

SYNOPTIC REPORT
ON
ACHIEVEMENT OF CONSULTING SERVICES FOR
TEACHER EDUCATION PROJECT: 1840



Government of Nepal
Ministry of Education

National Center for Educational Development (NCED)

Sanothimi, Bhaktapur
December 2009

Forewords

National Center for Educational Development (NCED) has successfully completed implementation of 7-year Teacher Education Project (TEP) by mobilizing expert inputs through consulting service provision. 47 person months' of international and 240 person months' national consulting services were utilized over the project period. The services were mainly concentrated on optimizing quality of project outputs and on upgrading professional capacity of entire NCED system, technical personnel working at various stages of the project execution- planning, program development and training delivery. Under this circumstance, NCED intended to prepare a documentation of the consulting provision, its achievement and its overall contribution to the institutional functioning of the system. As a result, present piece of work, Synoptic Report of Consulting Services under TEP has been prepared for the public consumption.

This report aims at serving as a resource tool for the whole team under NCED system. It is expected that this will be useful for envisioning teacher development policies, developing training programs and implementing various training modules in the years to come. At the same time, the report is meant for publicizing volume and mobilization approaches of professional resources invested in achieving success with regard to in-service teacher training under the TEP arrangement.

In course of writing the report, individual consultants' progress reports were synthesized, analyzed and major achievement and lessons learnt were extracted from those documents. The report attempts to capture every observation and innovation the consultants deliberated while working in different training centers with different terms of references assigned to them.

We acknowledge efforts and initiation of Total Management Services (TMS) Nepal, local consortium partner of the Consia Consultants Denmark, which was selected for providing the consulting services. Specifically, Sagun Shrestha and Atul Shrestha of TMS deserve sincere thanks for their untiring efforts of management and coordination to produce the report. Meanwhile, we appreciate whole team of consultants for their suggestions and ground works provided as inputs to the documentation process.

Finally, the project coordinator, Mr. Shibakumar Sapkota deserves gratitude for his professional leadership in concluding this exercise with incredible output. Likewise, we also thank director panel and relevant team of NCED for their cooperation during the venture.

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December 2009

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List of Acronyms and Abbreviations

ADB	Asian Development Bank
ADB NRM	Asian Development Bank Nepal Resident Mission
APs	Allied Providers
BME	Benefit Monitoring and Evaluation
CfBT	Center for British Teachers
CTA	Chief Technical Advisor
CV	Curriculum Vitae
DAG	Disadvantaged Group
DEC	Distance Education Center
DEO	District Education Officer
DE/OL	Distance Education and Open Learning
DoE	Department of Education
EPS	Examination Processing System
ESAT	Education Sector Advisory Team
ETC	Education Training Center
ETC-A	Education Training Center (Primary Education)
ETC-B	Education Training Center (Secondary Education)
FGD	Focus Group Discussion
ICBP	Institutional Capacity Building Program
ICSP	Implementation Consulting Service Project
ICT	Information and Communication Technology
IT	Information Technology
ITR	Independent Technical Review
LTA/LCTA	Local Technical Advisor/Local Chief Technical Advisor
M &E/ME	Monitoring and Evaluation
MT	Management Trainers/Training
MTR	Mid-Term Review
NCED	National Center for Educational Development
PF	Project Framework
PI	Performance Improvement/Performance Indicators
PM	Person Month
PMG	Project Management Group
PMIS	Program Monitoring Information System
PMO	Project Management Office
PTTC	Primary Teacher Training Center
PPTTC	Private Primary Teacher Training Center
RRP	Report and Recommendation of the ADB board regarding TEP
TE	Teacher Education
TEP	Teacher Education Project
TMIS	Teacher Management Information System

TMS	Total Management Services
TOR	Terms of Reference
TOT	Training of Trainers
TRC	Training Resource Centers
TS	Training Specialist

CHAPTER I: INTRODUCTION OF ICSP

1. The Consortium of five firms led by Consia Consultants (Denmark) with partners - ABU Consult (Germany), CfBT (UK), Total Management Services (Nepal) and Chirag (Nepal) rendered services through the Implementation Consulting Service Project (ICSP) towards implementation of the Teacher Education Project (TEP), Nepal. TEP was implemented by the National Center for Educational Development (NCED) as the Implementing Agency during 2002-2009. The Ministry of Education and Sports was the Executing Agency. TEP was funded jointly by the ADB (under Loan 1840 SF) and the Government of Nepal. The contract between the NCED and Consia Consultants for providing the consulting services was signed on 24th June 2004.

2. The main and unequivocal mandate of the ICSP was to provide support through implementing the five components under ICSP that were spelt out in the Inception Report of the consulting assignment (2005). The entire effort under the ICSP was intended to provide the professional and technical assistance towards implementation of four project components under TEP and contribute towards achievement of the TEP goals, aims and objectives and the envisaged outcomes. The ICSP was comprised of five components which were: i) Project Management, ii) Management Training, iii) Teacher Education, iv) Distance Education/Open Learning, and, v) Monitoring and Evaluation plus ICT activities.

3. Briefly, the Teacher Education Project was designed to: (i) build the capacity for policymaking, planning, and managing teacher training programs; (ii) enhance the professional skills of teachers by training trainers and teachers, and by developing teacher training curriculum and materials; and, (iii) improve access to quality basic education for girls and other disadvantaged groups by encouraging increased recruitment of teachers (from these groups) and providing fellowships for pre-service training to women and candidates from other disadvantaged groups. The project had four components which were: (i) building the institutional capacity of the National Center for Education Development, primary teacher training centers, and Distance Education Center for training primary school teachers by developing staff skills and improving facilities; (ii) developing teacher education curriculum and teaching-learning materials; (iii) training teachers, and educational administrators and managers; and, (iv) educating teachers to better serve the needs of girls and other disadvantaged groups.

4. The Inception Report¹ of the Consortium served as the principal document and provided detailed guidance to the Project Management team and other ICSP consultants who were recruited to provide professional and technical support for implementation of the Teacher Education Project. It had delineated how to marshal the services of 28 consultants (6 international and 22 domestic consultants) under various project components and sub-components.

5. ICSP was led by Chief Technical Adviser (CTA) and Local Technical Adviser (LTA) filled the role of CTA in his absence. Both had worked with the Executive Director / Project Coordinator and provided professional and technical assistance in support of implementing the Teacher Education Project as expected. Some modifications and adjustments were made in the course of project implementation with regards to the modality and the TORs of ICSP consultants primarily to suit the emerging needs of the TEP that required rationalization of consulting inputs and recalibration of the role of the Consulting project. These changes are contained in two documents that were prepared jointly by the NCED and ICSP teams and were made addendum to the Inception Report. These documents are: the Better Mobilization Plan for ICSP Input (January 2007) (Annex 4) and the Contract Variation Plan (Annex 5) (December 2008). The changes introduced in both documents were to further supplement the efforts identified in the Inception Report. The ICSP project management team took into consideration these changes while implementing the ICSP.

6. This synoptic report has been prepared to comprehensively document the major achievements and lessons gained during the course mobilization of consulting services during the entire period starting from 2004 through 15th July 2009. The report is primarily meant for providing technical resources and experience-based knowledge for the use of NCED and ETCs for better planning and delivery of specially teacher development programs in the years to come.

7. The report is organized under seven chapters. The second chapter describes the scope of ICSP as discussed in original TOR, Inception report, better mobilization plan and ICSP contract variation plan. The third chapter is ICSP component wise analysis of contributions of ICSP and outcomes. The fourth chapter provides ICSP component wise recommendations. The fifth chapter discusses challenges and limitations for NCED. Finally, the sixth chapter provides conclusions and lessons learnt.

1. The Inception Report (November/December 2004) was prepared to accommodate developments and changes that had taken place between the compilation of the Consortium's proposal (December 2003) and the proposed actual start of the ICSP in March 2005.

8. The original scope of ICSP was defined in the Consia Inception Report (Consia, March 2005). The Inception Report sufficiently describes, for each of the five components, purpose, aims, objectives and set of activities that are required to be undertaken by the respective consultants. It also highlights the processes to be followed by the consultant and lists the expected outputs and outcomes.

9. Notably, two main changes were made in the course of ICSP implementation whereby the modality of ICSP contribution was modified and the TORs of various consultants were adjusted accordingly with a view to firmly align with emerging needs of the NCED. These changes are contained in two main documents issued by NCED that include i) Better Mobilization Plan for ICSP consulting Input 2007 (see Annex-4) and ii) ICSP Contract Variation Plan 2008 (see Annex-5: Improved Service Mobilization Plan)

10. Implementation Consulting Service Project (ICSP) was under implementation since 2005 till July 2009. The project was designed to provide technical support towards implementation of Teacher Education Project in Nepal through mobilization of consultants (national and international) specifically in five areas/project components of ICSP. These components were: i) Project Management; ii) Management Training; iii) Teacher Education; iv) Distance Education/ Open Learning; and, v) Monitoring and Evaluation (plus the ICT sub component). The main rationale behind mounting the ICSP intervention was to provide technical and professional support towards implementation of TEP. Therefore, the discussion on implementation of ICSP through its five components has to be appreciated from within the context of TEP goals, aims and objectives, the expected outcomes and impacts.

11. According to RRP, the Teacher Education Project was designed to: (i) build the capacity for policymaking, planning, and managing teacher training programs; (ii) enhance the professional skills of teachers by training trainers and teachers, and by developing teacher training curriculum and materials; and, (iii) improve access to quality basic education for girls and other disadvantaged groups by encouraging increased recruitment of teachers (from these groups) and providing fellowships for pre-service training to women and candidates from other disadvantaged groups.

12. Teacher Education Project was comprised of four components, these were: (i) building the institutional capacity of the National Center for Education Development, primary teacher training centers, and Distance Education Center for training primary school teachers by developing staff

skills and improving facilities; (ii) developing teacher education curriculum and teaching-learning materials; (iii) training teachers, and educational administrators and managers; and, (iv) educating teachers to better serve the needs of girls and other disadvantaged groups.

13. The summary account of the purpose, aims and objectives, planned input/output under each of the five ICSP components is presented in subsequent paragraphs.

Component 1: Project Management

14. The main purpose for including the Project Management component under the Inception Report and the formation of a Project Management Group (PMG) was to ensure smooth implementation of ICSP input in support of TEP implementation. The role of CTA and LTA, Component Coordinators along with the members of senior management at NCED was to work in tandem to mobilize national and international consultants to achieve the expected outcomes. Mainly, the most important role of the Project Management Group was to undertake planning, organization and coordination both at the individual consultant level as well as with all relevant institutions within the education system.

15. The CTA/LTA and PMG jointly were required to play instrumental role in mobilization and proper utilization of the consulting inputs. They were required to monitor project implementation using the project Logframe, hold regular meetings, maintain regular communication with relevant stakeholders, organize workshops and undertake field visits as necessary. The major task of PMG, CTA/LTA and TMS Management was to organize the consultancy input of 28 experts with reference to their TORs and work plans under specified protocols set for their execution and performance. Furthermore, the main role of Project Management component was to plan, organize and coordinate at the institutional level and quality control in accordance with the project Logframe. The CTA/LTA and PMG were required to hold regular meetings to assess the project status and to establish close communication and information exchange with the ETCs, DEOs, RCs and schools; hold workshops for information sharing and undertake regular field visits - especially to schools to gather a clear picture of the conditions in the field.

16. The single most important objective stipulated for the Project Management component was management of the project (ICSP) through fulfilling its objectives to yield the following outputs:

- General management duties comprising of planning, organization and coordination, quality control and management outputs (such as log frame, reports, meetings, work schedules and field visits).

- Carrying out of specific tasks such as preparation of inception reports, institutional strengthening, capacity building, knowledge and skills transfer, general and cultural sensitization and advanced independent international learning program.

17. In the Inception Report, the Project Component was allocated 44 PMs for 2 consultants (30 PM for the international CTA and 14 PM for the national LTA). Subsequently the changes made under the Better Mobilization Plan (in 2007) and the Contract Variation Plan (2008) had raised the level of input under this component to 50 PMs (32 PM for the International CTA and 18 PM for national LTA).

Component 2: Management Training

18. Under the Management Training component, major role of Consultants was to further strengthen the capability of the HRD division, specifically the Management Training Section at NCED with reference to the management training programs, training materials, conduction of management training and monitoring and evaluation of the impact of such training on school administration and teaching learning process. The ICSP consultants were required to build on the existing training programs and those training programs that had yet to be implemented and/or revised with regard to pedagogical approaches, contents and materials. Accordingly, the capacity building of the Management Training (MT) section was aimed at further developing the HRD Division's capability to conduct MT, revise and produce materials for MT, conduct other MT and monitor and manage the MT activities as such, particularly with regard to their impact on school administration and the teaching learning process.

19. The Management Component activities were targeted at the NCED staff involved in Management Training (MT); Other master trainers addressing management personnel; educational managers, such as REDs, DEOs, Section Officers, School HTs, ETC staff, RPs, SSs; producers of DE/OL materials and media inputs hired by DE/OL Division. The ultimate target groups of the Management Training Component were the local communities, SMCs, teachers and students in schools/ classrooms. The major input/activities under the management training component covered the training needs assessment, improving the existing MT courses, revision of ongoing programs, monitoring & assessment and the capacity building of HRD Division of NCED.

20. Originally, in the Inception Report, the Management Training Component was allocated 24 PMs for three consultants (17 PM for Coordinator MT/MT Program Development Specialist (national), 3 PM

for MT Specialist (international) and 4 PM for MT Materials Development Specialist (National). Subsequently, the final planned input under the Management Training Component was as follows:

- | | |
|---|-------------|
| 1) Management Training Program Development Specialist (national): | 11 PMs |
| (Note: This role was originally allocated 17 PM as provided in the Inception Report, but under the Better Mobilization Plan for ICSP input (2007), the input was revised down to 11 PMs, and 6 PMs were allocated to another role of Institutional Capacity Building Specialist). | |
| 2) Institutional Capacity Building Specialist (national consultant): | 6 PM |
| 3) Management Training Consultant (International): | 3 PM |
| 4) Management Training Materials Development Expert (national): | 4 PM |
| | Total 24 PM |

Component 3: Teacher Education

21. Teacher Education was the central and most important project component of ICSP and its aims and objectives were broadly articulated under three sub components: i) teacher education programs, ii) training of trainers, and, iii) teachers' professional development.

22. Specifically, the main objective stipulated under the Teacher Training was the development of Training of Trainers (TOT) program that would produce the following three main results:

- a) Teacher education programs (sub-component-1) that involved preparation of a TE master plan; integration of multi-grade teaching; preparation of training materials for MGT; preparation of policy guidelines for MGT; review of existing TE programs and evaluation of training interventions;
- b) Training of Trainers (sub-component-2) that involved the review and revision (if required) of TOT programs; training; refresher TOT programs; revision of in-service and pre-service TOT packages, and,
- c) Teachers' professional development (sub-compnent-3) that involved preparation for teacher training; facilitation of training programs; knowledge sharing and reporting. TORs of consultants under the teacher education component mirrored the various activities envisaged under various subcomponents was provided in full detail in the Inception Report.

Sub Component-1: Teacher Education Programs

23. According to the Inception Report, TEP was not required to revise the existing in-service and pre-service packages but it needed to review the teacher training program with reference to the packages during TEP project implementation. In general terms, TEP was to emphasize TT rather than materials development though still some materials (for instance for Multi-Grade Teaching (MGT)) had to be developed. In any case, priority was given to teacher training because of the existence of a huge backlog of untrained teachers in the system.

24. Under the sub-component-1, the consultants were required to compile a suitable structural and organizational framework for Training of Trainers (TOT) and TT, support the TE Master Plan and integrate MGT into the training programs to improve the effectiveness of the training process. The immediate target were: i) NCED staff (involved in teacher education planning); and ii) Master Trainers. But the ultimate target of this component were: 1) Students; 2) Teachers; 3 HTs; 4) Teacher trainers; and, 5) Staff at ETCs (Primary Teacher Training Centre (PTTCs)), DE/OL, private ETCs involved in TOT.

25. The expected outputs under sub-component-1 had included:

1. Conducting of Training Needs Assessment related to the TEP Plan;
2. Support provided to NCED initiated TE master plan;
3. Conducting of MGT materials prepared and TOT;
4. Piloting of MGT materials in schools;
5. Review and execution of Teacher education programs;
6. Evaluation of effectiveness of TE programs of ETCs and private providers through M&E; and establishment of the effective feedback mechanism for their continuous improvement on the basis of classroom results; and
7. Development of a model of in-built monitoring system of the TE Program.

Sub-Component-2: Training of Trainers

26. Under this sub component, the ICSP consultants were required to investigate the factors that inhibited the transfer of teaching skills from the training venue into the classrooms. The inputs under sub-component 2 were directed to target groups that included: the immediate target groups such as: (i) NCED staff; ii) MTs, and the ultimate target groups such as: i) Staff at ETCs, DE/OL, private ETCs involved in TOT; ii) Teacher trainers; and, iii) HTs.

27. The following expected results were envisaged under the sub-component-2:

1. TOT manuals and trainer guides for teacher and management training evaluated and prepared;
2. Training of NCED management training staff conducted, particularly with reference to the transfer factor;
3. ETC in-house competence for TOT refresher courses conducted; and
4. Entire TOT packages (in-service and pre-service) finalized.

Sub-Component-3: Teacher Professional Development

28. The consulting input under this sub-component was to conduct quality teacher training at ETCs that could yield impact in the classroom in the form of modern teaching practice and improved students' performance. Inputs under this sub-component-3 were directed at target groups such as: i) the immediate target that covered teachers and school Head Teachers (HT), and ii) the ultimate target that covered (students, ETC staff, Resource Persons (RP) and School Supervisors (SS)).

29. Outputs planned under the sub-component -3 were as follows:

1. Conducting mini-workshops for facilitating adequate preparation of programs;
2. Holding model training classes;
3. Guiding ETC trainers adequately;
4. Conducting ETC staff displays of best practices;
5. Establishing of Linkage of training programs to classroom teaching practices;
6. Identifying and disseminating innovative components.

30. The Teacher Education component (Comp-3) was allocated the highest number of consultants as well as a large volume of input in terms of person months. Originally, as per the Inception Report, this component was allocated 156 person months for 16 consultants (one international and 15 national). The International Teacher Education Specialist was allocated 5 person months and the remaining input of worth 151 person months was to be provided by national consultants as per below:

- | | |
|--|------|
| 1) Master Trainer Facilitator (national): | 9 PM |
| 2) MGT Specialist (national): | 2 PM |
| 3) Teacher Education Specialist (International) | 5 PM |
| 4) Training Materials Development Specialist (national): | 5 PM |
| 5) Training Materials Development Specialist (national): | 5 PM |

6) Nine Training Specialists (one for each ETC-A) (national):

130 PM

Total: 156 PM

Component 4: Distance Education/Open Learning

31. The main aim and objective for the DE/OL component (Component - 4) was to further strengthen the DE/OL division of NCED through providing consulting support for various activities and programs being implemented by it keeping in view the important linkages with TE and M&E components. These activities included: i) further development of multimedia and training, particularly for the lower secondary and secondary level; ii) development of guidelines and materials and media-inputs for open learning; iii) designing and development of training material for the lower secondary and secondary level teachers; iv) development of model lessons through the use of self-learning material; v) training of material writers; vi) the use of ICT techniques other than radio broadcast; and, vii) course development, training manuals and teaching materials including multimedia.

32. This component also was linked to SESP and EFA projects of the DoE and MOES. In general, this component was seen as having close linkage to other TEP Project components and other relevant institutions with the aim of making an optimal use of ICT and for addressing the crosscutting themes of gender and DAG.

33. The immediate target group for the Comp-4 included: the NCED staff within DE/OL Division and the producers of DE/OL materials and media-inputs hired by DE/OL Division. But the ultimate targets for activities under this component were considered the teachers, students and participants of the DE/OL programs.

34. The following main results were envisaged for the component-4:

1. Review of existing DE/OL system
2. Review of existing DE/OL technical equipment and DE/OL materials
3. Recommendations for new ICT technologies (based on the reviews) for inclusion in future DE initiatives
4. Guidelines for DE/OL activities to be developed and implemented
5. Training program for relevant DE/OL staff in NCED and other DE/OL trainers/ material producers piloted and implemented.
6. Development and design of DE/OL materials
7. Development of monitoring system of DE/OL

8. Strategies for monitoring and managing DE/OL activities through DE/OL Division at NCED.
9. Capacity of DE/OL Division to monitor and manage DE/OL activities enhanced.

35. In the Inception Report, the DE/OL component was allocated 19 PM for 4 consultants (2 national and 2 international). No changes were made in this component in subsequent exercises under the Better Mobilization Plan (2007) and the Contract Variation Plan (2008). The planned input under this components was distributed among consultants as below:

1. Coordinator DE/OL and DE Management Specialist (national):	11 PM
2. DE Material Writing Specialist (international)	2 PM
3. DE Material Writing Specialist (national)	4 PM
4. DE Technology Specialist (international)	2 PM
	Total:19 PM

Component 5: Monitoring and Evaluation (and ICT)

36. The main purpose of Monitoring and Evaluation Component (Component – 5) was to build the capacity of NCED and its allied training institutions with regards to: i) application of ICT facilities and Teacher Management Information System -TMIS; and, ii) to further develop the existing M&E system of the NCED to allow assessment of the impact of training activities at school and classroom levels.

Sub Component-1: Capacity-Building Related to Application of ICT Facilities and TMIS

37. The aim of the sub-component-1 was to further develop the ICT facilities and staff competence in the ETCs, the TRC, NCED and within the Division of Planning, Monitoring, Administration and Research, particularly with regard to TMIS, A&C, and M&E systems. It also intended to support the TRC staff about the use of ICT media for training and other educational purposes in co-operation with the DE/OL and TE components of the TEP. The focus under sub-component-1 was on providing technical support in relation to equipment and software and it was expected that a minimum of fifty per cent of the ICT experts' time (9 MM each for 2 IT experts) would be devoted on-site.

38. The following output was expected from sub-component-1 under the M&E component:

1. Training (formal and informal) of staff in charge of ICT equipment and TMIS /M&E software conducted at ETCs and NCED;

2. Training (formal and informal) of ETCs and TRC staff in the use of ICT equipment for training and education purposes conducted;
3. TMIS reviewed and, if necessary, suggestions for improvements submitted for continuous TMIS updates;
4. Existing ICT equipment at ETCs and in NCED reviewed and, if necessary, suggestions for improvements submitted;
5. Software for TMIS, M&E and reporting, if not yet developed, developed and implemented; and,
6. Manuals for ICT equipment in ETCs and NCED's TRC improved or developed.

Subcomponent-2: Monitoring and Evaluation System

39. The emphasis under sub-component-2 was to further develop the M&E system for NCED that would look more closely into the impact of training activities at school and classroom levels. Also, the capacity building within the NCED was underscored for the purpose of: i) monitoring and evaluating of ongoing activities; ii) directing the M&E activities towards quality enhancement at school and classroom levels; and, iii) ensuring proper feedback mechanisms that could support quality enhancement at school/classroom level.

40. The aim of sub-component-2 was to develop a *participatory monitoring and evaluation system* in co-operation with the components of Management Training (Comp-2), Teacher Education (Comp-3) and Distance Education (Comp-4). The M&E activities were needed to address the improvement of teacher performance in the classroom with the aim of enhancing pupils' learning achievement. Further, the M&E activities were required to generate information that could guide the initiatives on improving the integration of girls and other DAGs into the educational system. A flexible M&E system based on research was envisaged that could provide proper base-line data and indicators. Finally, a follow-up strategy was needed to be designed and incorporated in the evaluation process to obtain an effective feedback mechanism.

41. The following key outputs were envisaged from the sub-component-2 of the M&E component:

1. Capability of NCED to carry out M&E, to provide proper feedback, and to carry out research improved;
2. Current M&E procedures and results reviewed, reported and improved;
3. Research conducted and base-line data for M&E by NCED/ETC produced, particularly in the field of gender and DAG initiatives;

4. Indicators for success identified for M&E by NCED/ETC;
5. M&E system for NCED initiatives designed and installed;
6. Strategies for follow-up on M&E developed and implemented in NCED and ETCs;
7. M&E procedures and feedback mechanisms included in all training programs conducted by the TEP components; and
8. ETC staff training in action research for M&E purposes at school and classroom levels conducted.

42. In the Inception Report, the M&E component was allocated 21 PMs for 2 consultants (1 international and 1 national). The international consultant was allocated 3 PMs and the national M&E consultant/ M&E component coordinator was allocated 18 PMs. Additionally, two IT specialists (national) were allocated 9 PM each. Thus total planned input for M&E component and IT activities was 39 PMs. The only change made under the Contract Variation Plan was a downward adjustment of input by M&E Specialist (national) from 18 PMs to 14.5 PMs.

Scope of ICSP under the Better Mobilization Plan for ICSP Inputs (January, 2007)

43. The Memorandum of Understanding that ensued from MTR (16-21 December, 2006), *inter alia*, highlighted the need for revisiting the existing modality of support being provided under the International Consulting Service Project with a view to developing a better approach for mobilization of consultants (both national and international). This was to be obtained through: i) a clear description of accountability of consultants and the counterparts, ii) stock-taking of final volume of inputs to be delivered with rationalization and redistribution and reserving some for future (if necessary), and iii) improving the Terms of Reference (TORs) of Consultants for their deployment in the remainder period, especially in the case of CTA/LTA/ M&E as well as the Training Specialists attached with nine ETCs. The specific areas highlighted for the input requirement, among others, were the revision of training policy/master plan preparation and research design, etc.

44. NCED and ICSP jointly carried out the planning exercise and produced the document called Better Mobilization Plan for Consulting Inputs that was made an Addendum to the Inception Report 2005 to serve as further plan for the rest of the project period from 2007 onwards. Accordingly, the TORs especially of CTA, LTA, M&E Consultant, Management Training Consultant as well as Training Specialists were revised/modified to suit the emerging needs of TEP and to maximize the impact of the Consulting

input during the remainder period of their deployment in areas of crucial importance and value to the project.

45. The better plan for mobilization of Consulting inputs envisaged the Consultants' input to be more focused, of high professional quality/standards clearly indicating the tangible output (such as training, workshop, analyses, report, briefing, meeting notes, material, etc) suitable to the emerging needs of the project and was to be delivered timely in consultation with the counterpart coordinator/team at NCED/ETC as appropriate. As a result of the exercise, original TORs from Inception Report were modified for the CTA, LTA, MT Program Development Specialist, Institutional Capacity Building Specialist, M&E Consultant, IT experts, Coordinator DE/OL and DE Materials Writing Specialist, Master Trainer Facilitator and Training Materials Development Specialist and nine Training Specialists at ETCs. The joint working of the Consultant with the counterpart teams along with a Coordinator was expected to ensure institutional capacity building. The team members were to be drawn from amongst the institutional staff of the institutions covered by the project. Three main aspects of the amended/modified mobilization plan (modification of TORs; counterpart accountability mechanism; and working modality) were expected to yield efficiency and quality while operating in a synergistic manner. The consultants were required to proactively engage with counterpart professionals or the teams as the case may be, during all stages of their input - including the input planning, carrying out and report preparation and joint formal sharing of outputs/products. The reporting format was revised and all Consultants were required to prepare Final Report of the Input Delivery in a form of Resource Material by the end of their input tenure.

Scope of ICSP under Contract Variation plan (January, 2009)

46. The Contract Variation Plan was an extension of the existing contract between NCED and Consia Consultants, Denmark for mobilization of services under the Implementation Consulting Services Project signed in June 2004. The Contract Variation Plan was approved by the competent authority in December 2008 and the purpose was to align the contract with TEP extension till 15 July 2009. The other main objective of the exercise was to: i) revise the scope of the consulting services including Consultants' TORs, and ii) reallocate the volume of inputs and budget across input items within the limit of the total contract budget. The revision also included new activities and areas of further inputs that were consistent with the TEP extension program. The revision formed another addendum to the Inception Report 2005 and the original contract between NCED and Consia Denmark.

47. The no-cost one year extension in TEP (the loan closing date was moved to July 2009) was finalized to primarily achieve three objectives: i) to achieve the original project (TEP) objective of ensuring full coverage of quality training for all teachers; ii) to consolidate TEP achievement and gains for functionally sustainable teacher education system ready for smooth transition to the new system of development under School Sector Reform Program; and, iii) to maximize effectiveness of the teacher training program through functional mechanism of essential remedial initiatives.

48. The Contract Variation Plan maintained the spirit and modus operandi of the Better Mobilization Plan for ICSP Input with reference to the working modality and counterpart accountability mechanism. However, the TORs of ICSP consultants were selectively modified to suit the emerging needs of the project.

CHAPTER III: ICSP CONTRIBUTIONS AND OUTCOMES: AN ANALYSIS

49. The previous chapters presented a summary of scope of ICSP and five project components of ICSP. In this chapter salient contributions and outcomes of ICSP are analyzed for each ICSP component with reference to their professional and technical significance as well as in terms of the contribution of consultants' input towards achievement of TEP goal, aims and objectives and expected outcomes.

Component 1: Project Management

50. The main purpose under the project management component was to ensure smooth implementation of ICSP consulting input in support of TEP implementation. The CTA, LTA and PMG collectively maintained the momentum of project implementation as planned while making necessary adjustments where necessary. The consulting input was mobilized as planned in consultation with the NCED to cater to its capacity building requirements. The CTA and LTA both worked closely with the NCED and its allied institutions. They held periodic meetings with the NCED management, NCED counterparts and ICSP consultants to plan consultants' deployment, to review and ensure that the consulting input was in accordance with the need of the NCED and its allied institutions. They also ensured that inputs were dually reflected in the work plans of consultants by clarifying the specific products, services and reports they would produce and meet the quality standards for tangible impact from their contribution. In this manner, the CTA and LTA performed their responsibilities of monitoring project implementation in keeping with the project log-frame. They held regular meetings and maintained regular communication with relevant stakeholders. The CTA/LTA maintained telephonic communication with all Training Specialists deployed in 9 ETCs throughout the consultancy period and provided professional support and materials where needed or requested.

51. In terms of the expected results as stated in the project Log frame, the CTA and LTA performed various general duties related to planning, organization and coordination, quality control and management of outputs. They made field visits to numerous ETC-A and ETC-B and interacted with Training Specialists. They visited several schools to observe practicum organized by trainee teachers and discussed with teachers, head teachers and training program supervisors, provided feedback. By undertaking these activities, the CTA and LTA both contributed to improvement in further understanding of the teaching-learning processes in the classroom along with their implications for teacher training program implemented

by ETCs and NCED. The Consultants contributed through sharing their knowledge and experience that contributed to quality improvement in terms of enhancement of knowledge and improved understanding.

52. The CTA and LTA collaborated with NCED in finalizing the Better Mobilization Plan for ICSP consulting input in 2007 and subsequently the Contract Variation Plan in 2008 that helped in modifying the TORs for each consultant and paved the way for consultants and NCED counterparts to work together cooperatively and bear joint responsibility for producing expected outputs. The sharing of synoptic reports prepared by the CTA contributed to the information and knowledge about the Consultants' inputs and recommendations made for improvement in specific areas covered under the respective project component. Most importantly, various administrative and professional issues, as identified by the Consultants during their deployment, were also shared for discussion with NCED professionals so that necessary improvements could be initiated.

53. The CTA designed and shared with NCED professionals, ICSP consultants and ETC Chiefs/trainers from 34 ETCs, the project management tools and report mechanism to be used in the future for proper systematization and comparable reporting by Training Specialists across all training institutions. These tools required delineation of each Training Specialist's contribution in terms of input, process, target beneficiaries/participants, purpose, objective, output and outcome for major capacity building areas in conformity to the TORs of Training Specialists covered the following areas of institutional capacity building:

- Planning/Program Design & Coordination
- Better Teacher Preparation
- Better Classroom practices
- School Effectiveness
- Student Learning/ Assessment
- Awareness and Sensitization of Cross-cultural Issues

54. The CTA contribution exposed the program designers, planners and implementers to the key elements of institutional capacity building and reporting using the systems perspective. The CTA along with the M&E Coordinator (local consultant) carried out an exercise meant to upgrade the TEP log-frame that would reflect the changing needs of the project under various project components. It involved a transformation of the existing TEP log-frame into the Design and Monitoring Framework (DMF) that emphasized capturing the beneficiary based impact of interventions under the TEP. The joint exercise by ICSP consultants and NCED professionals created an opportunity for all stakeholders to learn together and contributed

to the capacity building of NCED professionals that could be used while designing projects in the future.

55. The ICSP Consultants participated in the ADB-NCED joint review missions and contributed to technical discussions related to project components and implementation of activities. The CTA prepared technical notes/briefing points on overall implementation of TEP and ICSP implementation, identified issues and bottlenecks and offered recommendations (with action points). The recommendations were concerned with improving teacher training programs by ensuring quality and sustainability of teacher education system through institutional capacity building and creating a core professional group at NCED and addressing the various bottlenecks identified by the ICSP consultants. It was also emphasized the need for improving NCED's M&E system, TMIS, expanding the coverage of its training program by including other stakeholders in these programs. The CTA/LTA contributions towards NCED's various schemes, initiatives and proposals such as Fellowship Program for DAG, Monitoring and Follow-up Support, and Loan Extension Proposal is expected to improve the technical import and ensure quality aspects of these interventions.

56. The thrust of the Management Component and consequently the role of CTA, LTA and Project Management Group were both, directly and indirectly, to contribute to achievement of the TEP goal and its aims and objectives as stipulated under various project components. On the basis of their professional knowledge and skills as well as long experience of working in various areas/projects related to education and teacher training, educational research, M&E, EMIS/ TMIS, management training, they played their role to ensure that individual consultants under various project components would contribute fully. All inputs under the project management component were made keeping in view the overall goal of the TEP and achievement of objectives set under various project components.

57. The Project Management team continued to emphasize and fine tune various activities initiated by NCED to improve the quality of their training programs. A shift in perspective from teacher training/education (traditional approach) towards adopting the model of Continuous Teachers Professional Development was underscored and welcome by NCED as well. The NCED professionals continued to gain further understanding of the various implications of this shift in terms of the required modalities for teacher training in the future, training program design and development,

pedagogic skills at the training institution level and constructivist and learner- centered model at the classroom/ school level, etc.

58. The CTA/LTA emphasized that the focus of demand-driven training must be more on the teaching-learning process in the classroom that produces the desired impact. It was also underscored that NCED must continue to forge ahead with its customized teacher support mechanism (also known as mentoring) since mentoring and life-long school based training and orientation is the key to enhancing capability of teachers to effectively transfer their training skills in the classroom and contributing to improved student learning and higher achievement. The key inputs by CTA and LTA, made a strong case for further improving teacher training policy, program design and development, program management and monitoring and evaluation.

59. As part of their professional and technical contribution, the NCED was proposed to implement various recommendations offered by CTA and LTA, such as: i) the halting (as much as possible) of the transfer of professional staff from key positions both at the NCED and ETC level that received training under TEP to allow continuity and had achieve high quality output from them; ii) expanding training in key areas such as education research, M&E, EMIS/TMIS, management training etc, to the personnel from the entire school sector and other stakeholders; iii) developing the critical mass in the key training institutions, particularly at NCED and ETC level, for sustainability and long term impact; iv) revision and improvement of the existing pre-service primary teacher training curriculum; v) inclusion of computer orientation in the in-service primary teacher training program; and vi) improvement in practice teaching of the primary teaching training program.

60. The CTA and LTA witnessed a substantial and progressively higher improvement in professional capacity and ability of the NCED professionals. This was noted on various occasions but in particular during: i) the teachers' professional development policy exercise, ii) consultation on rosters training and conducting of roster training workshop, iii) launching/ outsourcing major research by NCED that seeks to assess contribution made by teacher training towards development of primary education in Nepal, and, iv) launching of a pilot program on teacher support mechanism in 5 selected districts. All these interventions demonstrated professional growth at NCED and elevated its professional status as an institution since these interventions were being built on the most recent and emerging concepts and approaches related to lifelong teachers' professional development, regular mentoring of teachers, school/

cluster-based demand-based teacher training and education research that would use mixed methods (rather than following either the quantitative or qualitative research approaches).

Component 2: Management Training

61. The consultants under the Management Component performed their roles and contributed to achievement of various key outputs as discussed below:

1. Enhancement of capacity of staff in the HRD Division in charge of MT to design, plan, monitor and revise MT programs

62. TEP was based in NCED, but practically it was located in the Management Training Section of the NCED as the TEP coordinator was posted in this section. Therefore, if anything can be stated with confidence and certitude it is the capacity building of this section and especially the professionals that formed a close clique and extended cooperation to each other not only for implementing the management training related activities but all other activities related to capacity building of the personnel from other sections of the NCED, the DoE, the MOES, the district department personnel, the ETC trainers and Head teachers and supervisor. Most of the training capacity building programs were jointly designed by the relevant consultant (international as well as national) under almost all ICSP project components. This included training organized under project management component, teacher education component, M&E and Research as well as Distance Education and Open Learning. The counterparts from the relevant sections of NCED (such as teacher education, M&E and Research, Distance Education Center) were certainly included in the program designing, developing and actual delivery of the capacity building workshops and meetings.

63. During the TEP implementation, ICSP consultants played an instrumental role in improving the quality of training programs and gradually, it was witnessed that the Management Section of the NCED had acquired the most essential wherewithal to design, develop and implement training programs on their own. This was a clear cut evidence of the impact of TEP as well as the contribution made by ICSP consultants to achieve the intended impact. The Management Training Professionals had acquired the necessary skills, knowledge and attitude to select resources persons of high quality and require these resource persons to deliver high quality training that has more practical relevance and could yield dividends on the ground.

2. Conducting of Training Needs Assessment related to the TEP Plan

64. The Management Section of NCED rolled out a human resource development plan and also designed and developed institutional capacity building plan that was subsequently implemented in collaboration with Asian Institute of Technology under the NCED-AIT Linkage Program. The need assessment for these plans was carried out by the Management Training Section professionals in collaboration with other relevant professionals from other sections of the NCED. The ICSP consultants under the Management Training Component also contributed through offering technical support with reference to needs assessment methods and practices.

3. Improvement of the capabilities of educational managers to work in the management of the school system at central and local levels

65. ICSP consultants under the Management Training component actively participated in consultation meetings with NCED professionals, in particular with the professionals from the Management Section and shared their knowledge and experiences with regards to improvement of capabilities of educational managers across the board in the education system. The most prominent contribution in this regard was designing and then implementation of the capacity building workshop by the Management Training Program Development Consultant jointly with NCED Management Section that addressed the issue of improved service delivery in the education sector. This was certainly a high-end professional activity that brought together the relevant managers and administrators from the field and they were trained in the theory and practice covered by the latest perspectives on management (such as New Management and Good Governance, the post-Webberian models) and relevant for improving the service delivery at the ground level.

66. Similarly, the MT Program Development Consultant provided technical support (through observation, revising the training programs, providing materials and guidelines, etc) in the conducting of a few regular training courses for officers drawn from different educational institutions including the district education officers, head teachers and supervisors and so on. The International Management Training Specialist introduced the emerging perspective on performance improvement and trained the national consultants as well as the professionals from the Management Training Section. The International Consultant jointly with national consultants and NCED professionals from the Management Training

Section, 2-year work plan to be implemented by NCED that would impart training to a large number of management/ administration personnel in the School system. The central theme of this work plan and the perspective was to focus on tangible performance indicators and train the managers and administrators in using the job aids as instruments to improve the performance and this would also help in monitoring and evaluation of job performance. The International consultant demonstrated the usefulness of the PI perspective and through this equipped the Management Training Section to further implement the capacity building program and train relevant personnel so that their capability for managing their work at different levels of the school system

4. Completion of operational plan and Logframe regarding ongoing monitoring and assessment of MT programs; and

67. The Management Training Development Program Consultant contributed through participating in the discussions and deliberations related to the operational plan and logframe monitoring and assessment of MT programs. He prepared the monitoring and evaluation guidelines to help assess the MT programs.

5. Review and revision of selected MT programs in accordance with the current needs outlined in the TEP.

68. Under the ICSP comp-2 Management Training, all three consultants together reviewed the various existing training programs, training curriculum, materials, capacity building training workshop programs and syllabus, related to management training. They provided technical support in making revisions where necessary and offered numerous recommendations to further improve their conducting of such training programs. Most of this input was provided by the ICSP consultants during the early years of ICSP so much so that after 2006, the professionals from the NCED Management Section had acquired most of the required skills and without much further support from ICSP consultants, they were able to design and conduct management training on their own. This offers ample evidence that the capacity of the management Section had sufficiently been strengthened. The proactive approach adopted by the professionals in the Management Section contributed immensely to achieve the expected output.

69. In summary, under this component, the major role of Consultants was to further strengthen the capability of the HRD division, specifically the Management Training Section with reference to: i) the management

training programs, ii) training material, iii) conduction of management training and, iv) monitoring and evaluation of the impact of such training on school administration and teaching learning process.

Component 3: Teacher Education

70. Under the teacher education component, several national consultants and one international consultant provided input as planned with some changes to suit the needs. The lead role was played by the LTA/Teacher Education Specialist and 4 other consultants such as the MTF, International Teacher Education Specialist, the MGT Specialist and Training Material Development Specialist performed their roles as per their TORs. Collectively, these specialists contributed towards conducting the training needs assessment related to TEP plan, provided support to the NCED initiated master plan, helped in preparing MGT materials for integration into the teacher training program, piloting of MGT materials in schools, reviewed and helped in execution of teacher education program, evaluated the effectiveness of TE programs of ETCs and private providers. Most of the expected outputs stipulated under the subcomponent Teacher Education Programs were achieved in consonance with the requirements of the NCED and ETCs. Also, as required, the emphasis of the inputs of consultants was mostly on execution of teacher training programs and the improvement in these processes rather than development of materials or revision of training packages per se. The ICSP consultants worked closely with the relevant professionals (especially dealing with teacher education planning) and master trainers of NCED and its allied training institutions.

71. The contribution from consultants under the Teacher Education Component was directed towards further improvement of the capacity of relevant professionals at NCED and ETCs as well in other training institutions and professionals involved in teacher training. The penultimate objective was to cast positive impact on actual teaching and learning process and improve student learning and achievement in the classroom/schools through the trickledown effect. There are indications that now trained teachers are more able to use their training skills in the classroom and educational performance of the school system is gradually improving. The NCED study on the impact of teacher training on the development of primary education in Nepal is likely to throw more empirical light on the impact of various initiatives and activities completed under the TEP and ICSP support.

72. For optimal impact, the relevant recommendations made by the Teacher Education consultants need to be implemented to further improve

the teaching training programs and their effective implementation in collaboration with all relevant stakeholders. Increasing the duration of TOT from 10 days to 3 months and making it subject-specific makes a strong sense as it is expected to build the capacity of trainers in areas/skills that may in turn produce the desired outcomes at the classroom/school level. The provision of follow-up support to trained teachers to improve their teaching skills in the classroom is firmly grounded in practice for producing significant impact. Literature from education research corroborates that mentoring of teachers, specially during the induction phase (first few years), yields tangible results in terms of higher retention of teachers in the teaching profession as well as in improving their skills for classroom management, lesson planning, continuous assessment and creating the conducive environment for effective teaching-learning. NCED appears fully determined to implement most of these recommendations. For example, on pilot basis, it has initiated mentoring support through putting in place the follow up support mechanism and has also considered revising the TOT program to make it subject-wise and for a longer duration exceeding 10 days. Similarly, the new (revised) teacher training policy is being prepared by the NCED that would effectively translate the paradigm shift (from teacher training/preparation to teachers' professional development) in a concrete manner. These changes are likely to have useful impact on the quality of teacher training programs and would eventually improve the quality of teaching learning at the school/ classroom level that could result in enhancing student scores. To ensure that trained teachers are able to transfer their skills in the classroom, a one-shot pre-service training is not enough. It is essential that teachers are regularly and continuously supported through mentoring that would encompass professional/pedagogical and administrative support.

73. Deployment of Training Specialists (TSs) in each of the nine ETC-As was a well planned strategy as it was meant to place the professional and technical support at the doorstep of the training institutions that shouldered the huge responsibility of implementing teacher training program under TEP at a massive scale. Most of the Training Specialists were accomplished and experienced educators and academicians in the field of education with strong expertise and interest in teaching, training and education research relevant to Nepali context. The availability of professional support and technical guidance right there in the teacher training centers had meant the availability of vast knowledge and professional experience at hand. The TORs of Training Specialists had required them to build the capacity of trainers in providing the high quality teacher training and acquire additional knowledge and skills related to effective implementation of teacher training programs.

74. The ICSP consultants/TSS achieved some tangible results through their input at ETCs during their intermittent deployment that was spanned over few years. The most significant achievements of TSSs were:

- Consultants initiated good practices in the ETCs – pre training workshop, post session discussion and sharing – which have enticed a sharing and interactive environment among ETC Trainers.
- The Consultants implemented tools on measuring the transfer of skills and collected data and information relevant to the issue.
- Improved capacity of Instructors by guiding them how to conduct case study, action research, and project work to the training participants.
- Held workshop on In-built monitoring mechanism at the ETCs.
- Helped the trainers assimilate the concepts of micro teaching and action research to the trainers.

Impact of the inputs of Training Specialists

75. Deployment of ICSP Consultants at ETCs provided a unique opportunity to the ETC staff /trainers to benefit themselves from their extensive professional experiences, knowledge and skills in the area of education and teacher training. The presence of Training Specialists and their professional assistance was expected to have produced visible impact on the overall operation of the ETCs. The workshops conducted by TSSs in the ETCs were likely to have produced positive impact in the trainers' instructional behavior in the classrooms. The demonstration lessons by TSSs did inspire the local trainers to use more visual materials. The level of preparation for instruction was improved. The trainers had started making better use of resource materials for the effective involvement of the trainees in the classrooms. The learning logbooks given to the trainees are used more effectively. The ETCs have started viewing primary teacher training in a holistic way and its impact on the improvement of learning achievement of the students has been better felt.

76. More specifically, the Training Specialists provided following professional guidance and technical support at ETCs for better outcome and improved performance:

- The quality of Action Research conducted in the ETCs has somewhat improved. All the trainers have better understanding of the concept of Action Research and they have adequate knowledge to conduct and guide Action Research that is increasingly being initiated in ETCs.

- The assistance of TS has helped improve the quality of the ETC Newsletter in terms of its use. Newsletters have started to include useful articles written by trainers/TSSs.
- The trainers have to make use of the IT equipment to the classroom. These equipments are also used for management purposes.
- One can observe the improved library services in terms of the procurement of useful books. Some ETCs have started using cards for borrowing books. Trainees are found making use of the libraries.
- Improved case studies have been prepared with the professional assistance of the TSSs.
- Planning at the ETC level has improved. ETCs have developed a comprehensive zonal Master Plan which can be very helpful to develop a national Master Plan.
- After the ICSP intervention, TMIS of ETCs has significantly improved.

Component 4: Distance Education and Open Learning

77. The main aim and objective for the DE/OL component (Comp-4) was to further strengthen the DE/OL division through consulting support in some of the critical areas that needed further improvement and strengthening at the Distance Education Division of NCED. These areas had been identified and the ICSP consultants were required to provide professional and technical support to address the needs in those areas. The DE/OL needs, inter alia were: i) further development of multimedia and training, particularly for the lower secondary and secondary level; ii) development of guidelines and materials and media-inputs for open learning; and iii) designing and development of training materials for the lower secondary and secondary level teachers; iv) and development of model lessons through the use of self-learning materials; v) training of material writers; vi) the use of ICT techniques other than radio broadcast; and vii) course development, training manuals and teaching materials including multimedia.

78. The DE/OL Coordinator, in consultation with the CTA and the NCED counterparts, coordinated the input of two international consultants and helped the DE/OL Division in its further strengthening. The international consultants for Distance Education Technology and Distance Education Material Writing worked with the DE/OL counterparts and professionals and provided input as per their TORs and work plans jointly prepared by them. The input from Consultants (international and DE/OL coordinator) in the form of discussions, training workshops, provision of materials,

identification of issues and recommendations and suggestions contributed towards further improvement of capacity of the professionals from the DE/OL Division and of material writers where relevant. This has helped in improving the program delivery, preparation and development of guidelines and training material. The DE/OL coordinator continued to consolidate the contributions made by the international consultants especially with regards to helping the DE/OL Division implement the recommendations made by the Consultants.

79. The ICSP consultants helped the DE/OL Division achieve the following specific results that have contributed to achieving the specific objectives stipulated in TEP under DE/OL component. The Consultants and the DE/OL professionals accomplished the following major tasks:

- reviewed the existing DE/OL system at NCED
- reviewed the existing DE/OL technical equipment and DE/OL materials
- generated recommendations for new ICT technologies (based on the reviews) for inclusion in future DE initiatives
- improved guidelines for development of DE/OL activities for implementation in the future
- organized training workshops where relevant DE/OL staff from NCED and other DE/OL trainers/material producers participated
- developed and designed better DE/OL materials
- initiated development of monitoring system of DE/OL
- contributed to capacity-building of DE/OL Division to monitor and manage DE/OL activities

80. The DE/OL Coordinator, further reviewed the reports prepared by two international consultants and extracted a set of recommendations that he found were relevant and implementable in the context of DE/OL Division, NCED and the Nepalese context. The Coordinator also participated in the ADB-NCED joint review missions and designed and developed two proposals: i) the training cum-workshop dealing with orientation and development of Quiz segment in the Radio lesson, and ii) Enhancing the effectiveness of distance training through follow-up measures.

81. Notable contribution made by the International Consultant for Distance Education Technology (DET) was the technical review and analysis of the DE/OL system, identification of issues that needed redressal and a set of recommendations for implementation by the NCED. Specifically, the DET highlighted the need for refurbishment of the studio

and procurement of the suggested equipment as soon as possible to allow the DE/OL Division improve its design and delivery of training through the distance mode.

82. The contributions made by the International Consultant for Distance Education Material Writing (DEMW) was planning and the subsequent execution of a series of workshops (5 workshops were organized) focusing on print materials and the use of audio and preparation of materials for these workshops that was shared with participants. She also prepared a draft exemplar unit for phase 2 in-service teachers training as a model in future training. Other contribution was the set of useful suggestions and recommendations offered by the Consultant that DE/OL Division could implement to improve the quality of written materials and effectiveness of delivery.

83. The distance teacher training has a huge potential in Nepal, due to Nepal's geographic spread. The use of radio for school-based teacher training program and for regular and periodic orientation and instructional support could contribute to improvement of teachers' quality. The foundations laid under the TEP could further be developed to further expand teacher training programs through the distance education mode. In this regard, the consultants' contribution would be more visible in the medium to long term provided the recommendations made by ICSP consultants in this area are implemented by NCED.

Component 5: Monitoring and Evaluation Component (plus IT)

84. The main purpose of Monitoring and Evaluation Component (Comp-5) was to build capacity of NCED and its allied training institutions in: i) application of ICT facilities and Teacher Management Information System (sub-component-1); and ii) to further develop the existing M&E system of the NCED to allow assessment of the impact of training activities at school and classroom levels (under sub-component-2).

85. Accordingly, the M&E consultant and ICT consultants contributed towards capacity building of the professionals of the NCED and its allied teacher training institutions through holding meetings and discussions, conducting training programs, providing professional comments, feedback, identification of issues and making suggestions and recommendations. These activities are expected to enhance their knowledge and skills regarding ICT facilities, hardware and software, TMIS computer programs, M&E system, education/teacher education/ training research, project log frame, monitoring school follow-up and so on.

86. In substance, the M&E Consultant contributed through providing technical support in revising the TORs of ICSP consultants (as contained in the Better Mobilization Plan for ICSP consulting Input); revising the project log frame in accordance with the DMF of the ADB; supporting the NCED colleagues in preparing and organizing Management Training for MOES's class-II officers and making some presentations; assisting the staff of Research and Quality Assurance Unit in developing research proposals in several specific areas and implementing these studies; reviewing/commenting on the NCED's newly drafted scheme on the monitoring and follow-up support (MSF); helping NCED design, develop and launch a multi-perspective large scale research study on effectiveness of teacher training program in Nepal at the Primary education level (outsourced); regularly holding meetings with NCED counterparts and other stakeholders for professional input; providing comments on the NCED's Annual Monitoring and Evaluation report; making comments on the concept paper of the School Sector Approach and the 3-year Interim Plan of the Education Sector.

87. The ICT equipment (computers and multimedia) is being optimally used in ETCs and NCED. Computers, however, are short of supply in the ETCs because of lack of support service for troubleshooting and repairing (minor and in some cases major) problems. Hence, separate computer is deemed necessary for the purpose of EPS in view of the sensitivity and the requirement for maintaining confidentiality.

88. The contributions made by M&E consultant and IT consultants have contributed towards achievement of TEP goal and its aims and objectives. The capacity-building of professionals of the NCED and its allied training institutions (ETCs) in terms of improved designing, developing, planning and management of teacher education/training programs through the use of ICT, improved TMIS, improved M&E system, teacher education/training research would go a long way to improving service delivery at the school level that would in turn contribute to improvement of educational access, quality and efficiency at the primary school education.

89. The contributions from the M&E Consultant and IT Specialists has been planned to be continued in the remainder period of TEP implementation and various initiatives such as designing a participatory M&E system that would timely and regularly provide feedback on transfer of skills in the classroom to allow changes in the training programs, curriculum and training materials etc, would yield products and services for future use by the NCED and its allied institutions.

ICSP Contribution towards TEP Goal, Aims, Objectives and Outcomes:

(1) ICSP contributions to the achievement of TEP "Outputs"

90. Detailed contributions are listed below under appropriate TEP Outputs:

- (i) Establishment of an effective and sustainable system for Teacher Education
 - 1. Through the ICSP Teacher Education Coordinator, two Technical Reports providing recommendations to NCED for improvement of the overall teacher training system regarding improvement in the assessment system for teacher trainees and rationalization of number of teacher training institutions to safeguard training quality.
 - 2. A review of existing IT equipment in ETCs, installation of new equipment in ETCs and training of staff in its use including the preparation of related manuals.
 - 3. Development of improved Teacher Management Information System (TMIS) software for NCED/ETC for providing timely and accurate information retrieval regarding the training of teachers; installation of software; production of a TMIS operational manual; and some training to NCED and ETC staff on TMIS use.
 - 4. Development of new Training Management and Evaluation System (TMES) software for ETC and NCED for information management and retrieval regarding teacher trainers and training institutions; installation of software; production of a TMES operational manual; and some training to NCED and ETC staff on TMES use.
 - 5. Development of new Examination Processing System (EPS) software for recording Teacher Trainee examination results at the ETCs and centrally at the Examination Section of NCED; installation of the system; production of an EPS operational manual; and training of relevant staff.
 - 6. Development of a new Program Monitoring Information System to assist NCED to monitor implementation of various programs and projects.
 - 7. Preparation of the background note on teachers' professional development policy for NCED and contribution towards the finalization of draft policy.
 - 8. Preparation of Rapid Study of the Teacher Training Program (based on primary data collected from trainees of third phase) as contribution towards improvement of the training program.

9. Through participating in numerous meetings at NCED, the CTA, LTA and ICSP consultants regularly contributed by providing technical and professional insight and support to improve the quality and sustainability of teacher education system in Nepal.
10. Critical review of earlier teacher training policy and SSR policy by LTA.
11. Provision of technical assistance in developing the concept of getting the 10-month primary teacher training recognized as the eleventh grade of higher secondary education by HSEB.
12. Preparation of a comprehensive review of TMIS by M&E Specialist (International).
13. Preparation of report on review of existing DE/OL System.
14. Preparation of Final Reports as resource material by consultants under various project components.
15. Preparation of consolidated report along with DE/OL professionals that provides various modalities of the ICT use for material design and delivery and learner support (built on DET consultant's recommendations).
16. For the DE/OL division, preparation and sharing on specification for works to the complex – fabric services, furniture and specification for the resources – equipment, tools and materials.
17. Provision of support towards NCED capacity building for designing research on issues related to teacher education/teacher training and its impact. Provision of professional support in designing and conducting Independent Technical Review and the research.
18. Preparation of strategy paper for establishing a M&E system for the NCED.

(ii) Preparation of Effective Teacher Education Curriculum and Materials

1. Revision of the In-Service Training Guide for Trainers and Training Resource Materials for the existing 10 day Training of Trainers course
2. Preparation of a detailed curriculum for a new 3 month In-Service Training of Trainers course
3. Revision of the Pre-Service Training Guide for Trainers and Training Resource Materials.
4. Development of a curriculum, training package, instructional materials and preparing policy guidelines for Multi-Grade Teaching and conducting orientation training for trainers and NCED staff.
5. Initiating a review of the 5 month Distance Education element of the In-Service Teacher Training course.

6. Revision of the Distance Education Self-Learning Materials and radio scripts (for English).
7. Development of the Quality Assurance concept paper.
8. Review and revision of the DE/OL materials.
9. Development of Computer Literacy Packages for Teacher Training (three modules).

(iii) Training of Teachers, Trainers and Management Personnel

Regarding Training of Teachers:

1. One Training Specialist was deployed at each of the nine ETCs for an average of 6 months each during two semesters. These Training Specialists assisted ETC Principals in their multiple tasks of training of trainers and teachers by assisting them in the development of their plans for the 2 x 2.5 month elements of the 10 month in-service teacher training for which the ETCs are responsible (40% of trainees trained) - and with Alternative Providers – (60% of trainees trained). (Remaining 5 months of Distance Training are provided by the DE/OL Department of NCED in cooperation with District Education Offices and Resource Centers.)
2. Providing professional support to teacher trainees during their practicum by observing their classes and providing feedback to them.
3. Conducting discussions with practicum school head teachers as to how best to support the trainees.

Regarding Training of Trainers:

1. Conducting Workshops for teacher trainers to assist them in designing their training programs and improving their training skills.
2. Conducting demonstrations of model lessons.
3. Enhancing the skills of trainers in targeted Action Research and encouraging them to investigate ways of maximizing the actual use of skills acquired by trainees in their everyday classrooms.
4. To provide professional support and updating to the Training Specialists through workshops (both at the ETCs and at NCED) and through occasional visits, advice by telephone and provision of professional publications.
5. To enhance the understanding regarding topics as “Quality Issues in Teacher Education” of NCED Teacher Education Section staff via weekly seminars.

Regarding Training of Management Personnel

1. The creation of a Short Course for Class II Officers (MOE, NCED, DEO staff) regarding Performance Improvement and Leadership.
2. Revision of materials for a long course for Class II Officers in Educational Management.
3. Revision of a module for School Supervisors (Inspectors) regarding Educational Management.
4. Conduction of a Workshop and weekly Capacity Building seminars for NCED staff regarding Training Methodology and Performance Improvement.
5. Conduction of a workshop for ETC Principals and ICSP Training Specialists regarding Performance Improvement.
6. Conduction of a workshop for staff of the NCED Distance Education/Open Learning Department regarding Performance Improvement as applied to course design.
7. Conduction of an Advanced Independent International Learning Program, with DANIDA Fellowship funds, for 9 key NCED staff in Denmark for 6 weeks regarding project management and latest trends and issues in international teacher training practice.
8. Strengthening of NCED Research Capacity through joint preparation with NCED of a Benefit Monitoring and Evaluation Report 2006.
9. Strengthening of NCED Research Capacity through contributions to the preparation by NCED of the following studies ahead of the MTR:- “Institutional Arrangements and the Training Delivery Process”, “A report on Trainees’ Performance in the Primary Teacher Training System in Nepal”, “Case Study of Successful and Poor Performing Primary Schools in Nepal”, and “A Thematic Report on policy environment (training) plans and programs.”
 - Designing and conducting of a short term management training workshop on “Reorienting Service Delivery for Better School Governance” at NCED.
 - An improved framework for monitoring and assessing the on-going management training programs was prepared and presented to the management training team of the NCED (April, 2009).

Regarding enhancement of NCED Project Management skills through cooperation in:-

1. Completion of the ICSP Project Inception Phase, including the production of an Inception Report providing a detailed rationale for the project and a detailed work plan.
 2. Regular updating of the ICSP work plan.
 3. Preparation of a mid-term Visioning Workshop to refocus ICSP objectives and activities for the second half of the project.
 4. Production of Quarterly Reports and subsequently Consolidated Annual ICSP Progress Reports.
 5. Compilation of ICSP consultant's recommendations under all five components and designing an exercise to systematically process the recommendations by NCED.
 6. Organization and Coordination of staff inputs and activities through regular meetings with ICSP and NCED staff.
 7. Deliberations and participation in joint exercises to finalize two addendums to Inception Report on: i) Better Mobilization Plan for ICSP input (2007), ii) The Contract Variation Plan (2008) to streamline consulting inputs.
 8. Quality Control through Field Visits, scrutiny of Reports from all 28 consultants at ICSP Project and frequent discussions with ICSP staff and project beneficiaries.
 9. Preparation of BME Report 2009.
- (iv) Provision of Educated Teachers who can better serve the needs of disadvantaged groups and girls:
1. ICSP Training Specialists at ETCs assisted with administration of the DAG scholarships program.
 2. ICSP Management Training consultants, in cooperation with NCED staff, formulated a Task Analysis for DEOs to enable them better to mainstream into school management issues related to disadvantaged groups and girls and also trained DEOs to enhance their Listening Skills in dealing with DAGs and girls.

(v) ICSP contributions to the achievement of TEP “Purposes”

91. It is evident from the listing that ICSP has made a very significant and valuable contribution to successful implementation of TEP in realizing its “Purposes” as listed in the RRP, i.e.,

1. Build capacity for policy, planning, management, and delivery of teacher training.

2. Enhance professional skills of teachers and trainers.
3. Promote representation of females and other disadvantaged groups in the teaching cadre.”

92. Analysis of the 55 areas of ICSP intervention listed above show clearly that all of these areas are closely related to the TEP Purposes. For instance, the TEP Purpose “Building of Capacity”, as it relates to the building of human capacity, is served by all the 26 interventions listed above under “Training of Teachers, Trainers and Management Personnel”. These 26 interventions relate to Building the Capacity of Teachers, Trainers and Management Personnel, including NCED staff at the centre and at the ETCs, District Education Office staff and Head Teachers. The TEP Purpose “Building of Capacity”, as it relates to the building of system’s capacity, is served by 18 interventions listed above under “Establishment of an effective and sustainable system for Teacher Education” and “Preparation of Effective Teacher Education Curriculum and Materials”, including such interventions as the development of the Teacher Management Information System (TMIS) and the Examinations Processing System (EPS).

93. It should also be noted that such system capacity building inputs also have considerable impact on human capacity building. For instance, the development of the TMIS and EPS not only produced effective electronic systems but also enhanced the capacity of NCED, ETC and DEO staff in the management of these systems. In fact, it is evident that the most significant impact of all the ICSP interventions is related to Capacity Building. Indeed, TEP Purpose to “Enhance professional skills of teachers and trainers” is essentially highlighting of the need for specific interventions to build the Human Capacity of Teachers and Trainers. This TEP Purpose is served by the 8 ICSP interventions listed above under “Training of Teachers, Trainers and Management Personnel”. Finally, the TEP Purpose “Promote representation of females and other disadvantaged groups in the teaching cadre” is served by 2 interventions listed above under “Provision of Educated Teachers who can better serve the needs of disadvantaged groups and girls”, including the assistance provided to ETCs by the ICSP Training Consultants in the administration of the Disadvantaged Groups Scholarship Program.

(vi) TEP “Sector Goal” and ICSP Efficiency

94. Discussion in the preceding section clearly shows the valuable impact to date of ICSP interventions in human and systems capacity building in support of TEP. It also demonstrates that ICSP activities are exclusively in support of and in line with TEP Outputs, Purposes and the Sector Goal of “Improvement in overall quality and efficiency of the primary

education sub-sector.” Further, detailed analysis, available from CTA ICSP/TEP, also shows that ICSP has been relatively efficient to date in its deployment of consultancy inputs (95.92% of planned inputs implemented to 15th July 2009) and in the implementation of planned activities.

(vii) ICSP Management Systems

95. The successful implementation of the ICSP project had been made possible by the establishment of effective management systems including:-

- A Project Management Group meeting periodically to provide a forum for NCED to guide project activity in the service of TEP
- An integrated Project Consultancy Deployment and Activity Implementation Plan regularly updated
- Detailed individual TORs for all ICSP consultants, updated according to need
- Requirement for all consultants to produce and adhere to Overall and Monthly Work Plans
- Professional support to and coordination and monitoring of consultant inputs by Chief Technical Adviser (CTA) and Local Technical Adviser (LTA) against the Project Consultancy Deployment and Activity and Implementation Plan and individual consultant TORS and Work Plans
- CTA/LTA guidance to consultants in preparing Reports
- CTA/LTA Quarterly and Annual Consolidated Project Reports
- Frequent informal and formal meetings of ICSP consultants and NCED counterparts and staff

(viii) ICSP in support of TEP Outcomes

96. In summary, it is evident from all the above discussions that ICSP had made relevant and valuable contribution to the implementation of TEP and that it has done so in an efficient manner. During the entire course of implementation, ICSP has made valuable contributions to the realization of the following TEP Outcomes:

- Enhanced Human Capacity at NCED, ETCs, DEOs and in the schools
- Enhanced Management Systems related to Teacher Training and Research
- A body of suitable training materials
- Improved position of females and DAGs within the education system and within society at large.

CHAPTER IV: SALIENT RECOMMENDATIONS BY COMPONENT

Component 1: Project Management

97. Key recommendations made by the Project Management Component Team were as follows, some of these were ardently implemented by NCED and other concerned agencies:

- Quality of all training programs (NCED, ETCs, APs, PPTTCs, etc) may be further improved.
- A multi-perspective research be launched to investigate the efficacy of the teacher training provided under the TEP. (NCED launched this study in 2008)
- Teacher training may be modeled on lifelong professional development to ensure quality and sustainability of the teacher education system. (the revised policy for teacher education on these lines is already on anvil now)
- Resource constraints of ETCs may be addressed. NCED continued to address various issues as part of their annual development program.
- Transfer of trained staff may be avoided to allow continuity and ensure capacity building of key institutions.
- Training in the key areas (education research, M&E, EMIS/ TMIS, Management Training, etc) may be further expanded to cover personnel from the entire school sector and other stakeholders. NCED may need to continue implementation of this recommendation for a foreseeable future to reap the benefits of capacity building of educational professionals working in these areas.
- A critical mass in the key institutions (such as NCED and ETCs) may be created for long term impact. NCED appears to be seriously looking into these aspects now.

98. The LTA made various suggestions on the following key issues:

- Sorting out of NCED collaboration with HSEB regarding accreditation of 10 month teacher training program.
- Termination of pre-service primary teacher training through Private Primary Teacher Training Center and initiating the revised primary training through Higher Secondary Education Project.
- Revision and improvement of the existing pre-service primary teacher training curriculum.
- Inclusion of computer orientation in the in-service primary teacher training program.
- Improvement in Practice Teaching Program of the primary teacher training program.

Component 2: Management Training

99. The NCED management trainers were very helpful in assisting ICSP for improving management-training programs. They gathered extensive experience working with NCED management training programs. The collaboration and working closely with them were instrumental to ICSP in gaining rapid understanding of the status of the management training activities at the NCED. Nevertheless, some important issues that are essential for improving MT programs at NCED are listed below.

Over- dependence on outside Resource Persons

100. At NCED, although the training courses of school supervisors and DEOs have been designed comprehensively and systematically and they address much of the management training needs of these target groups, the packages are still delivered with the substantial involvement of external resource persons, officials from the government (mostly DOE, MOE), but with limited participation from NCED trainers themselves.

101. There is over-dependence on outside resource persons, mostly from universities and government offices. These people often do not possess training skills, but are recruited for their subject knowledge. The subject knowledge is often under-utilized due to a poor facilitation skill when they are in the training room. One possible option could be to identify and set up a network of like-minded trainers within the MOE system.

About a long duration ToT

102. There is an assumption that a longer training program is better. NCED is planning a three-month long TOT program. This may or may not be appropriate. First, trainer performance model through task analysis needs to be established, only after that the design and time will be more evident.

Very Low fee/remuneration for Resource persons

103. The existing rate of remuneration provided to outside resource person taking a training session of 1.5 training hours at NCED is around NRs 750. This is very low, when compared with the rate of other like-minded training institutions, such as NASC (RS. 2500.00/ session), Agriculture Training (Rs. 1500/session), and Forestry (NRs.2000/session). How could we expect to motivate good resource persons to come down to NCED at Sano Thimi and take a session at this rate, when the two way taxi fare to come to Sano Thimi from mainstream Kathmandu itself cost more than Rs 600.00?

Poor power supply regularity and water -sanitation condition

104. Although power cuts has been a regular and common feature of Nepal, it should not be allowed to affect the teaching -learning. In a short period training program, the duration and contents are fixed and tied. Unlike in school teaching, less flexibility is available in the training program. So, a reliable and instant alternative power supply provision is a most for an implementation of effective training program.

105. Similarly, the condition of toilets/water supply at the NCED Training block is pathetic and appeared to be overlooked at large by the management since long time. One cannot expect such situation in the apex educational management-training center of the country. They need to be improved. Indeed, the maintenance of the working condition of these facilities (basic!) Should be a part of the teaching leaning and training management. It was found that many participants (at the end of the training evaluation) have strongly commented about poor toilet condition.

Recommended Actions

1. Strengthen the management training section by hiring/ deputing at least 5 right type of senior education managers/ trainers² (including one Class I and two Class II officers and two Class III officers) to NCED to training/retraining as a core management trainers;
2. Insure adequate incentives (both monetary and non monetary) so as to retain the trainers at NCED;
3. Train and retrain the management trainers of NCED;
4. Encourage networking with like-minded training institutions and professionals,
5. Monitor training and evaluate the programs periodically (both terminal and impact).
6. Monitor the progress of RAP, being designed and implemented by participants in the long duration management training. For this a core group of monitors need to be found, assigned, and adequately trained. Otherwise, it would be more of a ritual only. Necessary budget should be available to follow up the work progress of the RAP.

2. Trainers are arguably the heart and soul of training function. Not everybody is a potential trainer. At present, trainers are picked more by accident than by choice. This trend needs not only to be arrested but reversed also. It is important that a trainer acts as a role model for the trainees. It is therefore, important to have the right person selected as trainers at NCED because very substantial investment would have to be made in modeling them as effective trainers.

7. Allocate necessary budget for power generator, or inverter and necessary gasoline to avert power cuts problems in classroom teaching. Similarly, repair and improve toilets and water supply provisions in the toilets. They are urgent. Assign an officer with adequate clear task and authority to monitor and maintain the healthy condition of classrooms and physical facilities.

Organize more short-term programs

106. Although capacity building type short trainings and workshops are occasionally organized by various agencies under MoE and its development partners, private and non-governmental and international organizations; the focuses of these training vary and are related to their own areas of field operations. However, none of these programs are neither coordinated with NCED nor they are organized under any training blue print of the MOE. They are sporadic and primarily based on sponsors or donors' interest and availability of money and thus have less meaning bearing on capacity development strategy of the educational administration personnel and secondary education development in particular. Also, in most of the time it is difficult for MOE and its organs to release their staff for a longer period. So, it is neither desirable nor required to organize a month long courses on all the training areas being suggested above. In the coming days, NCED should take initiation to organize more short-term programs of 1 day to 2 weeks long on topical subjects.

Recommended Actions

1. Identify and separate short training programs from the long ones
2. Help facilitate and co-ordinate specialized agencies/departments of MOE in organizing capacity building training programs
3. Start undertaking a rapid study of formulating long courses into modular ones, without affecting training evaluation criteria. Then run a course on pilot basis first, and assess the pros. and cons. of the course implementation, taking feedback from all concerned stakeholders, before implementing it at a large scale.

Note: *In partnership with specialized institutions and councils under the MoE and in collaboration with other like-minded professional institutions /partners, NCED should help organize 1-2 days long seminar programs to discuss about the PNA of various organs and specialized institutions and council on turn basis. This kind of program will help to make the NCED management training more relevant and effective and promote a better understanding and co-ordination about the partner organizations' plans and programs within the MOE.*

Component 3: Teacher Education

107. A few recommendations that are absolute must for NCED to implement.

- i) Getting the teacher training curriculum and training materials (guides and aid etc) revised to meet the requirements of the constructivist paradigm where the focus of teaching is to teach to improve student learning and achievement and not only to complete the syllabus and assigned lessons. The constructivist teacher training curriculum and teaching materials would be indicative and leave some space for the trainers to become innovative and make training more contextualized.
- ii) Further fine-tuning of the teacher support mechanism and up scaling it to cover all school teachers at any levels (basic education as well as secondary level in line with SSR program). This may require institutionalizing of the school/cluster based short-term teacher training and offering regularly refresher courses /training to teachers.

Component 4: Distance Education and Open Learning

108. NCED may consider further strengthening the Distance Education Division into full fledged Center or transform it into a distance education university with its own degree awarding status not only for delivering teacher training programs but also to deliver various educational programs covering from SLC to plus 2, BA., BSc, MA, MBA degree courses and an array of professional courses. There are good examples in the South Asian region where Distance/Open Universities are making significant contribution and these universities have their own TV channels that offer educational programs and serve the needs of the unreached population in far off and disadvantaged locations. An exclusive project could be developed by the NCED through mobilizing funds (especially donor grants) for this purpose. There is strong need and justification for such initiative. Nepal would have its own Distance Education/Open University to support human resource development across all corners of the country covering all regions from high mountains to the Valley and the Tarai region.

Component 5: Monitoring & Evaluation Component

109. After a slow start in the mobilization of consultants prior to 2007, the deployment status had picked up since then. The performance of the ICT consultants has been quite remarkable with respect to the installation of ICT equipment (computers, multimedia, projectors, audio-visual equipments, etc) at the various ETCs and the TRC in NCED, and also with respect to the development and installation of TMIS and EPS. There is evidence that

the activities and the outputs have contributed to the capacity development of the NCED and its line training agency staff. However, very little is known about the effectiveness of these mechanisms with respect to enhancing the performance of trained teachers. Until recently, it has been reported that all the ETCs were not sending necessary information obtained from TMIS and EPS to the NCED. Moreover, it has been reported that there is no repair and maintenance system in place to deal with hardware and software problems encountered during the use of ICT equipments.

110. One of the key issues is the lack of institutionalization of a participatory M&E system with a focus on the classroom performance of the teachers. The lack of institutionalization of such a system from early on in project implementation has meant that no baseline could be established on which to measure the contributions of TEP towards improvement in the quality of education, as evidenced by student achievement tests. It is expected that the new M&E framework that has been proposed by the M&E consultant will enhance the capability of NCED to monitor and evaluate the performance of trained teachers and would also be useful in providing them classroom-based professional support.

111. It is essential that future reforms start with the development and institutionalization of a strong M&E system that: (i) not only keeps track of whether the initiative has been efficient at delivering the required inputs, but (ii) also focuses on whether these inputs are translating into the desired outcomes (effectiveness). This also calls for the establishment of a baseline against which to measure these outcomes. It also requires a good feedback mechanism through which teachers and schools can receive regular support to improve their classroom processes.

112. It seems that the consulting services that have been mobilized under this component had focused more on the delivery of inputs as opposed to tracking the effectiveness of the TEP inputs. There is no convincing and adequate reporting that these consulting inputs have contributed to substantially bolstering the quality of teacher and management training, the core activity of the TEP. Thus future consulting inputs in this area also need to focus on ascertaining the effectiveness of the inputs in realizing the broader goals of the project they are supporting.

CHAPTER V: CHALLENGES AND LIMITATIONS

113. As many of the programs were already carried out in the form of training of thousands of teachers in distant location by variety of training agencies, approach of ICSP to the total operation was not possible. However, ICSP consultants identified several serious problems after few months of its operation. But, NCED has not been able to address the suggestions of the consultants. NCED'S limitations are understandable. Some such areas are as follows:

- The Teacher Education Consultant pointed out that evaluation system adopted for the training was very defective. It was detrimental to the quality of training and suggestion for improvement was provided. But, NCED could not change the evaluation system because of numerous reasons.
- The TE consultant and M&E report provided numerous evidences of poor quality of training provided by PPTTCs'. NCED could not take any step to improve the quality of training.
- The MTF and TE consultant indicated that the duration of TOT was too short. They suggested to run at least 3-months TOT. But, NCED could not bring such major change in the TE training.
- The international consultant indicated the basic defects in identification of competencies in the training curriculum. But, it was impractical to change the whole training curriculum and training materials.
- The TE, MTF and international consultant pointed out a serious defect in the training curriculum. It prepares a teacher to teach all subjects in the primary school. In fact, primary teachers do not teach all five subjects. The primary curriculum was surface and it did not produce quality teachers in few subjects.
- The IT consultant prepared computer software on Teacher Management Information System (TMIS) and trained personnel of NCED and ETCs. Later, MOE decided that DOE will collect all data on TMIS, and NCED's effort was wasted.
- The ICSP has no way to influence the annual planning. NCED hardly consulted consultants in the annual planning exercise. Eventually, ICSP consultants mainly remained passive spectators even in some crucial programs.

Status of recommendations of the consultants

114. Almost all consultants provided suggestions, which, if incorporated could have improved the training programs. The pressure of achieving quantitative target was overwhelming and concern for quality received low

priority. All consultants recommended measures to improve the training program. Most recommendations could not be implemented during the project period and it would remain a formidable challenge for NCED and its allied system to implement them in the future, specially after the culmination of the project.

Component 1: Project management

115. For the project management component, streamlining the consulting inputs from a large number of consultants (32 in total with majority (26) of them national consultants) with their intermittent input spread over a long time period of 5 years was quite a challenge. Almost all national consultants already had their regular senior positions in Government institutions and were incredibly busy most of the time. No amount of planning and coordination could streamline their inputs that would match the timings and needs of the client institution fully. Despite the efforts to motivate the consultants to provide their inputs for a relatively continuous and sustained period of time to yield optimal dividends, the consulting input remained dispersed across short/broken periods of time.

116. Two CTAs (international) decided to leave the post (within the initial two years of ICSP) for their own reasons. Although the gap created from their absence was filled by the Local Technical Advisor, yet the project experienced a loss of continuity in perspective as well as in technical/professional support.

117. Early on in 2005, the CTA felt constrained to draw attention of the NCED management to various bureaucratic delays that were encountered especially in terms of recruitment of consultants, the processing of consultants' claims for remuneration and the availability of counterparts. Some of these issues that were addressed contributed towards smooth implementation of ICSP subsequently. It was recognized that the counterpart structure was unique and had its strengths as it offered the opportunity of person-to-person capacity building for the NCED staff through direct on-the-job cooperation with consultants. But it was pointed out that due to their own heavy workloads from their current positions, and on occasion because of their leave of absence from office or because they were attending some training; the counterparts were not able to spare time for high quality productive interaction with the consultants. Gradually the situation in this regard had improved to quite an extent.

118. It was a real challenge for the consultants to make a regular and suitable logistic arrangement to travel all the way from Kathmandu to Bhaktapur where ICSP was located within the premises of the client institution (at least 15-20 KM distance that would require about an hour of one way commute time) often through daily traffic jam to reach to ICSP office and finding out that their counterparts had gone on to some other official meetings in Kathmandu or elsewhere in the country on a short notice. The situation was aggravated from disruptions in the office functioning caused by frequent bandh called by various pressure groups and political parties almost brining the vehicular movement to a virtual standstill thus paralyzing the office work.

119. In later years, the severe shortages of fuel and electricity for days, weeks and months (the daily load shedding of power hitting up to 18 hours) could not have salutary effect on the pace and output from consultants. Implementation of the field activities especially by the Training Specialists at nine ETCs under the volatile security situation was negatively affected as it posed a serious challenge for them as well as the planners and managers of ICSP and the NCED with regards to making field visits.

120. These challenges imposed limitations on the project management team and the consultants in terms of operating to their full potential and capacity. During March-April 2006, Nepal witnessed the longest spell of violence that paralyzed life in Kathmandu and neighboring towns. This was the peak time for the ICSP as it had mobilized 4 international consultants and these consultants were left hotel-bound for almost 3 weeks at a stretch and could not interact with their counterparts for planning and executing their planned activities under various project components.

121. An important limitation and challenge experienced by the majority of the ICSP consultants with reference to the capacity building of professionals at the NCED and its allied institutions was a perception that the Consultants must take the responsibility of producing the reports and products and that the consultants should proactively engage with the counterparts. The CTA during the early months of ICSP implementation in 2005 had raised these issues with the NCED management so that the actual spirit of capacity building could be maintained in practice and the counterpart professionals could assume the responsibility of producing various services and products (through learning by doing) with the technical and professional support from ICSP consultants.

Component 2: Management Training

122. The input of International consultant was for a short duration of 3 months. Due to the Bandh, the Consultant had to work from his hotel room. One more input from international consultant could have served the component better as it would have allowed the consultant to return and help the local team of consultants and counterparts implement the two-year work plan prepared by them jointly.

Component 3: Teacher Education

123. TEP design and interventions under various components had covered all interlocking elements required to establish a high quality and sustainable teacher education system in Nepal. However, full and effective implementation of the TEP was somewhat constrained by some antecedents and offered a formidable challenge to make any sharp departure from the existing modus operandi. For example, the project had inherited the teacher training packages that included teacher training curriculum and teacher training guides and materials prepared from within the traditional perspective of teacher training that harbored on the transmission mode. To put it simply, the training materials were not based on the constructivist paradigm and thus had left very little room for changes by the trainers to suit the needs of the trainee teachers. The fixed nature of curriculum and training materials (even though it emphasized training of teachers in core competencies) becomes a sort of indoctrination with the passage of time (since the frequent changes are neither possible nor practical both professionally and financially) and it does not allow reflective teaching or teaching for understanding and meaning-making and or contextualization of the whole teacher training process that could become more effective in the classroom. A bag of fixed tools and aids starts losing its value as soon as fixed curriculum and training materials are rolled out of the printing press. TEP used the already prepared package of teacher training curriculum and materials that had some limitations and obviously a serious challenge for the implementers of the project where the central focus was clearing the backlog of untrained teachers from the school system at the primary level. But it could not do much to address the existing anomalies in the exiting curriculum. Gradually, the NCED professionals, in the course of TEP implementation, recognized that indicative curriculum and training materials for in-service teacher training and capacity building of educational managers was the need of the day that would allow flexibility and quality of such training.

124. The second equally critical and much constraining factor was the implicit adoption and implementation of the cascade model of teacher training under the TEP where the teachers were trained in the 10-month package. The training package was not only approved but also was supported by the teacher training policy of 2005. Enough evidence exists in the literature that demonstrates the lack of efficacy or usefulness of the cascade model of teacher training. Given the colossal challenge of training teachers at massive scale reaching to tens of thousands, and on the practical and viability grounds, one could agree to the use of the cascade model for teacher training since it could help the project achieve the numerical targets. But when it comes to addressing the issue of transferring of teaching skills into the classroom and improving student learning and achievement, the inherent limitations of the cascade model become apparent. To ensure that the training skills produce the desired impact in the classrooms, other models of teacher training such as school/cluster based training and some reinforcing mechanisms that provide intensive and regular/continuous mentoring to teachers, merit serious consideration. Teacher training program under TEP experienced this limitation since the issue of transfer of skills into the classroom was not producing the desired impact. NCED evinced some flexibility and dynamism and with keenness to address the issue of quality of teacher training at the training centers and ETN institutions as well as keeping its eye on the desired outcome of improvement in student learning and achievement, launched an innovative initiative of teacher support mechanism to provide professional/pedagogical and administrative support to teachers. As this was done on pilot basis in five districts only, the challenge of reaching out to all school teachers throughout Nepal would continue to keep the NCED busy for several years to come. NCED may plan to upscale this initiative and convert it into its regular program so that the twin issues of effective teacher training that would enable the teachers to transfer their teaching skills into the classroom and ensuring that student learning and achievement improves could be effectively addressed.

125. It is not to say that the initiatives completed under the TEP were not relevant or important. All activities and tasks completed under all project components have in fact contributed to the setting up of an edifice of a teacher education system in Nepal, now is the time when additional measures need to be taken or can be taken to further strengthen the quality, efficiency and sustainability of this system. TEP has helped in the establishment of the teacher education system. Additional initiative would need to focus on deepening the human capital and further improving the quality of the system. TEP was a continuation from the past but it has to lead into the future as well. In the past the infrastructure was

erected, TEP added the much needed training materials, equipment, software, manpower and their capacity building. The future demands a comprehensive policy for teachers' professional development on the continuum basis and its firm and earnest implementation, revised training curriculum and teacher training materials (constructivist), teacher support mechanism for mentoring that is institutionalized and school-community relationship. Without these elements, the desired outcome form teaching learning at schools in the form of improved student learning and higher achievement would remain a big challenge to meet.

Component 4: Distance Education/Open Learning

126. The ICSP consultants sought collaboration from professional counterparts at the Distance Education Division of NCED as required under the TORs. They jointly prepared the work plans and the consultants carried out their assignments to the extent of the availability and interest of the professional counterparts. It produced a mixed outcome. Non-availability of counterparts, due to their prior heavy official commitments and/or being on some other training did pose a challenge to the consultants to accomplish their TORs and work plans. Despite this challenge, the review of existing distance education programs, plans, self learning materials, hardware and software, delivery mechanism, program management and monitoring systems, etc., was accomplished and the Consultants played a useful role in helping the Distance Education Division through undertaking the need assessment, identifying the critical issues, proposing solutions and offering suggestions and recommendations for implementation by the NCED.

127. Implementation of some key recommendations such as the refurbishing of the audio-video and production laboratory involved heavy budgetary outlay (expected to be raised from Government's resources) was outside the scope of the TEP. Such resource constraint is learnt to have delayed the purchasing of equipment and materials as recommended by the Distance Education Technology Specialist and endorsed by the Distance Education Division. Therefore, the expected improvement envisaged from the synergy of hardware and software to upgrade the materials production and improved delivery has yet to be materialized.

Component 5: M&E Component: Some Issues and Challenges

128. The most important limitation that played a critical role under the M&E component was delayed mobilization of the M&E coordinator/local M&E specialist by one year. Soon after his mobilization, the security situation in the valley had deteriorated to a great extent that thwarted

regular commuting to NCED. The international consultant had also been mobilized right around this time and both suffered the consequences of immobility. Yet they helped the NCED conduct the one month long capacity building training program at NCED for the educational managers and trainers at NCED. In subsequent years, the contribution of the M&E was substantial as he contributed towards accomplishment of numerous important tasks at NCED.

129. The designing and implementation of a participatory or results-based M&E system in the education sector in Nepal was theoretically supported by some but not much headway could be made in practice. During the staggered input provided by the M&E consultants, the M&E system was thoroughly discussed and deliberated on but it was only in 2009 when the strategy paper was produced by the M&E Consultant.

CHAPTER VI: CONCLUSIONS AND LESSONS LEARNT

Overall Conclusions

130. The Implementation Consulting Support Project (ICSP) was launched in March 2005 with the sole purpose of supporting implementation of TEP through providing professional and technical support by deploying international and national experts with experience and expertise relevant to key functional issues covered under the TEP. The ICSP contribution continued till the close of the TEP on 15th July 2009. During 4 years and 4 months (from March 2005 till July 2009), 32 consultants (8 international and 24 national) were mobilized for deployment under the five project components for a total 280 person months.

131. Operationally, ICSP was set up as a separate functional unit and the main purpose and objectives of ICSP were closely aligned with the objectives, inputs and outputs of TEP. The main thrust of ICSP was capacity building of professional and technical personnel of relevant institutions that were involved in implementing TEP.

132. The Consia Inception Report on ICSP (2005) had clearly articulated the purpose, the planned inputs, processes and expected outputs/outcome under each of the five project components. In nutshell, the contribution of the ICSP was designed to be made towards TEP indirectly through building the capacity of the relevant institutions and facilitating implementation of TEP.

133. Initially, consultants were recruited on the basis of the TORs provided in the Consia Inception Report and the consultants were obligated to prepare their work plans using these TORs in close consultation with the NCED counterparts. In early January 2007, some modifications were made to the TORs of consultants as part of the exercise for preparing the Better Mobilization Plan - ICSP consulting input in the light of recommendations made during the MTR in December 2006. The Better Mobilization Plan introduced a change in the Consultants role and required them to assume responsibility for producing outputs while working closely with NCED counterpart teams. This was done to ensure increased ownership of the professionals from the client organization. The modification of TORs had become essential partly to cater to the emergent needs of TEP and partly to improve rationalization of project resources during the remainder project period. Another small change was introduced in Consultants' TORs under the Contract Variation Plan that was finalized in January 2009 with the approval of the ADB. This was basically done to make the best use of available consulting inputs to achieve outputs dictated by the project in its

last year of implementation. By and large the ICSP consultants followed the TORs both in spirit and practice as they had continued to evolve in subsequent years of project implementation in relevance to both the TEP and ICSP.

134. Making an assessment of the impact of ICSP contribution is rather complex and requires a comparison of the capacity built through consultants' input with the pre-intervention level of knowledge and skills of the relevant professionals and any changes/improvement that might have occurred in institutional processes and performance. However, consultants' contribution in terms of their professional and technical support has been assessed here. Mostly, the consultant's contribution under various project components was in the form of professional advice, technical support for need assessment, identification of key issues that needed redressal and recommendations for implementation. The Consultant also invariably designed and conducted capacity building workshops that had incorporated the state of the art knowledge and skills pertaining to a functional area in line with the components of TEP. The modus operandi was to build the capacity of the professionals of NCED and its allied institutions in improving their performance with reference to their mandate to implement the TEP as well as implementation of NCED programs both at the centre and in ETCs.

Specific Conclusions for Project Components

Component 1: Project Management:

135. The CTA/LTA along with PMG made effective contributions as required from them. These contributions included: planning of consultants' deployment; regular and continued coordination with consultants and the client organization; oversight of consultants' performance while they prepared their work plans; ensuring that high quality products and services were delivered in accordance with Consultant's agreement with the counterpart professionals at NCED and its allied institutions; maintaining active and close liaison with the Client institution; participating in project loan review missions and other regular missions. Project management component organized Project Management Group meetings, shared the progress of ICSP implementation through synoptic reports, directly participated in the NCED's capacity building workshops where required, produced ICSP quarterly and annual progress reports, presented briefing notes and background papers and shared Consultants' reports with the Client with a request that Consultants recommendations may be implemented.

136. The CTA and LTA in their own professional capacity made substantial contributions directly through providing technical inputs and sharing (formally and informally) their informed views on various professional and technical aspects of TEP, specially pertaining to teacher education policy, teacher training program design and development and its future orientation, training curriculum and training materials and guides, education research, management training, M&E and ICT, and distance education and open learning. The CTA and LTA offered their candid views and critically appreciated various innovative interventions initiated by the NCED such as Teacher Support Mechanism, demand driven modular curriculum design and delivery, critical evaluation of roster trainers at teacher training centers and continuous professional development of teachers. They shared their observations with NCED after visiting schools and training institutions from time to time in the field and addressed letters with pertinent recommendations to NCED management, specially with reference to weak training that was being imparted by the private teacher training institutions and the short duration of TOT training.

137. The outcome/impact of the contributions made by the Project Management Component included: deployment of consultants in response to the Client's request to meet their needs (materialized through implementation of the work plan and TORs), smooth implementation of ICSP, continued consultation held with the Client that resulted in improved products and services under ICSP, ensured quality assurance and provision of full support towards implementation of TEP - specially with reference to capacity building of professional staff and concerned institutions.

138. Notable outcome included: Improved future teacher education/training policy, better education research design, improved management training programs and improved teacher training program design and development and improved understanding of the emerging monitoring and evaluation perspectives and systems along with improved capacity building in the area of ICT application in program implementation and training program delivery. The professional input of CTA and DCTA in a variety of innovative initiatives launched by NCED contributed through building the technical and professional capacity of the staff as well as infused confidence in them and they used this support to improve the visibility of NCED as a professional and technical institution in Nepal. The project management team's input helped NCED and its training network (especially ETCs) to transform itself into a network that would be able to cater to the emerging needs of in-service training for teachers and education managers likely to arise under the school sector reform program. Initiation of various innovative programs related to improvement of teacher education by

NCED itself offers tangible evidence that the desired capacity building of NCED and its allied institutions has been realized and a foundation for a sustainable teacher education system in Nepal has been laid on the ground.

139. Most of the international inputs were completed by mid 2006, and during the remaining 3 years of TEP implementation period (July 2006 to Jul 2009), no international input was planned or utilized except for the role of CTA whose input for 18.5 person months was staggered across January 2007 through July 2009. Mobilization of the bulk of the international input was frontloaded till mid July 2006 and in the remaining 3 years no international input for some extremely useful tasks was available.

140. Local consultants were performing their roles under the ICSP as part time as most of them were already holding their regular full time jobs and assignments. Therefore, the volume and timing of effort devoted by most local consultants had to be aligned to suit the requirements of the project.

141. Joint working of consultants (especially International consultants) with the counterpart professionals in the NCED and its allied institutions (such as ETCs), theoretically may be an excellent idea but translating that into practice is fraught with real challenges. Local counterparts in ETCs were overloaded with training responsibilities, training quota and training schedules, and they could neither spare time to meet with Training Specialists nor think of involving themselves in activities beyond their call of duty at that moment.

142. Collaboration between the ICSP and the Client organization experienced a lull period before it gradually improved for the better. Especially during the first two years of the launch of ICSP, two changes occurred in the role of CTA as both the incumbents decided to leave the post. Dr Ulf Bartholomae left in early 2006 and the CTA position was taken up by Dr Richard Webber in March 2006. Dr Webber also decided to leave the post after six months in September 2006.

Component 2: Management Training

143. The Consultants under the Management Training component made substantial contributions such as: the implementation of Consultants' TORs (with mutual agreement with the counterpart professionals) and provision of professional and technical support to achieve the aims and objectives set under this component. They held series of meetings,

carried out TNA and reviewed the existing programs (training material and manuals), provided help in designing additional training programs/materials and improving existing training programs, observed training sessions, prepared guidelines for undertaking assessment, selected M&E indicators, made recommendations for implementation and provided support in the implementation of ICBP under the NCED-AIT Linkage program. The key perspective under the management training component, initiated by the International Consultant and agreed by national consultant and adopted by NCED professional counterparts from the management training section, was Performance Indicators (covering its theory, concepts and best practices) as applied to management training in the education sector. The international consultant recommended the use of PI in management training as part of the NCED regular training programs for education managers and head teachers.

144. Under the Management Training component, the ICSP consultants made various key contributions such as: improved the existing management training programs, added additional training programs, provided better training guidelines, training assessment and M&E protocol, set of recommendations for implementation, review of knowledge and skills relevant to this project component, and direct experience by NCED professionals of working with national and international experts. It has resulted in improved capacity building of NCED professionals through exposure to additional knowledge, skills and better attitudes of master trainers and trainers that would in turn cast positive impact on the design, development and implementation of management training programs in the future that would contribute towards improvement of performance of educational managers at the district and school levels in the future.

Component 3: Teacher Education

145. The Consultants under the Teacher Education Component played an instrumental role and contributed through implementing the Consultants' TORs in consultation with the counterpart professionals at NCED and ETCs. The Teacher Education Specialist as well as several consultants (such as Master Trainer Facilitator, MGT specialist, training material development specialist, international teacher education specialist and nine Training Specialists) made substantial contribution through undertaking the need assessment, review of teachers training programs, TOT and review of training curriculum and training materials. At the center (NCED), the ICSP consultants under the Teacher Education Component helped in improving the teacher training programs and materials, organized workshops for the professionals and helped them improve the quality of their training programs and delivery. In the field, at the ETC level, the Training Specialists (one

Training Specialist at each of the 9 ETCs) helped the teacher trainers/chief instructors in implementing TEP interventions, helped them in teacher training program planning, teacher training delivery (by laying emphasis on learner-centered teaching, classroom management, lesson planning, continuous assessment, etc), helped in conducting action research and case studies, by observing instructional sessions of trainers and providing them feedback, organized workshops for trainers related to sensitization of issues concerning the gender and disadvantaged groups, held model teaching sessions, helped in micro teaching, visited schools to review and help implementation of practicum program, shared with the ETC managers and trainers the requirements for effective monitoring and evaluation of their programs as well as database management on teachers and their status with regards to the training received by school teachers.

146. The ICSP consultant also helped the program managers in ETCs in identifying the key issues requiring improvement in teacher training programs and offered professional and technical support and recommendations to address these issues. ICSP consultants also shared their observations, findings and recommendation with the ICSP management that in turn helped the ICSP management to understand the scope of TS's involvement at ETCs, their contributions, the issues and challenges confronting not only the TSs but also the ETCs with reference to their performance that was focused on improving teachers skills that could be transferred in the classroom and improve student learning achievement. The Training Specialists provided day to day mentoring of teacher trainers for an extended period of time (ranging from 10 to 12 months) during their intermittent deployment spread over 2-3 years and afforded the trainer an opportunity to observe model classes conducted by Training Specialists and shared their experiences, knowledge and skills.

147. The outcome of ICSP consultants' contribution has been witnessed from the improved capacity of professionals, master trainer in the teacher education section at NCED and trainers at ETC level. At the center, the outcome has been improved master training material, review of training curriculum where necessary, improved training methodology, review of existing TOT programs, development of training guidelines, design and development of training material on issues of gender sensitization, recommendations of consultants related to MGT, the importance and significance of teaching practicum, action research and case studies.

148. AT the ETC levels, the Training specialists helped improve the training program design, development and implementation, improved capacity of trainers for conducting training programs using lessons

planning, case studies, action research, micro teaching, supervising the trainees' practicum in practice schools, use of ICT equipment, participation in training program planning and development with relevant organizations such as District Education Offices, shift in teacher training paradigm/perspective with emphasis on learner-centered teaching and activity-based learning. In a nutshell, the contribution of ICSP consultants had yielded tangible outcome in the form of improved knowledge, skills and attitude of teacher trainers. The trainers recognize the importance of emerging pedagogical skills and techniques and they have gained experience of emphasizing the trainees to focus on their teaching in the classrooms with a view to transfer the training skills so that students learning achievement register significant improvement.

Component 4: Distance Education and Open Learning

149. The Consultants while implementing the TORs with mutual agreement with the counterpart professionals in the Distance Education Section reviewed the existing distance education program, its design and delivery, identified the key issues with reference to efficiency and quality of the program and its successful delivery, reviewed distance education/open learning training material, organized training for material writing specialists, reviewed the existing hardware/software of distance education teacher training delivery mechanism, international consultants shared their experiences and assembled relevant sample materials and resources for further use, helped in piloting the open school program in selected sites, prepared monitoring and evaluation guidelines to improve program delivery.

150. The consultants highlighted the weak areas requiring improvement and offered recommendations for implementation by NCED and DEC. Notable among these recommendations were related to upgrading of hardware for distance education delivery system, development of systematic database on distance education training materials, improving key processes and regular capacity building of distance education professionals in the Distance Education Section.

151. The review reports produced by consultants with expertise in the area of distance education is a resource that is now available to NCED for undertaking further action to improve its distance education training program in terms of the program design, development, delivery, program implementation and management as well as monitoring and evaluation. Capacity of NCED professionals in the area of distance education/open learning for program design, development, implementation, management and quality control etc has improved. Through interaction with the distance

education professionals, the NCED professionals' additional understanding of the key issues, challenges, additional knowledge, skills and necessary tools if mobilized systematically could help improve distance education teacher training programs in the short to medium term. Tangible impact from Consultants' contribution could potentially materialize in the longer term.

Component 5: Monitoring and Evaluation (and ICT)

152. The consultants under the M&E component helped the NCED relevant section review the existing M&E system, review the TMIS, produced review reports that highlighted the key challenges and offered a set of recommendations for implementation by NCED. The consultants also designed and conducted a capacity building workshop for NCED professional focusing on the state of the art knowledge, skills and tools pertaining to MIS/EMIS (decentralized EMIS), M&E (participatory M&E and results-based M&E) and social/education research covering research paradigms (and their ontological, epistemological and methodological assumptions), comparison across alternative paradigms, quantitative and qualitative research methods, social inquiry logics and action research and case study. The international M&E consultant contributed to preparation of Benefit Monitoring Evaluation Report 2006, contributed to editing and critically reviewing NCED research reports in 2006 and prepared a comprehensive end-consultancy report in volumes consisting of review reports on M&E and TMIS and reading materials (copies of presentations and articles) as resource material for the NCED.

153. Similarly, the national M&E consultant helped the NCED through preparing the BME Report 2006, provided technical support towards research design and in the bidding process of the research (that was outsourced), review of M&E, and revision of TEP logframe and contributed through playing the bridging role along with International M&E Consultant in the capacity building workshop. The local M&E consultant also contributed through preparing the BME Report 2009 and preparing a strategy paper for revised M&E.

154. As part of the M&E component, two IT consultants contributed through reviewing the existing M&E and TMIS systems at NCED and at ETCs, identified the key issues and based on mutual consensus with the Client further improved these systems to allow tracking of progress on projects/programs being implemented by NCED and for regular updating of TMIS both at the ETC level and at NCED. The IT experts also contributed through organizing the need-based short trainings in the application of ICT, both the hardware and software specially related to TMIS database

management (data entry, processing and printing of reports) and use of multimedia equipment for improved delivery of teacher training programs.

155. The Consultants have made substantial contributions under the M&E component that are visible (in the short term) as the NCED and its allied institutions (ETCs) have continued to utilize their training in ICT applications specially for TMIS, M&E and the use of multimedia equipment and computers/printer for their day to day work. Similarly, the capacity of professionals at NCED and ETC trainers in the areas of education research, M&E and TMIS have been improved as evidenced by the production of better research designs/studies and better quality reports of TMIS and M&E produced by NCED professionals. In the medium and long terms, there is likelihood that the output produced by the M&E consultants would further snowball and continue to strengthen the institutional capacity of relevant institutions thus improving the quality, efficiency and sustainability of teacher education system in Nepal.

156. The BME reports produced by M&E consultants (especially BMER 2006 and 2009) would provide an institutional resource to NCED professionals for doing similar work in the future as well. These reports provide documented evidence of contributions made by TEP as well as ICSP consultants to establishment of teacher education system in Nepal and the achievements with regard to producing benefits for the beneficiaries at different levels in the education system. These reports not only provide systematic and credible information on the type of capacity built through TEP and ICSP but also identify the beneficiaries of these projects at different levels, these have included direct beneficiaries in the form of professionals (trainers, managers, teachers), institutions (NCED, ETCs, DEOs, etc) and indirect beneficiaries such as school children, parents and communities.

Lessons Learnt

157. Project design of ICSP did not have proper or adequate balance in terms of the expertise mix of local and international specialists provided to render professional service. Out of total 280 person months, 233 person months (84%) were allocated for national consultants (22) and only 16% (or 47 PMs) for the international input (6 consultants). Despite the a few changes made during the course of ICSP implementation (and because of the one year extension in the loan closing date of the TEP), the status of actual utilization ended up more or less the same. Maintaining a ratio of 80:20 (national: international) could have been a better mix as it would have allowed making use of some key international input pertaining to

the designing of teachers continuous professional development policy and program development for Nepal.

158. Consultancy supports are provided to achieve objectives of the project on the assumption that government project management team lack the professional and managerial competency. This assumption is true in most cases but it cannot be generalized. A thorough study of the national capacity should be conducted and consultancies should be planned on the basis of the needs of the implementing agency.

159. Consultancies are planned mainly as a part of capacity building of the project implementing institution; Capacity building would naturally lead to help the managers and professionals to grow through exposures by various means - short trainings, workshops, seminars etc. These ways can be effective only when the clients are receptive.

160. An assessment of the ICSP presents both strengths and weakness. The ICSP had to work in a situation in NCED where almost all personnel felt the presence and absence of consultancy services was not going to make any major difference in the personal terms and institutional terms. So, their response to the consultants was generally lukewarm.

161. Consultancy services were made available when all the operational structure and mechanism were already fixed. NCED professionals and administrators found themselves in a fix but still tried to accommodate some of the suggestions from the Consultants specially with reference to shifting their emphasis to improvement in the quality of teacher training from their erstwhile, and legitimately so, thrust on meeting the quantitative targets as stipulated in the project.

162. Consultants should be provided with some resource at their disposal. In the absence of such provision, they failed even to run the workshops or seminars to attract the professionals.

163. Planning and management of project is the prerogative of the government officials. But, consultants also, should have some role when they can provide their expertise at the critical process. In the TEP- ICSP, the consultants have very selectively consulted on technical and professional matters but rarely in the critical professional decisions. To be specific, government officials will always have the authority to take decision. The consultants should have some role in the process of professional decision-making especially where the outcome of their decisions impinged on the project implementation.

164. Despite the ambitious quantitative target, NCED could have implemented the training program with the first year as a pilot year and the second year with modest quantitative targets. This would have allowed incremental improvement. The project started with a huge quantitative target without any piloting. So, improvements in the training program could not be incorporated at the later stage.

165. SEDP, PEDP and TEP have built a huge infrastructure for in-service training with NCED at the central level and 29 ETCs in the regional and district level. The present staffing system would lead to the strong institution for in-service training through some restructuring and reinforcement. NCED and its ETCs need to be transformed into an autonomous entity so that it becomes a viable education training institution of high quality. This would naturally lead to more professional credibility.

166. Professional qualification of NCED staff should be raised to enable it to conduct high level training to the educational managers and teachers as well as produce high quality research and evaluation studies.

Teacher Training Policy
by
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Annex-1

The Context

MOE has two documents that state the current government policy on teacher training. One is Training Policy (MOES 2063) and the other one is the core document of School Sector Reform. The extracts of the training policy are:

1. Existing basic qualification in the case of primary teachers will be upgraded.
 - The basic qualification in the case of primary teachers is upgraded from S.L.C. to Grade 12.
2. 10- Month teacher preparation course as pre-service training on the top of prescribed academic qualification will be made mandatory for primary, lower secondary and secondary teachers at the entry point.
 - In the case of primary level, existing pre-service training curriculum (10-month) will be continued to meet the requirement of TPC.
 - For lower secondary and secondary teachers, I.Ed./+2 degree and B.Ed/Post Graduate Diploma in Education degree respectively will be considered complied with the training requirement until FoE/TU and other universities are prepared programmatically to launch the very TPC.
 - Inclusive Teacher Training Course will be introduced as a part of the regular training programme including language, gender and social, cultural characteristics and students' physical status with an aim of preparing teachers to address the diverse needs of students belonging to various forms of disabilities.

The SSR core document almost endorsed the current teacher training policy. Following is the major policy statements on teacher training.

- Two separate professional career paths will be offered: one for basic and one for secondary teachers. Provisions will be made to prepare separate cadres of teachers who specialize in multigrade teaching, bi-lingual and special education.
- The minimum qualifications for teachers will be: (i) I.Ed. or higher secondary education certificate with relevant teacher preparation course for basic education. (ii) M.Ed. or Masters secondary level. However, teachers with B.Ed. or Bachelor level qualifications with teacher preparation courses will also be eligible to teach at the secondary level (grades 9-10).

The School Sector Reform Context

The SSR document prescribed

- a) I.Ed or Higher Secondary Education Certificate with relevant Teacher Preparation Course (TPC) as requirement for a primary (basic education 1-8) teachers.
- b) SSR has emphasized:
“A special TPC will be made compulsory as an independent professional degree on the top of the minimum academic qualification to enter the teaching profession”.

Critique on the statues of teachers training in terms of curriculum, delivery process, training policy, quality and management

So far the teacher training policy council has approved the training curriculum of long-term (10-month) training provided by NCED. It has approved the policy that all persons with the required academic qualification for the level will have to undergo Teaching Proficiency Course of 10-month duration to be recognized as the trained persons. The SSR document also endorsed the existing policy of 10-month training on the top of academic degree requirement. It added that M.Ed. or 10-month training on the top of Master degree as the requirement to teach in the 11th and 12th grade of higher secondary level. SSR has not dwelt on numerous other issues that are associated with the training policy when grade 11 and 12 will be functionally integrated in the secondary school structure. Some issues associated with the training policy are briefly described as follows:

- The MOE/NCED has not officially informed the universities to adopt the new 10-month training policy and stop the three-year B.Ed. program. The MOE has not fixed a date when the training requirement will be applicable to the higher secondary level teachers.
- The MOE has recently granted a large amount of money TU/FOE to revise the B.Ed. level curriculum without the indication that TU should use the grant is the development of TPC curriculum. TU has used the financial grant to revise the 3-year B.Ed. Curriculum indirectly implying that the government supports the three-year B.Ed. program.
- Unlike countries like India, USA etc, the Nepalese government has not asserted its authority and duty to dictate the curricular requirements of teacher training to training institutions including the universities. The Nepalese universities have developed curriculum on their own on the assumption that it is their academic right. Some of them are using the outdated curriculum for decades.

- TU has affiliated more than 300 campuses most of which offer B.Ed. level program. TU has no mechanism to maintain minimum of acceptable level of skill training. Ever since the Institute of Education was converted into Faculty of Education, there has been tremendous erosion in skill training part in the TU teacher training program.
- MOE and DOE do not have an administrative unit responsible exclusively for the planning and management of teachers training program. The past experience and present system have always been the project type management guided by the objectives and quantitative targets of the projects. Once the projects are completed, much of its accomplishments are gradually forgotten. Very little in terms of continuity is maintained.
- The staffing pattern developed for NCED and ETCs is not conducive to the growth of professionalism among the staff of these institutions. At present, there are Instructor cadre staffs at the Gaz. III level whereas the class II Gaz staff belong to Supervision cadre. The class II Gaz and Gaz I of NCED/ETC are such positions which allow inter-departmental transfer. Such a system is detrimental to professional career development in the training institutes of the university.
- The NCED has an organizational structure which has a unit on Research and Monitoring. But, so far, it has been confined to project activities. Also the policy making council has not been activated to review and reform the teacher training policies. In fact, it appears MOE has taken policy making as one shot affair.
- Inspire of the decades of implementation of big and small teacher training projects, the Nepalese school system has no empirical evidence that the quality of education has improved after the services of the trained teacher are available.
- The TEP and SESP project have teachers of community schools as their target for training. By the end of projects in 2009 percent primary teachers and secondary teachers will have been trained. But, these projects have excluded the teachers of institutional school where 10% of primary school students, 13% of the lower secondary students and 15% of the secondary students study. The question of training the teachers of higher secondary schools has not been considered at the policy level.

Policy statements on teacher training and analysis

Nepal has an experience of about half a century in the area of training teachers for the schools. Thousands of persons have been trained by universities in the pre-service training and thousands of teachers have been trained by the government in the in - service training programs. Training capacity in the country has increased tremendously. TU alone

has more than 300 campuses which provide teacher training. MOE/NCED has trained more than one lakh teachers within the last five years. Keeping in view the future needs of training and training management and delivery system, the following training policy adopted by MOE and endorsed by SSR should be continued:

A special Teacher Preparation Course will be made compulsory as an independent professional degree on the top of the minimum academic qualification to enter the teaching profession. In order to keep abreast of new developments in teaching and learning practices, teacher must acquire one month in-service training.

Justification:

- a) One-year professional training, in Nepalese context, can be provided more professionally than in a system where an academic professional education is in a mixed atmosphere and the multiple campuses. T.U operates teacher training in the form of B.Ed. program mostly in the multiple campuses headed by non-Education person.
- b) The current T.U 3-years B.Ed. products of T.U. are weak in content knowledge because one third of the time spent on content is used for pedagogy and professional education in the T.U. B.Ed. Program.
- c) Kathmandu University does operate a 4-years B.Ed. program to produce teachers for technical schools. T.U. has taken no step, so far, to initiate 4-years B.Ed program to improve the proficiency of its products.

The academic and professional preparation for primary (basic) education teacher should have 12 years education and 1 year training

Justification and analysis

SSR Proposal to upgrade the primary school teacher's professional and academic qualification from SLC + 10-month training to PCL +10 month training or I.Ed is an improvement. This policy would provide a better qualified teacher for the primary grade of 1-5. But, the students of grades 6, 7, 8 will not benefit from this change. The present staffing system offers I.Ed (PCL-Ed) persons as lower secondary teacher. The SSR proposal of I.Ed (PCL.Ed) for 6, 7, 8 grade is no improvement over the preset system. It would have been better if the country has a policy to appoint B.Ed. level teachers for 6, 7, 8 grades. As this would incur a huge sum of money, the following less expensive alternative can be adopted

- As proposed by SSR, there would be a B.Ed person as a head teacher in primary schools.
- For new appointment, a B.Ed holder can be appointed as a primary teacher at "Expert Level".

SSR has made a provision for a B.Ed. degree holder to teach at grade 9 and 10. This is just a continuation of the existing system. However, there is a general complain that three year B.Ed is less proficient in their content knowledge which is true in general. For example, a B.Sc. from Institute of Science has exposure in science content for three years whereas a B.Ed. (Science) has science content for two years only, because one year of the three year B.Ed is used professional education. Without mentioning anything about the three-year B.Ed, SSR emphasized that one year TPC on the top of required academic qualification would be the requisite qualification for teachers. This leads to the conclusion that the government would not recognize the three year B.Ed for recruitment in future.

Though the 11th and 12th grade can be termed as higher secondary, SSR envisages secondary school as package of grades 9 to 12. SSR has proposed M.Ed or Master Degree qualification with relevant teacher preparation course for secondary level. This proposal has the following implications:

All the new recruits for secondary schools (9-12 grades) should possess Masters Degree. This is not the practice in most countries. Even in advanced countries, a 4 years B.Ed or 16 year schooling would qualify to teach in the 11th and 12th grade. Master degrees are required for certain subjects like sciences and mathematics.

A Master-degree requirement to teach in grades 9 to 10 would need corresponding requirement to revise the pay scale of the secondary teachers. This would lead to huge addition of financial allocation for secondary education.

Recommended policy alternative

For In-service Teachers: To enable the serving teachers to teach at grades 11 and 12.

- Training institutes including universities should prepare a one year academic professional training for the three-year B.Ed. Courses should be developed in modular forms to be offered in packages of one, two, three or four weeks.
- These courses could/should be accredited to receive higher academic degrees.

- A four-year bachelor degree plus one year TPC should qualify to teach in the 11 and 12 grades of secondary schools. In the absence of 4-year bachelor degree or M.Ed. in relevant subject can be the entry requirement.

Teacher training for higher secondary teachers:

So far, training requirement for higher secondary teachers has remained a policy adopted in the level of “principle” level. Once the policy is to be implemented, the teacher training institution will have to develop special training curriculum which addresses the higher secondary curriculum. At least, curriculum should be developed for new subjects that are taught in the higher secondary schools.

NCED Present and Future

The Background

Established in 1992 by amalgamating Distance Education Centre and Secondary Education Development Centre, National Centre for Educational Development has successfully implemented the Teacher Education Project. It was mainly engaged in the implementation of the project which has the target to provide 10-month training to all untrained serving teachers and 3000 head teachers during 2002 to 2009. The massive task has been accomplished. In the course of the implementation of the Project, NCED used a network of training centers which consisted 9 Educational Training Centre (ETC) As, 24 ETC Bs and 5 ETC Cs. The TEP had the provision for the professional capacity building of the NCED staff and the staff of other allied agencies. In 2009, NCED has trainers who have received short term trainings outside the country. Some ETC instructors also have been exposed to foreign short term training. But NCED is a very small institute in terms of its staffing. The structure of NCED looks like tailor – made design to conduct a project-driven training. It massively used cascade model in the training of trainers and trainees. By the end of the Project, it appears, it has very inadequate capacity to conduct any meaningful task in terms of designing long term training for teachers and school managers. ETC A also suffers from the same problem of professional incompetency. The Project has not invested on the technical staff of NCED to equip it with adequate qualified high-level training staff to operate various types of programs with long-term vision.

Expectation from NCED

MOE has assigned NCED to implement a Project that has been designed to provide 10 month training to nearly one lakh teachers and about 300 head teachers. As NCED had no professional competency to run the program, external assistance in the form of consultancies were mobilized. Project targets have been achieved. But the question arises, what is its future.

The nation spends billions of rupees in running the whole public school education system. But the quality of public school education is reported to be far from satisfactory. What mechanism does MOE has to improve the quality of instruction of the school system? The administrative structure of DOE, RED, and DEO can contribute only when the actors of these institutions are professionally competent to help the managers and classroom teachers of the school system. MOE does not have any other

professional organization except NCED under its administrative jurisdiction to help it in achieving the objective of providing quality education in the school system.

MOE needs to review its policies and strategies in regular intervals to update and upgrade its education system. NCED is the only institution which can provide professional support to the Ministry of Education.

The Nepalese education system has more than 30,000 schools with more than 2 lakhs teachers to teach more than 47 lakhs students. MOE has nearly 2,000 professionals working in the system. NCED is the only institution under MOE to provide professional support.

Keeping in view the potential of NCED for MOE in the new context, it is high time that due priority is provided to develop new vision and mission for NCED.

Present Capacity

Teacher Training: At present, the nucleus staff of NCED with 1 class II officer and 5 class III trainers is not sufficient to do anything on teacher training. Several important feedbacks were available to revise the training curriculum. NCED has no professional strength to undertake any serious professional activity. Mainly, school education has two broad categories: primary and secondary. There are specialists for primary and secondary. NCED has no one specializing in primary and secondary education.

Management Training: The training staff of 1 Gaz II chief and 3 Gaz III trainers with such a large expectation is unthinkable. In such a poor situation, nothing significant in terms of training can be expected.

Staffing System: Though NCED and ETCs have instructor cadre staff, Gaz II positions do not belong to instructor cadre. So, the section chiefs of NCED and ETC chiefs come from other cadre. This system does not help professional growth of instructors and the system also does not get professionally committed persons in the position.

Library of NCED: The library of NCED does not deserve to be a library of a professional institution. The stock of books on pedagogy is very poor. Even the TEP did not help improve the status of the library.

Administrative Structure: The pyramid type structure is not appropriate for a professional institution. NCED needs structural reform to replace the existing bureaucratic structure by a flat structure.

Interim Provision

By the end of July 2009, NCED will not function as an agency that implements the project. A structural adjustment should be incorporated by amalgamating the Program Section Training Resource Management section, Material Development Section to Teacher Training Section and Management Training section. As presently planned, NCED should be heavily engaged in the programs like Teacher Support Mechanism (TSM) and Continuous Professional Development.

The Future for National Centre for Educational Development

As a part of the implementation of various teachers training projects from 1960s, MOE has created a teacher training structure that includes ETCs spread all over the country with NCED as the center. There are permanent positions in NCED and ETCs which have been created to implement the project financed teachers training programs. Coming to the present stage, NCED should have institutional vision and accordingly develop it as a professional support-wing for the Ministry of Education. A liberal and futuristic vision for NCED may be as following:

“NCED is the professional support-wing of the Ministry of Education mainly supporting the MOE in policy decision making and human resource development”.

Recommendations for improved teacher training management and NCED:

- The Ministry of Education should play vital role in the planning and implementation of total teacher training program of the country. This would require a teacher training unit in the MOE structure.
- The Human Resource Development Council shall have more representation from the university and training institution. This would be, as at present, a policy making body.
- A high level Teacher Professional Development Committee should be established in NCED under the chair of Secretary of Education. This committee could constitute all Deans of University of Education, recognized teacher educators, Joint-secretary (MOE) responsible for teacher education, consumers of teacher training program.
- The status of NCED should be raised with a new name like or National Academy for Human Resources Development. The head of this institution should be a special class officer or professor level person. Following will be major functions of this institution:
- Conduct the study of teacher training programs and educational

- management of the country and collect information for policy review and policy formulation.
- Develop the indicators to measure the quality of teacher education.
- Maintain the standard of teacher education through various appropriate measures.
- Develop curriculum for the training of teacher of all levels and inform the universities to include the curriculum in the academic programs of the university.
- Closely work with Teacher's Service Commission and Teacher License Commission and develop curriculum for tests for teacher recruitment and teacher licensing.
- Conduct management training to all educational personnel.
- The staffing of this institution (NAHRD) should be based on the principle that experts of the subjects could stay in the council for reasonable number of years and the staff could have competency in their field. This would mean that the staffing should not be of pyramid structure. There would be more senior level persons. There would be high level positions (Professor Level) to be filled on contract to allow freedom to bring high level specialist on deputation from other institutions or from retired experts, expatriates.
- The NAHRD should have autonomous standing equivalent to that of National Administrative Staff College.

Management and Staffing:

The present staffing structure of NCED and ETCs is based on the project targets and short-term goals. To meet the needs of these broader goals, the following management system and staffing would be more appropriate:

- NAHRD would be an autonomous institute under the MOE to be governed by a Governing Council chaired by the Secretary of MOE with heads of CDC, OCE, NFE, TSC, Education Deans of universities, relevant Joint-Secretaries of MOE, School managers as the members. As a process of converting into an autonomous institution would take a long process. The following alternative can also serve the purpose.
- The head of the NAHRD would be special class officers (Technical) of the MOE.
- NAHRD would have three Gaz. Class I officers:
 - Planning and Management Training
 - Teachers Training
 - Distance Education Open Learning.

- NAHRD should have senior instructors (Gaz II) in all major school subjects and in the major area of planning and management training. There should be very few Gaz III level instructors.
- The ETC should have instructors on all core areas of school education (1-10) and few on planning and management areas. On the average, there should be 10 positions out of which 50 percent would be Gaz II officers. The head of ETC A should be of Gaz. I level.
- The planning and management area should have a separate class of instructors up to class II level.

A sample management structure of NCED/NAHRD is given in Appendix.

Staffing Principle:

As the competency of trainer determines the quality of training the ratio of class III and class II officers under NCED system should be almost 60:40. The same principle of staffing can be applied to the staff of CDC, OEC and CNFE. The entry qualification for Education Service Gaz. III should be M.Ed. in relevant area.

Future Teacher training activities of MOE/DOE/NCED long term training:

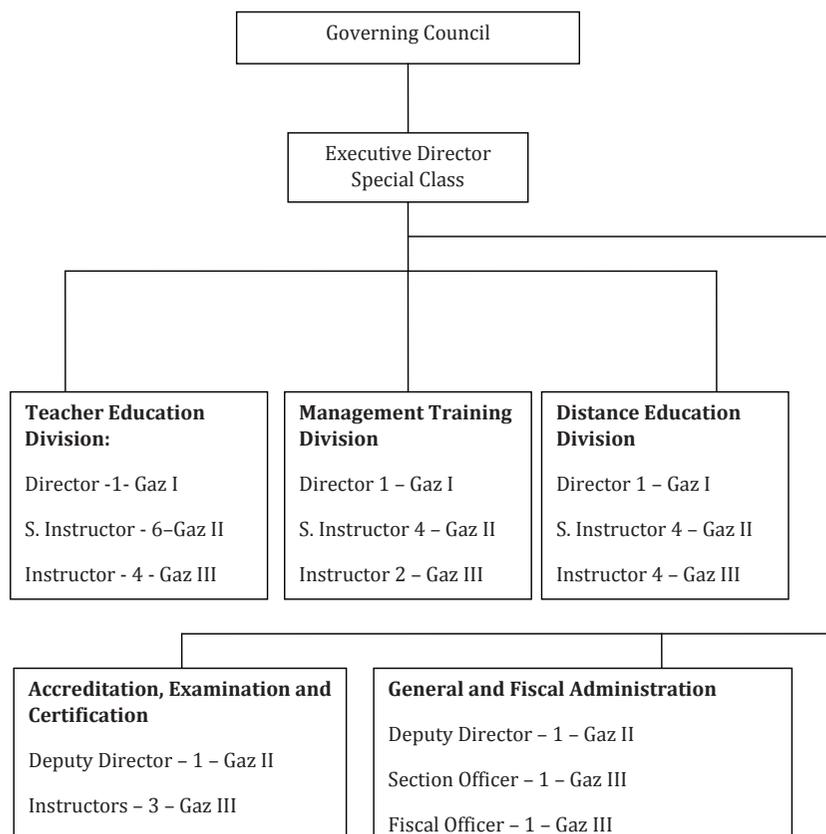
The TEP and SESP have greatly succeeded in raising the percentage of trained teachers in the public schools. A sizable number of untrained trainers will be left. The remaining untrained teachers will have to receive training on their own in terms of their opportunity cost. NCED should continue the operation of the ten-month training in the ETCs by using the existing training structure and training materials. Some subsidy should be made available in terms of the free provision of training materials prepared for trainers.

Both TEP and SESP have not addressed the training needs of the institutional schools. NCED should make revision in the training structure and work with universities and training institutes/ campus directly (APs) to allow them to use the materials. Some TOTs will have to be conducted for the instructors.

The present primary teacher training structure of 2.5+ 5+2.5 will have to be modified to reduce the face to face method of the training for the benefit of the teachers who may prefer a one month face to face training during the long vacation. NCED should be engaged in the revision of the primary teacher training curriculum to include grades 6,7,8 as a measure to add on the new SSR proposed basic education (Primary).

The focus of NCED teacher training should be the development and implementation of short demand-driven school-based resource center-based training. The operation of this training with its immediate impact on classroom teaching would require a competent clan of trainers among the RPs and supervisors supported by the ETC instructors. NCED should produce huge crew of trainers and should not fully depend on the cascade system. This should mean NAHRD constantly be busy on classroom problem research and training of trainers.

Appendix: National Academy for Human Resource Development



The Prospect of Educational Training Centers in the changed context

The Context

1. NCED operates Educational Training Centers (ETC) of three categories, A, B and C. Nine ETCs were exclusively built to conduct in-service training of primary school teachers. The ETC A's are equipped with training halls, auditorium, staff quarters and hostels for trainees. The ETC B's and C's are new names given to the old Secondary Education Development Centers that were built during 1980's to train the secondary teachers. The TEP provided NCED a huge task of eliminating the untrained teachers from the primary education system. The SESP planned to reduce the number of untrained lower secondary and secondary teachers. NCED mainly made the ETC B's and C's responsible to train the lower secondary and secondary teachers. After completion of the Teacher Education Project and Secondary Education Support Project, the NCED needs to identify the new role for itself and for ETC's.

Status of ETCs: Physical and Professional

2. At completion of the Teacher Education Project, the Ministry of Education has created a national network for teacher training. Besides the NCED at the central level, there are 9 ETC'A, 20 ETC' B and 5 ETC' C created in 29 districts of the country. Five districts like Kavre, Dhanusha, Rupandehi, Surkhet and Doti have both ETC' A and ETC' C, ETC'A have elaborate training facilities including hostels, auditorium and teachers quarters, ETC B's also have training halls and hostels and chief's quarter. Comparatively, ETC' C's are smaller and they have training halls and some other facilities.

3. ETC 'A's have six Gazetted class III instructors and one G. II officer with some other assistant staffs. ETC' B and C have one Gaz III instructor with some trainers on contract. TEP trained more than one lakh teachers during the project period and has almost eliminated the backlog of untrained teachers in the primary education system. Similarly, the ETC' B, have managed to train huge number of lower secondary and secondary teachers leaving less untrained teachers at the secondary education system. All the ETC's have been heavily engaged in the training of in service teachers during the project period from 2002 to 2009. As the projects will terminate nearly at the end of 2009, the government should seriously consider the best use of these training facilities after 2009.

What projects have been and have not been able to accomplish

4. TEP and SESP combined have succeeded in raising the level of trained teachers in the school system. But, they still have not been able to improve the teaching behavior of the teachers leading to substantial improvement in the achievement level of students. The studies and evaluation of the project impacts revealed that the transfer of training in the classroom has been limited. These limitations are imposed by numerous other factors which are beyond the scope of teacher training. Projects have at best, created the teachers in the system who are aware of the need to improve their performance and the ways that could help students raise their level of achievement. The impact studies have suggested that a continuous professional support to the teachers should be regarded as a part of teacher professional development. Similarly, people and personnel related to school education should be continuously assisted to support the teachers.

Piloted future short term training activities

5. TEP has piloted Teacher Support Mechanism which is supposed to install a subsystem in the teacher management system of the country. The main objective of this sub-system is to create a mechanism which will provide an operational system to activate the existing monitoring and supervision system with head teachers, Resource Persons, supervisors and DEO's as providers of support to the teachers and monitors of teacher support activities.

6. NCED has piloted another activity as a mechanism to operate a conception of Continuous Professional Development for the teachers. The essence of the activity is to provide 30-day training to all teachers within five years through the use of Resource Centre.

Existing network for training under MOE

7. By the year 2009, MOE has created a network of training centre spread throughout the country mostly in the strategic locations, ETC' A's have the potential to be developed as regional training centers and ETC 'B's can be developed into sub-regional training centers. The 75 districts of the country can be assigned to the 29 ETCs and the five ETC' Cs can be developed as Lead Resource centers of the respective five districts. ETC' A should look after three districts and ETC'B should look after two districts. NCED should be responsible for the districts of Kathmandu valley. The ETC's and their locations are as follows:

ETC 'A':

- | | |
|--------------|--------------------|
| 1. DOTI | 5. BARA |
| 2. SURKHET | 6. KABREPALANCHOWK |
| 3. RUPANDEHI | 7. DHANUSA |
| 4. TANAHU | 8. BHOJPUR |
| 5. BARA | 9. SUNSARI |

ETC 'B':

- | | |
|---------------|---------------|
| 1. BAITADI | 11. GORKHA |
| 2. KANCHANPUR | 12. CHITWAN |
| 3. KAILALI | 13. PARSA |
| 4. JUMLA | 14. NUWAKOT |
| 5. RUKUM | 15. KATHMANDU |
| 6. BANKE | 16. KHOTANG |
| 7. DANG | 17. SAPTARI |
| 8. MYAGDI | 18. MORANG |
| 9. KASKI | 19. ILAM |
| 10. PALPA | 20. JHAPA |

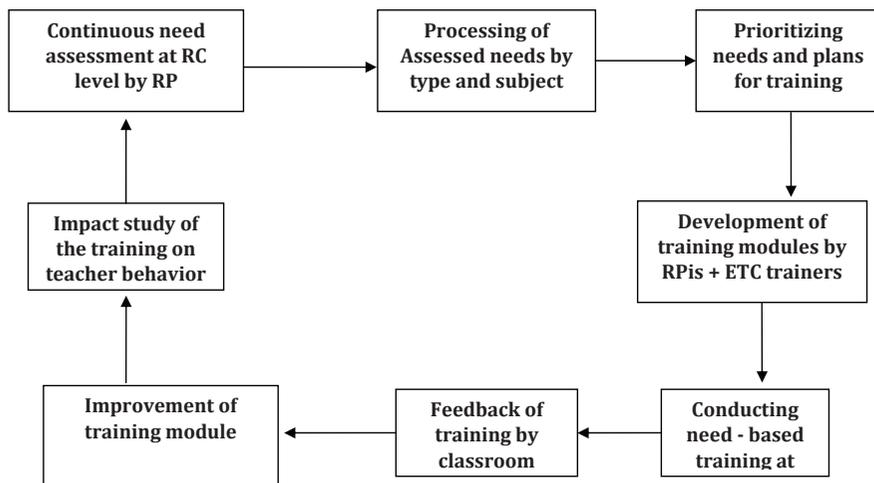
ETC 'C':

1. KAVRE
2. DHANUSH
3. RUPANDEHI
4. SURKHET
5. DOTI

Conceptual framework of professional support in the in service training system

8. MOE should adopt two strategies to raise the quality of school education in Nepali (i) Teacher Support Mechanism (TSM), (ii) Continuous Professional Development (CPD) of teachers. Both of these strategies are based on the following concepts:

- There should be a mechanism to ensure that teachers perform their professional duties and the system is installed which ensures the high performance of teachers.
- Performance indicators of teachers are built in the TOR of teachers.
- Teachers are provided adequate induction training every year in the beginning of the session to help them perform their tasks efficiently.
- Continuous professional development of teachers is legally provided provision.
- The framework of the CPD could be as follows.



Professional Reorientation and Strengthening of ETCs

9. There are numerous areas which should be considered to raise the relevance of ETC's after 2009. Mainly, capacity building of ETC trainers should be the first priority. At present, the instructors of ETC A's are oriented to primary teacher training and the instructions of ETC B's are supposed to possess competency in the secondary level training. This division of functions between A's and B's will not be relevant after 2009. The ETC A's also will have to be involved in the secondary teacher training and ETC B's will have primary teachers training as their functional responsibility. Following are the types of professional support required to be provided to the ETC trainers.

- Conduct three-month Master Trainers Training to all the instructors of ETC' A. (9*6 =54 in number). The training curriculum will concentrate on secondary level teacher training which will include same generic course and more subject teaching.
- Conduct a three-month Master Trainers Training for all the ETC Bs (two from each ETC, 40 in total) this training would be for 3 months with concentration on primary teacher training.

10. Carefully designed training course should be developed for the three-month training which, among others, should include the following activities.

- Classroom observation of teachers teaching different subjects.
- Matching the training curriculum with the school curriculum.
- Identification and development of visual materials for classroom instruction.

- Practical activity as to how ETC's can help RP's to conduct the Teacher Continuous Professional Development (TCPD) program.

Staff development and management of ETCs

11. The present strength of six instructors in ETC'A for teacher training can be adequate for some years. An instructor for management training should be added. However, the following should be strictly adhered to:

- All ETC's should have specialized instructors in each of the compulsory subjects of secondary education.
- One part-time instructor for IT training should be regularly hired.
- All Six trainers should be from the instructor cadre.
- The chief of ETC'A should belong to instructor cadre.
- The chief of ETC B should be from instructor cadre.
- Frequent transfer of instructors should be avoided as far as practicable.
- MOE should ensure that all instructors have M.Ed. degrees and some of them have M. Phil degree class in NCED and ETC's.

Primary Tasks of ETC

1. All ETC's should provide the primary teacher training for the teachers of institutional (private) schools for one group. The ETC would not bear any cost for the training except the services of the instructor.

2. Some ETC' A's which has ETC C' in proximity should conduct secondary teacher training in a subject or two. This is possible in ETC'S which are located in a fairly large town. For example, Sunsari, Janakpur, Tanahun, Bara, Rupandehi and Surkhet can run such program.

3. All ETC's should conduct training for the RP's of designated districts as specified by NCED.

4. All ETC's would conduct management training for head teachers as specified by NCED.

5. ETC would assist DEO'S to run the 10 day CPD training to the Resource Centre level.

6. The ten-day CPD training will be coordinated by ETC'S for the hinterland districts. ETC will conduct some ten-day training in its own premises as far as possible.

7. ETC'S would conduct studies and surveys in the areas like teacher performance in classroom, curriculum management, student achievement including all aspects related to the quality of education in the schools.

8. NCED should coordinate with DOE in the operation of short term trainings at the district and RC level. Similarly, ETC's should coordinate with DEO's in conducting the short-term training programs.

Summary

12. ETC'S possess potential to contribute immensely towards raising the quality of education of school education. Its proximity with the district education administration puts it in a very strategic position to provide appropriate professional support to teachers. If federal structure of national political system came to place, ETC A's can be important provincial training centers of the provinces. ETC's have a national network of training which includes ETC B's, ETC C's and lead Resource centers. ETC'S can be the hub of all types of teacher training programs.

Annex-4
Teacher Education Project: 1840
Improvement for Maximizing the Impact of Consulting Inputs

**Better Mobilization Plan
(Partial)**

National Center for Educational Development
February 2007

The Context:

1. Teacher Education Project has been under implementation in Nepal since 2002. The project has been designed with an exclusive focus on the establishment of a sustainable and effective teacher training system in the country that would cater to the needs of the school sector especially at the primary level. The penultimate goal of the project is to improve the teaching-learning process at the school level through improving efficiency and quality as reflected in the decline in dropout rates and increase in pass rates. The project, among others, has focused on key interventions such as institutional capacity building in the realm of policy, planning, management/administration, program design and delivery, teacher training, management training, curriculum and teacher material revision and development, monitoring and evaluation, teacher management information system, education research, information, communication and technology and distance education and open learning. Substantial professional input has been planned to be provided through local and international consultants under the auspices of the Implementation Consulting Service Project (ICSP) primarily to facilitate achievement of aims and objectives of the Teacher Education Project.

2. The joint mid term loan review mission of the Ministry of Education and Sports/ National Center for Educational Development and the Nepal Resident Mission of the Asian Development Bank recently undertook review of Loan No. 1840-NEP: Teacher Education Project from 16 to 21 December 2006. The meeting, attended by all stakeholders, extensively and thoroughly discussed the implementation progress of the project, the contribution made by consultants under the ICSP, implementation constraints and bottlenecks as well as the future needs, concerns and the challenges for successful implementation of the project in the remainder period. The discussion and understandings reached during the wrap up meeting with the then Acting Secretary, MOES on 24 December 2006 is contained in the Memorandum of Understanding of the Mission.

3. The Memorandum of Understanding that ensued from MTR, *inter alia*, highlighted the need for revisiting the existing modality of support being provided under the International Consulting Service Project with a view to developing a better approach for mobilization of consultants - both national and international. This was to be obtained through: i) a clear description of accountability of consultants and the counterparts, ii) stock-taking of final volume of inputs to be delivered with rationalization and redistribution and reserving for future (if necessary), and iii) improving the Terms of Reference (TORs) of Consultants for their deployment in

the remainder period, specially in the case of CTA/ LCTA/M&E as well as the Training Specialists attached with nine ETCs. The specific areas highlighted for the input requirement were among other, the revision of training policy/master plan preparation and research design, etc.

4. The issue of better mobilization of ICSP inputs for improved impact on implementation of TEP has been regularly discussed in the past in the NCED and intermittently raised with the ICSP at the CTA/LCTA level. The Project Management Group (PMG) meeting held in March 2006 had clearly emphasized the need for revisiting the mobilization of ICSP inputs with a view to rationalize deployment of consultants to areas of critical significance such as institutional capacity building both at the central level (ie NCED) and ETC level. It was also underscored that the contribution made by the Consultants ought to be tangible, substantial, of high professional quality, timely as well as outcome based. The CTA/ ICSP was requested to organize a visioning workshop, to be attended by all stakeholders, to change/modify the TORs of the Consultants to suit the emerging project needs, identify the critical areas for ICSP support as well as to articulate measures that would ensure enhanced accountability-both of the Consultants as well as the counterparts in the NCED system.

5. Other numerous institutional exercises undertaken by the NCED in the recent past had also sharpened the need for developing a modified/amended mobilization plan. In particular, PAM/RRP, the Inception Report, Training Master Plan, the Approved Annual Plan and Budget, Consultancy Quarterly Reports, Report of the Assessment of Consulting Inputs, Institutional Capacity Building Plan and the Benefit Monitoring Evaluation Report of TEP for the year 2006 are mentioned here as reference. Also, the implementation of TEP by the NCED and its partner institutions/unit brought to the forefront various needs and concerns emanating from the ground realities which demanded appropriate response in the form of calibrated ICSP professional input in terms of quality and volume to achieve the desired results through TEP implementation.

6. Accordingly, the TORs - specially of CTA, LCTA, M&E Consultant, Management Training Consultant as well as Training Specialists have been suitably revised to maximize the impact of the Consultants' input during the remaining period of their deployment in areas of crucial importance and value to the project.

Elements of the Amended/Modified Mobilization Plan

Preamble

7. The present planning exercise was jointly undertaken by counterpart team at the NCED and the Consultants with a view to address the need for systematic improvement in the mobilization of consulting inputs in order to maximize the impact on quality of TEP process/output and on professional capacity of the project staff as discussed above in the last section. The better plan will be considered as form of Addendum to the Inception Report 2005 since it serves as further plan for the rest of the project period from 2007 onwards.

8. The plan is subject to full adherence by the respective counterpart team and the consultants and will be the management instrument for NCED as to evaluate the performance of entire consulting services. Although respective consultant will be accountable for the outputs of each of the tasks defined in the TORs, s/he is bound to jointly plan for and deliver them by closely working with the designated counterpart team. The NCED counterpart focal persons/teams would fully facilitate in provision of required information, documents and becoming available for meetings and workshops as and when required to enable the consultants discharge duties expected from them under their respective TORs.

9. The Executive Director is responsible for leading the overall mission for ensuring the impact of the inputs realized to the planned and desired extent.

10. The Coordination Team (Director Panel) will facilitate the input delivery process for better results by hosting the annual/bimonthly/quarterly meetings as stipulated and by following up the implementation of recommendations provided by the Consultants.

11. All planning covered in the report is subject to revision and updating in accordance with changes and requirements emerging from and during implementation. The current plan does not constitute a complete work plan covering all activities. Detailed operational plans for each component and activities will be developed immediately before fielding for the scheduled input tenure. Further, each Consultant will have to submit his/her personal work plan at the beginning of his/her assignment.

12. The better plan for mobilization of consulting inputs has been developed in three main areas as discussed below. It is expected that as a result of the current exercise, the Consultant input would be more focused,

of high professional quality/standards clearly indicating the tangible output (such as training, workshop, analyses, report, briefing, meeting notes, material, etc) suitable to the emerging needs of the project and delivered timely in consultation with the counterpart coordinator/team at NCED/ETC as appropriate.

13. The amended/modified TORs are sharp and output/outcome based that would allow assessment of the Consultant's input/contribution in selected areas identified by the NCED/ETCs. The contribution of Consultant is expected to be tangible, substantial, of high quality and suitable to the emerging project needs. The emerging needs gathered from project implementation experience so far have been accommodated to the extent possible while amending the TORs to ensure that available Consulting inputs through ICSP are put to the optimal use while remaining within the defined scope of the project, its goal, objectives and deliverables.

14. It needs to be highlighted that the management at the highest level in the Implementing Agency is keen to monitor and achieve the stipulated outcomes of the project and, therefore, supports the entire process of finalizing the amended TORs as well as putting in place of an accountability mechanism and working modality (discussed below). The Executive Director, NCED would provide the overall leadership and overall coordination would be handled by senior Directors of the NCED. Involvement of management at the highest level is likely to have salutary effect on project implementation as the proposed mechanism and modality is likely to contribute to harmonious and collaborative working environment necessary for the delivery of outputs.

15. The joint working of the Consultant with the counterpart teams along with a Coordinator would ensure institutional capacity building. The team members have been drawn from amongst the institutional staff of the institutions covered by the project. Main aspects of the amended/modified mobilization plan that is likely to yield efficiency and quality while operating in a synergistic manner include:

- A: The Modified Consultants TORs for the remaining input period
- B: Counterpart-consultant Accountability Mechanism, and working modality

Annex-5
Approved Version

Teacher Education Project (TEP): 1840

Better mobilization of Implementation consulting services
Improved Service Mobilization Plan
(based on contract variation)

National Center for Educational Development
November, 2008

Introduction

The present exercise of preparing a variation proposal is combination of both the cost and physical variation in the existing contract on mobilization of Implementation Consulting Services as provisioned under the TEP, which has already been officially approved to be extended till 15 July 2009. The existing contract was made between NCED and Consia Denmark back in 24 June 2004 for the procurement of the stated consulting services. Main objective of the exercise has remained as to a) extend the consulting service contract with Consia till 15 July 2009; b) revise scope of the consulting services including existing TORs and c) reallocate the volume of inputs and budget across the input items within the limit of the total contract budget. The proposal, in fact, aims at aligning the mobilization of expert inputs with the TEP extension till July 2008. The proposal primarily includes revision in the existing TOR; and creation of new activities and areas of further inputs consistent with the TEP extension program. It is planned that the revision will form Addendum to the Inception Report 2005 and original ICSP contract between NCED and Consia Denmark.

The context

Teacher Education Project has been under implementation in Nepal since 2002. The project has been designed with an exclusive focus on the establishment of a sustainable and effective teacher training system in the country that would cater to the needs of the school sector specially at the primary level. The penultimate goal of the project is to improve the teaching-learning process at the school level through improving efficiency and quality as reflected in the decline in dropout rates and increase in pass rates. The project, among others, has focused on building institutional capacity for policy; planning; design and delivery of teacher training and management training program; monitoring and evaluation; ICT and distance learning. Quite a big amount of expert inputs- national and international have been mobilized over the years to facilitate achievement of aims and objectives of the project.

The joint mid term loan review mission, which was undertaken during 16 to 21 December 2006 emphasized need for revisiting the existing modality of expert inputs being provided under the ICSP. The revision would aim at developing a better approach for mobilization of consultants both national and international. This was to be obtained through: i) a clear description of accountability of consultants and the counterparts, ii) stock-taking of final volume of inputs to be delivered with rationalization and redistribution and reserving for future (if necessary), and iii) improving the Terms of Reference (TORs) of Consultants for their deployment in the remainder period.

Likewise, along the course of project execution, the project duration has been extended under “No Cost” arrangement by one more year, i.e, 2008/2009 or FY 2065/66. Main purpose of the one–year extension to TEP is to fully and effectively implement the Teacher Education Project to secure the desired outcomes and impact, these are respectively, i) the establishment of an effective and sustainable teacher education system in Nepal, and ii) improvement in access, quality and efficiency at basic education level. The main objectives of the extension remains as i) to achieve the original project objective of ensuring full coverage of quality Training for All Teachers (TFA); ii) to consolidate TEP achievement and gains for functionally sustainable teacher education system ready for smoothly transit to the new system of development-SSRP; and iii) to maximize effectiveness of the teachers training program through functional mechanism of essential remedial initiatives.

New developments and improvements undergone by the project over the past years obviously caused to amendment in the ICSP contract with required improvement and modification in the scope and process of inputs’ mobilization. It has been urgent to take stock of all what we gained during the original project period (past 6 years) and to initiate fresh planning in order to closely correspond to the requirements of the activities approved for the extension year 2008/09.

Status of the ICSP mobilization

The project has been mobilizing the consulting services closely following the original plan. However, significant amount of inputs have remained in balance in certain areas for various reasons. With regard to the international inputs, only 2% has remained balanced, whereas the 28% national inputs have been spared. In aggregate, 24% of the planned inputs have the balanced volume for the proposed extension period. The table below presents detailed status by areas of the TORs.

Status of the consulting inputs’ mobilization				
S.N.	Program Item	Original inputs	Remaining inputs	Total Consumed inputs
<i>A.</i>	<i>International</i>	<i>man month</i>	<i>man month</i>	<i>man month</i>
1	Chief Technical Advisor	30.00	1.00	29.00
2	Mgmt Training Consultant	3.00	-	3.00
3	Teacher Education Specialist	5.00	-	5.00

4	DE Mat Writing Consultant	2.00	-	2.00
5	DE Technology Consultant	2.00	-	2.00
6	M&E Consultant	3.00	-	3.00
	Total International	45.00	1.00	44.00
<i>B.</i>	<i>National</i>	<i>man month</i>	<i>man month</i>	<i>man month</i>
1	Local Chief Technical Advisor	14.00	2.43	11.57
2	Management training program Dev Specialist	11.00	5.61	5.39
3	Management training material development consultant (ICBP)	6.00	2.63	3.37
4	Coordinator M&E ME Specialist	18.00	7.03	10.97
5	Coordinator DE/OL DE Mgmt Specialist	10.00	3.16	6.84
6	IT Specialist, Swoyambhu	9.00	1.07	7.93
7	IT Specialist, Puru	9.00	1.04	7.96
8	TSM: Material development specialist	-	-	-
9	Training Specialist, Dhanusa	15.00	3.90	11.10
10	Training Specialist, Sunsari	15.00	3.74	11.26
11	Training Specialist, Bara	15.00	3.30	11.70
12	Training Specialist, Rupandehi	14.00	3.63	10.37
13	Training Specialist, Kavre	14.00	3.63	10.37
14	Training Specialist, Tanahun + TSM Consultant	14.00	3.74	10.26
15	Training Specialist, Surkhet	14.00	4.50	9.50
16	Training Specialist, Dipayal	14.00	5.47	8.53
17	Training Specialist - Bhojpur	15.00	8.10	6.90
18	Master Trainer Facilitator	9.00	0.06	8.94
19	MG Teaching Specialist	2.00	-	2.00

20	Training Materials Development Specialist 1	5.00	-	5.00
21	Training Materials Development Specialist 2	5.00	3.28	1.72
22	DE Materials Writing Specialist	4.00	-	4.00
23	DE Management Specialist	1.00	-	1.00
24	Management Training Material Development Specialist	4.00	-	4.00
25	Reserve (originally procurement inputs)	3.00	2.00	1.00
	Total National	240.00	68.32	171.68
	Total	285.00	69.32	215.68

On the other hand, status of expenditure under the ICSP contract has been very much consistent with the physical status or the status of input mobilization as discussed in with the earlier table.

Details of the variations

In order to fully align with and optimally utilize the consulting inputs for the project implementation, certain revisions and variations in the scope of original TORs have been proposed, that are like a) inputs from quite a few TORs have been spared and reallocated either to more prioritized area (TOR) or to new area ; b) certain volume of additional expert inputs have been provisioned for the new areas created along with the extension of the project; c) certain amount of budget has been added to some items and reduced to quite a few items under the “out-of-pocket expenditure” d) the budget has been accordingly reallocated across the TORs and items under the out-of-pocket expenditure.; and e) the required additional budget has been spared from the original allocation under the “contingency heading”, which has not yet been spent.

It is worth noting that the revision and reallocation of the scope of consulting inputs also include provision of support to execute full course of an independent technical review of exclusively TEP performance and to implement the Teacher Support Mechanism (TSM) in the five pilot districts, which are importantly emphasized activities under the project extension. The independent review study will be undertaken as a part of the Project Completion Report (PCR) preparation since it is planned in such a way that outputs of the study will furnish research-based evidences to the PCR exercise. With regard to accountability, the study will ideally be led by the

existing consultants however with regard to professional credibility and independence in assessment, 4-6 man months’ independent expert inputs will be procured as a fresh provision. To summarize, the volume and process of input mobilization under the existing contract have been revised and reallocated to make sure that this will fully address to effectively actualize three focused areas of the TEP extension-clearing backlog of untrained teachers, enhancing effectiveness and ensuring sustainability.

Following table summarizes details of variations against the original plan and the proposed revision in the contract with regard to the physical or technical part of the existing agreement. Besides, last column is designed to explain justification for the each of the variation cases. The figure shows that there are minor variations in the service requirements, only 2 man month s’ international consulting inputs and 3 man months’ domestic inputs. In total, entire proposal is meant to provide relevant information to justify the total of 5 man months’ physical variations, which forms 1.75% variation in total provision of the existing contract.

S.N.	Program Item	Original	Variation	Revised Total	Explanation and Justification
I	Consulting Inputs				
A.	International	mm	mm	mm	
1	Chief Technical Advisor	30.00	2.00	32.00	Proposed additional input is required to stretch over the TEP extended year 2008/09 mainly to provide international perspectives and technical leadership to undertake the independent technical review of TEP as part of the PCR exercise and to run additional capacity building training events
2	Mgmt Training Consultant	3.00	-	3.00	
3	Intl. Teacher Education Specialist	5.00	-	5.00	
4	DE Mat Writing Consultant	2.00	-	2.00	
5	DE Technology Consultant	2.00	-	2.00	
6	M&E Consultant	3.00	-	3.00	

	<i>Sub Total-1: International</i>	45.00	2.00	47.00	Cost of the variation will be covered up by reallocating the budget originally allocated to a heading "foreign contingency" of the contract.
B.	National	mm	mm	mm	
1	Local Chief Technical Advisor	14.00	4.00	18.00	Proposed additional input is required to stretch over the TEP extended year 2008/2009 mainly to wrap up the PCR + ITR exercise and final reporting of consulting inputs: supervise/coordinate the inputs of national experts mobilized specially prioritized areas of TEP extension such as TSM and independent review of the TEP performance
2	Management Training Program Dev Specialist (MTPDS)	11.00	-	11.00	The mm (11) as reported under a column "original contract" is already the revised one from the original contract volume 17 mm that was approved during the Better Mobilization Plan approval last year in 2007
3	Management training material development consultant	10.00	-	10.00	
4	Monitoring and Evaluation and (Research) Specialist	18.00	-	18.00	
5	DE/OL Distance Education Management Specialist	11.00	-	11.00	
6	IT Specialist, Swambhu	9.00	-	9.00	
7	IT Specialist, Puru	9.00	-	9.00	
8	Reserve position transformed to TSM: Material development specialist	3.00	-	3.00	The Reserve input is proposed to utilize in the prioritized area of TEP extension called TSM
9	Training Specialist, Dhanusa	15.00	-	15.00	
10	Training Specialist, Sunsari	15.00	-	15.00	

11	Training Specialist, Bara	15.00	-	15.00	
12	Training Specialist, Rupandehi	14.00	-	14.00	
13	Training Specialist, Kavre	14.00	-	14.00	
14	Training Specialist, Tanahun + TSM Consultant	14.00	1.00	15.00	The specialist will be mobilized also to provide inputs (2 mm) to the TSM area by sparing one mm from the original assignment and by adding one mm. He has already completed almost all milestones of the stipulated tasks-in-the-original TOR.
15	Training Specialist, Surkhet	14.00	-	14.00	
16	Training Specialist, Dipayal	14.00	-	14.00	
17	Training Specialist - Bhojpur	15.00	(-8.10)	6.90	New replacement will not be required for this area since scope of work and staff arrangement has been substantially reduced in the ETC since 2004 that has subsequently reduced the need for expert inputs as well. The ETC currently run training only for one districts as compared to 6-10 districts in the case of other ETCs. However, current need for the expert inputs will be met by fielding the consultants originally stationed at the NCED through field visit scheme as and when necessary.
18	Master Trainer Facilitator	9.00	-	9.00	
19	MG Teaching Specialist	2.00	-	2.00	
20	Training Materials Development Specialist 1	5.00	-	5.00	
21	Training Materials Development Specialist 2 {transferred to Independent Technical Review of TEP (ITR-TEP) area}	5.00	-	5.00	His remaining inputs for 3.28 mm will be transferred to the ITR-TEP area since he has already completed his original tasks by reviewing and finalizing the training materials, which are now under full-fledged implementation.

22	DE Materials Writing Specialist	4.00	-	4.00	
C. Technical Review of TEP Performance (National)					
23	Independent expert inputs for the ITR of TEP	-	6.10	6.10	As approved in the TEP extension program, the project will employ independent expert services (more than one experts) to undertake the ITR-TEP which provide research-based documentation of the project performance and evidence-based information to the PCR exercise
	<i>Sub Total-2: National</i>	<i>240.00</i>	<i>3.00</i>	<i>243.00</i>	
	Total consulting inputs	285.00	5.00	290.00	
II Programs			person	person	
24	Capacity building workshops (lump sum)	1	-	1	2 Workshops of 3-5 days each for total of 30 NCED/ETC professional staff each on a) planning and implementing the project activities by CTA/DCTA; b) monitoring tools and conducting monitoring of the training (management) programs by MTDC and CTA; c) action research, case studies, project works by R/MC and D/CTA; d) on the application of ICT facilities/technology into developing and delivering the training, planning and management by the IT Consultants
	Grand Total	286.00	5.00	291.00	

The input delivery mechanism

The plan is subject to full adherence by the respective counterpart team and the consultants. NCED will evaluate the performance of entire consulting services. Although respective consultant will be accountable for the outputs of each of the tasks defined in the TORs, s/he is bound to jointly plan for and deliver them by closely working with the designated counterpart team. The NCED counterpart focal persons/teams would fully facilitate in provision of required information, documents and becoming available for meetings and workshops as and when required to enable the consultants discharge duties expected from them under their respective TORs.

The Executive Director is responsible for leading the overall mission for ensuring the impact of the inputs realized to the planned and desired extent.

The Coordination Team (Director Panel) will facilitate the input delivery process for better results by hosting the annual/bimonthly/quarterly meetings as stipulated and by following up the implementation of recommendations provided by the Consultants.

All planning covered in the report is subject to revision and updating in accordance with changes and requirements emerging from and during implementation. The current plan does not constitute a complete work plan covering all activities. Detailed operational plans for each component and activities will be developed immediately before fielding for the scheduled input tenure. Further, each Consultant will have to submit his/her personal work plan at the beginning of his/her assignment.

The amended/modified TORs are sharp and output/outcome based that would allow assessment of the Consultant's input/contribution in selected areas identified by the NCED/ETCs. The contribution of Consultant is expected to be tangible, substantial, of high quality and suitable to the emerging project needs. The emerging needs gathered from project implementation experience so far have been accommodated to the extent possible while amending the TORs to ensure that available Consulting inputs through ICSP are put to the optimal use while remaining within the defined scope of the project, its goal, objective and deliverables.

The joint working of the Consultant with the counterpart teams along with a Coordinator would ensure institutional capacity building. The team members have been drawn from amongst the institutional staff of the institutions covered by the project.

Counterpart-Consultant (C-C) working mechanism

There will be provision of counterpart team designated to jointly work with consultant (s) in each area of the TOR. The consultant-counterpart team would professionally collaborate with the sense of joint accountability to deliver the outputs in accordance with the principles as mentioned below.

- a.* Each consultant must discuss and finalize necessary details regarding the topic/area of intervention, scope and size of output, timeframe, data/information with the counterpart team well in advance. Likewise, the NCED professional staff responsible for providing timely and complete information required for the assignment.
- b.* Each of the C-C will jointly prepare the Work Plan before commencement of the delivery by taking into account the key consideration (*Nature of task-priority; availability of the consultant; approved annual plan and budget*).
- c.* C-C will jointly prepare/produce report at the end of each input schedule and submit to NCED and ETCs (in case of the ETCs)
- d.* C-C will participate in Formal Sharing meeting periodically organized by CTA in NCED and by TS in ETCs.
- e.* Existing reporting format will be revised and all the consultants will prepare Final Report of the Input Delivery in a form of Resource Material by the end of their input tenure.

Conclusion

Every proposition in the present proposal is result of bilateral exercise between consulting team and the NCED project team. Similarly, consideration of critical events like Inception Report, Progress Reports, TEP Extension and entire experience working with the consultants has led to ensure credibility and objectivity of the proposal. It is believed that the propositions will be implemented effectively with full alignment with the TEP objectives and priority.