis of data. Assist in training the staff at the Manpower and Statistics Unit to implement this workshop.
4. Short-term training. Assist the Joint Secretary for Planning in selecting the candidates for advanced short-term training and in identifying the most suitable training course or workshop.
5. Evaluation coordination. Supervise IEES participation in the RETT-II evaluation activities to ensure that the integrated evaluation plan is efficiently implemented.
6. Workshop support. Provide local support to short-term technical advisors (e.g., Mayo and Green) in identifying training needs, recruiting suitable trainees for the scheduled workshops, selecting instructional objectives and activities, and providing instructional support during the workshop.
7. Project formulation. Help the MOEC plan, formulate, and document various projects funded by external donors, especially at the primary level.

8. IEES coordination. Prepare and submit periodic reports on IEES activities to the Executive Management Committee, Country Coordinator, USAID Mission, MOEC, and other appropriate individuals and institutions.

9. Administration. Manage various administrative and financial activities related to the implementation of the IEES work plan for Nepal.

ANNEX D

IEES RESIDENT TECHNICAL ADVISOR  
PROPOSED ACTIVITIES THROUGH FEBRUARY 1988

JUNE 1986 - MAY 1987

Intermediate central-level on-the-job training in data collection and analysis (5 months)

Introductory district-level training in data collection and analysis for Supervisors (1 month)

Assistance in project formulation and implementation (1 month)

Assistance in the multi-level workshop on microcomputers and data analysis (1 month)

Assistance in the implementation of RETT-II evaluation (1 month)

Assistance in the Evaluation Training Workhsop - II (2 weeks)

Assistance in the review of RETT evaluation activities (2 weeks)

Technical assistance to the MOEC/World Bank School Mapping Project (1 month)

Assistance in the development of the third-year country workplan (1 week)

JUNE 1987 - FEBRUARY 1988

Advanced central-level on-the-job training in data collection and analysis (5 months)

Intermediate district-level training in data collection and analysis for Supervisors (1 month)

Assistance in project formulation and implementation (1 month)

Assistance in the multi-level workshop on microcomputers and data analysis (1 month)

Assistance in the IEES research initiative (1 month)

Technical assistance to the MOEC/World Bank School Mapping Project (1 month)

**ANNEX E**

**DETAILS OF THE PROPOSED SECOND-YEAR ACTIVITIES**

## 1. ON-THE-JOB TRAINING IN DATA COLLECTION AND ANALYSIS

**PURPOSE:** To assist MOEC personnel at the Manpower and Statistics Section to acquire and apply relevant competencies in all areas related to the collection, processing, and utilization of data that will permit more valid planning and policy making at the Ministry of Education and Culture.

**OUTCOMES:** Short term: Seven or eight staff members of the Manpower and Statistics Section trained in efficient and accurate preparation of statistical reports of school and district level data and the analysis of the data for creating and modifying appropriate educational policies.

Long term: Improved efficiency in planning, implementing, and utilizing data collection projects and activities at the Manpower and Statistics Section (and at other Sections of MOEC) resulting in more systematic, rational, and data-based planning and policy making.

**RATIONALE:** Improving the efficiency of the Nepalese educational system requires competencies in data-based planning and policy making. Data processing and analysis can be made more efficient through the use of microcomputer tools. Local institutional capacities in all areas of data collection and analysis (and especially in the use of microcomputers) is inadequate. IEES has conducted two workshops to provide entry level computer-literacy and data-handling skills to the personnel in the Manpower and Statistics Section. These staff members are now ready to acquire and to apply job-specific competencies in their workplaces. Because the specific needs of one staff member may differ from those of another, we need to individualize the instruction at this level.

In addition, one of the main tasks of the Manpower and Statistics Section this year is to process significant amounts of recent data at the school and at the district levels, to produce statistical reports faster and in a more functional format than in the previous years, and to begin analyzing the data with respect to policy issues.

The proposed activity will incorporate individual (or small group) instruction with the technical assistance activities for data processing and report preparation.

**SCOPE:** The on-the-job training activity will deal with such topics as those listed below in response to the specific needs of individual members:  
identifying data collection needs; specifying issues, purposes, and audiences for data collection activities; basic survey design; construction of questionnaires and other instruments; administering questionnaires and other instruments to collect reliable and valid data; selecting appropriate microcomputer software; setting up data base formats; entering data; identifying and computing appropriate statistics; preparing and presenting reports; identifying questions for policy analysis; analyzing the data; and identifying the need for additional data.

**SCHEDULE:** June 1986 - May 1987 (as needed).

<b>RESOURCES:</b>	RTA	5 months
	Short-Term Technical Assistance (Long-distance consulting with Dr. M. Green)	10 days
	Local consultants on software	10 days
	Additional computer and printer	
	Computer spare parts	
	Computer maintenance and repair	
	Software and supplies	

## 2. MULTI-LEVEL WORKSHOP ON MICROCOMPUTERS AND DATA ANALYSIS

- PURPOSE:** To assist personnel from the Manpower Planning and Statistics Section, other MOEC Sections, RETT-II evaluators, and evaluation and research personnel working in other projects to acquire advanced competencies in data analysis and in the use of microcomputer tools and techniques.
- OUTCOMES:**
- Short term: Staff members of the Manpower and Statistics Section, RETT-II project evaluation team, and other MOEC Sections are trained in the use of microcomputer tools and techniques resulting in analyses of data that are timely and relevant.
- Long term: More systematic, rational, and data-based planning and policy making activities take place in the MOEC resulting in improved efficiency of Nepali educational system.
- RATIONALE:** The need for institutional capacity building in the area of data analysis would have been partially met by the earlier workshops and by the on-the-job training provided by the Resident Technical Advisor. Staff members from the Manpower and Statistics Section would have acquired sufficient competencies in the use of microcomputer for data processing. They will be ready for some more advanced microcomputer and statistics competences to extend their levels of skills. At the same time, personnel working on the RETT-II project and other MOEC projects (e.g., GATE and School Mapping) may be ready to acquire microcomputer and data processing skills. The RTA will identify different technical needs during her on-the-job training activities and a Short-Term Technical Advisor will prepare an advanced microcomputers/statistics workshop based on these needs.
- SCOPE:** The Short-Term Technical Advisor will analyze inputs from the RTA (on the technical needs of the Manpower and Planning Section staff) and from officials in the MOEC (on additional anticipated needs) and identify topics to be included in the workshop. The actual workshop will consist of general, small-group, and individual sessions tailored to various job requirements and to individual levels of expertise. The exact nature

of the topics covered in this workshop will be determined the RTA; they will be selected from the areas of (1) data-based policy determination, (2) statistical techniques, and (3) microcomputer tools and techniques.

**SCHEDULE:** Two weeks of preparation and four weeks of implementation during December 1986 - January, 1987.

**RESOURCES:** Short-Term Technical Advisor  
(Dr. M. Green, two weeks preparation and four weeks in-country) 6 weeks

Travel and transportation

Per diem

Other direct costs

RTA 4 weeks

### 3. SHORT-TERM OUT-OF-COUNTRY TRAINING

- PURPOSE:** To provide out-of-country (but within-region) short-term training in advanced statistics and analysis skills to a selected individual from the Manpower and Statistics Section.
- OUTCOMES:** Short term: A staff member of the Manpower and Statistics Section is trained in advanced statistics and analysis skills.
- Long term: The Section provides more sophisticated and useful statistical analyses of relevant data resulting in improved efficiency in planning activities.
- RATIONALE:** Short-term training workshops conducted in country provide basic and intermediate data analysis skills to the staff members of the Manpower and Statistics Section. More advanced skills require longer-term training. Since the number of people requiring training at this level is likely to be one or two, it will not be cost-effective to conduct such training in country. Hence this activity involves regional short-term participant training in advanced statistics and policy analysis within the region. The person receiving this training will be a permanent employee in the Section with prerequisite skills and experiences so that this advanced training will benefit him or her and the MOEC.
- SCOPE:** The trainee will be nominated by the MOEC and selected on the basis of the USAID guidelines for Development Training Program (367-0152). The selected individual will be a permanent employee of the Manpower and Statistics Section. Training needs for the candidate will be determined by the MOEC with inputs from the RTA based on the current and anticipated data analysis needs of the Section. The regional institution best suited to provide the appropriate type of training will be selected. The actual training period may last up to one semester.

SCHEDULE: March 1987 - May 1987 (three months).

RESOURCES: TOTAL estimated cost of three-month out-of-country  
(but within the region) training: \$5,500.00

(To be provided by the USAID Mission under the  
Development Training Program (367-0152))

#### 4. DISTRICT LEVEL TRAINING IN DATA COLLECTION AND ANALYSIS

**PURPOSE:** To assist the Manpower and Statistics Section in training Regional and District personnel in the collection of accurate, reliable, and timely data and in the preliminary analysis of these data.

**OUTCOMES:** Short term: A workshop designed to take advantage of the proposed MOEC/World Bank School Mapping Project data needs.

Long term: Systematic data collection and analysis become collaborative activities between the Manpower and Statistics Section and various Regional and District Educational Offices.

**RATIONALE:** The proposed MOEC/World Bank School Mapping Project will rely heavily on District Supervisors for the collection of a variety of data. This provides a comprehensive real-world training opportunity and the workshop will take advantage of the need created by this project to assist Supervisors to acquire data collection and processing skills.

In addition, improved institutional capacity for data-based planning and policy making requires appropriate competencies not only at the Central MOEC but also at the various Regional and District Educational Offices. Most data is currently collected by the DEO's who check and screen before transmitting to the Manpower and Statistics Section. Policy decisions at MOEC are only as valid as the data are from the local sources. Activities aimed at upgrading the data analysis skills at the Manpower and Statistics Section are necessary but not sufficient to improve the planning and policy making functions of the Ministry. The other essential component is training the Supervisors in the District Educational Offices in quality control of data collection and preliminary analyses. Such training can be cost-effectively provided during the regular annual meetings of DEO's in different regions, if schedules are compatible. If a replicable workshop is designed for implementation by the Manpower and Statistics Section personnel, we can achieve consistent and reliable data collection and analysis throughout Nepal.

**SCOPE:** The workshop will be of three to four days duration. If possible, District Supervisors will be trained in collecting and analyzing the normal enrollment data and the specialized data required for school mapping at the same time (See Activity 8). The content of the workshop will be based on the data needs of the School Mapping Project in particular and of the Planning Division of the MOEC in general.

The RTA will conduct a task analysis to identify the critical topics to be included in the proposed workshop. She will work in collaboration with the Under Secretary for Manpower and Statistics and with the staff of the Section to integrate and harmonize different questionnaires and data handling procedures to ensure that an efficient and unified approach is employed. She will prepare the prototype workshop on the basis of her task analysis and revise it on the basis of suggestions from her colleagues and counterparts. She will train selected Manpower and Statistics personnel to implement the workshop and co-conduct the first regional training workshop. She will be assisted in all these activities by the Evaluation Specialist. Eventually, the workshop will be conducted by the local staff, with the RTA providing appropriate follow up in the field.

**SCHEDULE:** August 1986 - December 1986 (as needed)

**RESOURCES:** RTA 1 month  
Evaluation Specialist (National) 1 month  
Instructional materials  
Travel for trainers  
Travel for trainees  
Daily allowance for trainers  
Daily allowance for trainees

## 5. IMPLEMENTATION OF RETT-II EVALUATION PLAN

**PURPOSE:** To coordinate the implementation of the integrated evaluation plan for the Radio Education Teacher Training - II Project by the Radio Education Division and the Center for Educational Research, Innovation, and Development and to help these two agencies in their day-to-day work.

**OUTCOMES:** Short term: The integrated research and evaluation plan for Radio Education for Teacher Training - II will be implemented in a reliable, cost-effective, and efficient manner to fulfill its formative and summative purposes.

Long term: The RETT-II research and evaluation activities will yield useful and reliable answers to questions of interest to implementors (e.g., "What content and format will maximize teacher achievement?"), policy makers (e.g., "What is the cost effectiveness of RETT-II relative to alternative approaches to teacher training?), and educators (e.g., "What will be the impact of academic upgrading on the quality of a teacher's classroom instruction?"). These answers will guide the development and implementation of the Radio Tuition Course and similar projects in the future.

**RATIONALE:** The MOEC/USAID RETT-II project attempts to reduce the problem of a continuing undersupply of qualified (SLC and above) teachers at the primary level. The success of the RETT-II project, like that of any other radio education project, depends on a comprehensive evaluation component. IEES assistance to the project has contributed to the design of an integrated evaluation plan. This fairly complex plan envisages the construction and administration of various diagnostic tests (in English, Nepali, and mathematics), SLC curriculum achievement tests, radio curriculum achievement tests, monthly achievement tests, midcourse achievement tests; observations at the studio and at home; baseline, end-of-course, DEO and Supervisor surveys and interviews; administrative analysis and documentation; and cost analysis. This design will be implemented under the guidance of two committees (the Project Research Committee and the Radio Education Policy Committee) by two agencies -- the Radio Education Division (with two research officers) and CERID (with one Research Coordinator and three Research Assistants). Some of the evaluation activities will be conducted

independently by RED or CERID while others will be conducted jointly. Because of the comprehensive-ness of the evaluation goals and the complexity of the network implementing it, the integrated research plan calls for an evaluation specialist "to coordinate and direct the implementation of the plan." This activity will ensure that RETT-II evaluation is cost-effective, valid, reliable, and efficient.

SCOPE:

For the first (pilot) year of the project, a sample of 200 participants from five districts was drawn. During the planning stage, RED developed and standardized diagnostic tests in three subject areas; CERID, an English achievement test based on the SLC curriculum. During the pre-broadcast stage, teacher observations at the studio were used to identify suitable techniques, formats, and characters for the radio lessons. Teachers for enrollment in Radio Tuition were also selected and interviewed. At the present time, teacher observations at the studio and in the field are being conducted. Monthly and mid-course achievement tests will be administered to collect feedback data. All of these data will provide formative inputs to the scriptwriters and producers of the radio lessons. In addition, various research and evaluation activities will be undertaken. These activities are described in detail in the RETT-II Integrated Evaluation Design.

The role of IEES in the evaluation is primarily a facilitative one. In addition, IEES provides other technical assistance as described in Activities 6 and 7.

SCHEDULE: June 1986 - May 1987

RESOURCES: Evaluation Specialist (National) 7 months  
(Two months of the Evaluation Specialist's one-year contract have already been spent on these activities)

RTA 1 month

TADA for Evaluation Specialist

## 6. EVALUATION TRAINING WORKSHOP - II

- PURPOSE:** To provide additional training in formative, summative, and cost analysis techniques to personnel from RED and CERID involved in the implementation of RETT-II evaluation activities. To assist in developing plans for the evaluation of RETT-I.
- OUTCOMES:**
- Short term: Evaluation personnel from RED and CERID conduct formative, summative, and cost evaluation of the RETT-II Radio Tuition Course during the pilot year. An evaluation plan which integrates RETT-I and RETT-II programs is prepared.
- Long term: A cadre of experienced radio and research personnel capable of training others and conducting a wide range of evaluations either in radio education or in other areas.
- RATIONALE:** As indicated in the rationale for the preceding activity, the Radio Tuition Course attempts to reduce the problem of undersupply of qualified teachers at the primary level; the proposed integrated evaluation program provides critical support for the project. Personnel from RED and CERID who are coordinating and conducting the evaluation activities are well trained and have participated in the collaborative design of the integrated program. However, during the actual implementation of the evaluation activity, it is likely that different evaluators will run across some difficulties and decision points. The proposed workshop will be in the format of a seminar in which the evaluators discuss various problems under the leadership of a knowledgeable expert and brainstorm alternative solutions.
- Although the emphasis in evaluation has been on RETT-II, it is only one component of the Radio Education Teacher Training activities of RED. Effective teacher upgrading requires training not only in the content areas but also in teaching methodologies (which is the focus of RETT-I). Hence any integrated evaluation design should deal with both programs.
- SCOPE:** The Evaluation Specialist will keep track of various problems arising in the field during the

implementation of the integrated evaluation plan. He will also encourage the evaluators from RED and CERID to keep track of critical incidents and improvements in the research design. These data will be given to the short-term technical advisor who will work individually and in small groups with evaluators, administrators, and others to work out techniques for improving the formative and summative evaluation process. A few general sessions in which evaluators from various projects are briefed on recent techniques may be included in this activity.

SCHEDULE: Three weeks during January - February 1987

RESOURCES: Short Term Technical Advisor  
(Dr. J. Mayo. One week preparation  
and three weeks in-country) 4 weeks

Travel and transportation

Per diem

Other direct costs

RTA 2 weeks

## 7. REVIEW OF RED EVALUATION ACTIVITIES

- PURPOSE:** To review the progress and products of RETT-II and RETT-I evaluation, identify additional training needs, and (as needed) modify the evaluation designs, schedules, and roles and responsibilities of various participants.
- OUTCOMES:** Short term: The RETT evaluation team revises its plans, schedules, and activities to continue its task in a more efficient and cost-effective manner.
- Long term: The effectiveness and feasibility of the Radio Tuition Course are enhanced through relevant, valid, and cost-effective formative, summative, and cost evaluation.
- RATIONALE:** The rationale for RETT-II and for IEES participation in the project have been provided earlier. Around May 1987, the evaluation teams from RED and CERID would have collected, analyzed, and utilized significant amounts of formative data. This will be an appropriate time to evaluate the evaluation process itself and to make suitable corrections and improvements in the light of the combined experiences of everyone. This review activity will be conducted by Mayo who will bring both the necessary continuity and sufficient objectivity to the task. As a result of this activity, collaborative changes will be made in the schedule and the personnel responsibilities to improve the formative guidance and to ensure valid and reliable summative evaluation.
- SCOPE:** The review will compare actual evaluation activities during the pilot year with the proposed ones in the original integrated evaluation and research design. It will involve all RED and CERID evaluation personnel, the project administration, IEES technical advisors, and USAID project managers. It will examine various diagnostic subject tests; SLC achievement test; radio curriculum achievement test; different pre- and posttests; monthly and mid-course achievement tests; weekly observations at the studio; on-the-spot observations; baseline, midcourse, and end-of-course interviews; DEO/Supervisor questionnaire data; administrative analysis and documentation; and cost analysis plans and data.

**SCHEDULE:** Three weeks in May-June, 1987.

**RESOURCES:** Short Term Technical Advisor  
(Dr. J. Mayo) 3 weeks

Travel and transportation

Per diem

Other direct costs

RTA 2 weeks

## 8. PARTICIPATION IN IEES RESEARCH INITIATIVE

**PURPOSE:** To assist the MOEC in participating in the IEES-sponsored cross-national policy research studies in one of these research areas: incentive configuration for teacher supply, decentralization and privatization of education, or data management system to enhance educational efficiency.

**OUTCOMES:** Short term: Research-based policy guidelines to improve the efficiency of Nepalese education in one of the three areas (teacher incentives, decentralization/privatization, or data management system). Development of Nepalese policy research capacity.

Long term: Answers to policy research questions regarding problems that are endemic to educational systems in developing nations.

**RATIONALE:** Applied research and development activities to support field projects is a critical objective of the IEES Project. The rationale for such projects includes both determining the answers to the research questions and developing local research capacity. The three selected areas for research fall within a larger group identified as research topics in developing nations for USAID. They all focus on the IEES project's activities toward improved resource utilization and deal with the macro level variables to avoid duplication of efforts by other USAID and World Bank projects. The proposed studies will also be complementary to the two major monographs (on project evaluation and on economic indicators) developed by IEES. The research topics selected can incorporate the principles and procedures suggested by these and other IEES papers.

Cooperative design and implementation of research on each of the three topics by three different countries will contribute to the IEES strategy of knowledge building and networking. Nepalese researchers working on this activity under the guidance of the Planning Division of the MOEC can learn from -- and teach -- their colleagues and counterparts exploring the same topic.

**SCOPE:** The focus of the research effort in Nepal will be on primary and secondary schooling. The actual scope of work will depend on the specific choice of the research area and on the mutual design with the other countries interested in the same area. In the area of teacher incentives, for example, the Nepalese studies may focus on the set of incentives and disincentives that influence the recruitment, attendance, retention, performance, promotion, and specialization of teachers and teacher trainees. In the area of decentralization and privatization, the focus may be on the effects of the recent shift of school governance to local School Management Committees. In the area of data management system, the study may build upon the recent IEES training activities in this area and deal with appropriate methods and procedures for data collection and quality control.

**SCHEDULE:** July 1986 - October 1988. (Activities during the second year will include visit by the Project Team Leader to Nepal, selection of the implementing agency in Nepal, participation of the Nepalese Team Leader in an international meeting, development of the research project, and conduct of initial research activities.)

**RESOURCES:** Country Team Leader  
Country Research Team  
Local travel and transportation  
Other direct costs

## 9. TECHNICAL ASSISTANCE TO THE PROPOSED MOEC/WORLD BANK

### SCHOOL MAPPING PROJECT

- PURPOSE:** To assist the MOEC in conceptualizing the design and procedures to the School Mapping Project. (See also Activity 4, page 23.)
- OUTCOMES:** Short term. Cost-effective and efficient design for the School Mapping Project.
- Long term. Strengthening the capacities for project design and training at the Central level and improving data collection and processing skills at the District level.
- RATIONALE:** The purpose of the proposed MOEC/World Bank School Mapping Project is to build an information base and to identify a set of criteria for the selection of new school sites as well as consolidation of existing schools. This activity promises to improve the efficiency of education in Nepal and is directly related to one of the objectives of the Seventh Five-Year Plan. Moreover, IEES collaboration with the MOEC and the World Bank may provide a future model for collaborative donor efforts to assist governments in realizing their educational goals. This project also provides an opportunity for the sharing of knowledge among participating IEES countries in such areas as demography, school location, information systems, and data-based policy formulation. With its flexibility, IEES can make available, as needed, a number of local and international experts for project conceptualization and implementation.
- SCOPE:** The proposed technical assistance activity is expected to provide a month each of local and international technical advisors. Up to two months each of the time of the RTA and the Evaluation Specialist will be available to assist the MOEC in this project.

**SCHEDULE:** June 1986 - May 1987 (as needed).

**RESOURCES:** RTA 1 month

Research Design Specialist (National) 1 month  
(Dr. D. M. Karmacharya)

Technical Advisors, international 3 weeks

Travel and transportation

Per diem

Other direct costs

Technical Advisors, national  
(Total time of different advisors) 2 months

## 10. ASSISTANCE IN PROJECT FORMULATION

- PURPOSE:** To provide assistance to the Planning Division of MOEC to formulate and write proposals for various projects funded by external donors, especially at the primary level.
- OUTCOMES:** Short term: Proposals and project plans for different sponsoring agencies.
- Long term: Coordinated activity among donor agencies in Nepal resulting in an integrated program of MOEC research and development projects.
- RATIONALE:** The Nepalese Ministry for Education and Culture received grants and aid from USAID, the World Bank, UNICEF, and other donor agencies. The Planning Division has ensured the integration of projects supported by various donor agencies. The IEES Resident Technical Advisor has assisted in preparing various draft proposals and project plans.
- SCOPE:** The proposed activity will require the RTA to be informed of the current and planned projects of various divisions of MOEC and of different donor agencies. She will facilitate documentation and other coordinating activities as needed.
- SCHEDULE:** June 1986 - May 1987 (as needed)
- RESOURCES:** RTA 1 month

## 11. DEVELOPMENT OF THE THIRD-YEAR IEES WORKPLAN

- PURPOSE:** To identify, develop, and specify IEES project activities for the third year (June 1987 - May 1988).
- OUTCOMES:** Short term: A country plan document (similar to this one) for the third year of IEES operation in Nepal, developed collaboratively with the MOEC and USAID/Nepal.
- Long term: Efficient and integrated IEES activities in Nepal, resulting in the achievement of the mutual goals for the project.
- RATIONALE:** This annual plan provides a specific document for discussion among the MOEC, the USAID Mission, other major donors, and IEES personnel. Its main objective is to identify priority activities related to the improvement of educational efficiency in Nepal to be supported by the IEES project. The planning activity ensures appropriate changes in the long-term plans in keeping with changing needs and priorities in Nepal. Close coordination during the planning stage among the IEES planners and the MOEC, USAID, and other donors will ensure greater coordination during the implementation stage.
- SCOPE:** Two team members from IEES will be briefed by the Executive Management Committee and AID/Washington. The visit of the team members to Nepal will be coordinated by the RTA to ensure that all important meetings at the MOEC and USAID Mission are scheduled. In Nepal, the team will review the goals and objectives of the IEES project, its long-term objectives in Nepal, and the progress and problems related to current year's activities. The team will collaboratively identify research, training, networking, and knowledge building needs which support the MOEC priorities. A draft country plan will be prepared and revised on the basis of reactions from the MOEC and the USAID Mission. The contents of the document will specify the context (status of education in Nepal, fiscal and management capacity, education and EHR goals and priorities, and overview of subsectors), rationale (target opportunities, long-range objectives, and basic

strategies) and activities (purpose, outcomes, rationale, scope, schedule, and resources).

**SCHEDULE:** Three weeks during April - May, 1987.

**RESOURCES:** 1 Short Term Technical Advisors 4 weeks

Travel and transportation

Per diem

Other direct costs

RTA 1 week

ANNEX F

IEES PROJECT IN NEPAL

SCHEDULE OF ACTIVITIES FOR THE SECOND YEAR

(JUNE 1986 - MAY 1987)

- JUN 1986 - Development of second year work plan (continued from first year)
- On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- JUL 1986 - Participation in policy research studies (continuing activity)
- On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- AUG 1986 - Participation in policy research studies (continuing activity)
- On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
- SEP 1986 - Management training workshop (preparation)
- Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping

- OCT 1986 - Management training workshop (implementation)
  - Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- NOV 1986 - Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- DEC 1986 - Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- JAN 1987 - Evaluation training workshop - II
  - Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- FEB 1987 - Evaluation training workshop - II
  - Multi-level workshop on microcomputers and data analysis (preparation)
  - Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)

- Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- MAR 1987
- Multi-level workshop on microcomputers and data analysis (implementation)
  - Short-term training in advanced statistics
  - Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- APR 1987
- Development of third-year workplan
  - Short-term training in advanced statistics
  - Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping
- MAY 1987
- Development of third-year workplan
  - Review of RETT-II evaluation activities
  - Short-term training in advanced statistics
  - Participation in policy research studies (continuing activity)
  - On-the-job training in data collection and analysis (continuing activity)
  - Implementation of RETT-II evaluation plan (continuing activity)
  - Assistance in project formulation (continuing activity)
  - Assistance to School Mapping

## ANNEX G

### Estimated Local Resources Provided by IEES by Activity

#### CORE PERSONNEL:

12 months of the services of the Resident Technical Advisor (Dr. Barbara Butterworth) (the last three months subject to contract renewal).

9 remaining months of the services of the Evaluation Specialist (Dr. Dibya Man Karmacharya.)

#### ACTIVITIES:

##### 1. ON-THE-JOB TRAINING

National consultants on software (10 days @ \$25)	250	
Additional computer and printer	2,500	
Computer spare parts	1,500	
Computer maintenance and repair	500	
Software and supplies	1,300	
TOTAL		6,050

##### 3. SHORT-TERM OUT-OF-COUNTRY TRAINING

Total cost	5,500
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(Funding provided by USAID/Nepal)

#### 4. DISTRICT-LEVEL TRAINING

Instructional materials	1,250	
TA/DA for trainers (Butterworth, Karmacharya, and one other)	2,000	
TA for trainees (3 trainees each from 75 districts NR 500 for travel)	5,294	
DA for trainee (3 trainees each from 75 districts NR 60 per day for 3 days.)	1,906	
TOTAL		10,450

#### 8. PARTICIPATION IN IEES RESEARCH INITIATIVE

Cost of local research to be negotiated and budgeted separately.

#### 9. TECHNICAL ASSISTANCE TO SCHOOL MAPPING

Technical Advisors, local (42 days @25)	1,050	
TOTAL		1,050

Additional cost for training of District Supervisors, if there is no overlap with Activity 4:

Instructional materials	1,250	
TA/DA for trainers (Butterworth, Karmacharya, and one other)	2,000	
TA for trainees (3 trainees each from 75 districts NR 500 for travel)	5,294	
DA for trainee (3 trainees each from 75 districts NR 60 per day for 3 days.)	1,906	10,450
GRAND TOTAL		11,500

ANNEX H

DETAILED BUDGET

(Estimated costs by activity assuming RTA renewal.)

BUDGET SUMMARY

Activity	RTA/ES	Non-RTA Total	
1	34,881	7,720	42,601
2	6,976	11,413	18,389
3	--	--	--
4	7,518	10,450	17,968
5	10,768	1,200	11,968
6	3,489	9,114	12,603
7	3,489	8,305	11,794
8	--	--	--
9	7,518	24,100	31,618
10	6,976		6,976
11	1,744	12,004	13,748
TOTALS	<u>83,359</u>	<u>84,306</u>	<u>167,664</u>

Of the non-RTA total, 38,376 (22.9 percent) represent local resources provided by IEES.

### 1. ON-THE-JOB TRAINING

RTA (5 months salary)	15,417	
Other	19,464	34,881
Long distance consulting with M. Green (10 days @ \$167)	1,670	
National consultants on software (10 days @ \$25)	250	
Additional computer and printer	2,500	
Computer spare parts	1,500	
Computer maintenance and repair	500	
Software and supplies	1,300	7,720
TOTAL		42,601

### 2. MULTI-LEVEL WORKSHOP

RTA (4 weeks' salary)	3,083	
Other costs	3,892	6,975
M. Green (30 days @167)	5,010	
Fringe	1,253	
Travel and transportation	2,200	
Per diem (30 days @65)	1,950	
Other direct costs	1,000	11,413
TOTAL		18,388

### 3. SHORT-TERM OUT-OF-COUNTRY TRAINING

Total cost 5,500

(Funding provided by USAID/Nepal)

#### 4. DISTRICT-LEVEL TRAINING

RTA (1 month salary)	3,083	
Other	3,893	
Evaluation Specialist (1 month salary)	542	7,518
Instructional materials	1,250	
TA/DA for trainers (Butterworth, Karmacharya, and one other)	2,000	
TA for trainees (3 trainees each from 75 districts NR 500 for travel)	5,294	
DA for trainee (3 trainees each from 75 districts NR 60 per day for 3 days.)	1,906	10,450
TOTAL		17,968

#### 5. IMPLEMENTATION OF RETT-II EVALAUTION PLAN

RTA (1 month salary)	3,083	
Other	3,893	
Evaluation Specialist (7 months)	3,792	10,768
TA/DA for Evaluation Specialist and topping up of TA/DA for field evalautors	1,200	1,200
TOTAL		11,968

#### 6. EVALAUTION TRAINING WORKSHOP-II

RTA (2 weeks salary)	1,542	
Other	1,947	3,489
Mayo (21 days @ 187) Fringe (25 percent)	3,927 982	
Travel and transportation	2,200	
Per diem (21 days @65)	1,365	
Other direct costs	1,000	9,114
TOTAL		12,603

## 7. REVIEW OF RED EVALUATION ACTIVITIES

RTA (2 weeks salary)	1,542	
Other	1,947	3,489
Mayo (16 days @ 187)	2,992	
Fringe (25 percent)	748	
Travel and transportation	2,200	
Per diem (21 days @65)	1,365	
Other direct costs	1,000	8,305
TOTAL		11,794

## 8. PARTICIPATION IN IEES RESEARCH INITIATIVE

Cost of local research to be negotiated and budgeted separately.

## 9. TECHNICAL ASSISTANCE TO SCHOOL MAPPING

RTA (1 month salary)	3,083	
Other	3,893	
Research Design Specialist (1 month salary)	542	7,518
Technical Advisors, international (21 days @200)	4,200	
Fringe (25 percent)	1,050	
Travel and transportation	4,400	
Per diem (30 days 65)	1,950	
Other direct costs	1,000	
Technical Advisors, local (42 days @25)	1,050	13,650
TOTAL		21,168

Additional cost for training of District Supervisors, if there is no overlap with Activity 4:

Instructional materials	1,250	
TA/DA for trainers (Butterworth, Karmacharya, and one other)	2,000	
TA for trainees (3 trainees each from 75 districts NR 500 for travel)	5,294	
DA for trainee (3 trainees each from 75 districts NR 60 per day for 3 days.)	1,906	10,450
GRAND TOTAL		31,618

#### 10. ASSISTANCE IN PROJECT FORMULATION

RTA (1 month salary)	3,083	
Other	3,893	
TOTAL		6,976

#### 11. THIRD-YEAR IEES WORKPLAN

RTA (1 week salary)	771	
Other	973	1,744
Thiagarajan (21 days @240)	5,040	
Fringe (36 percent)	1,814	
Travel and transportation	2,200	
Per diem (30 days @65)	1,950	
Other direct costs	1,000	12,004
TOTAL		13,748

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**TABLE 5.1**  
**RATIONALE FOR THE PROPOSED ACTIVITIES**

1. On-the-job training	A,C	K,L,I	M	P,Q,R
2. Data analysis training	A,B,C	K,I	M,N	S
3. Out of country training	A,B,C	K,I	M	S
4. District level training	A	K,I	M	P,Q,R,S
5. RETT evaluation	B,C	L,I	N	P,Q,R,S
6. Evaluation workshop	B,C	K,I	N	P,Q,R,S
7. Evaluation review	B,C	D	N	P,Q,R,S
8. Research initiative	C	D,J,G	O	P,Q,R,S
9. School mapping	A,C	E,J,F,D	M	P,Q,R,S
10. Project formulation	A	D,E,F	M	P,Q,R,S
11. Third year IEES plan	A	D,F	M,N	--

**Long-Range  
Objectives**

**Basic  
Strategies**

**Target  
Opportunities**

**Specific  
Objectives**