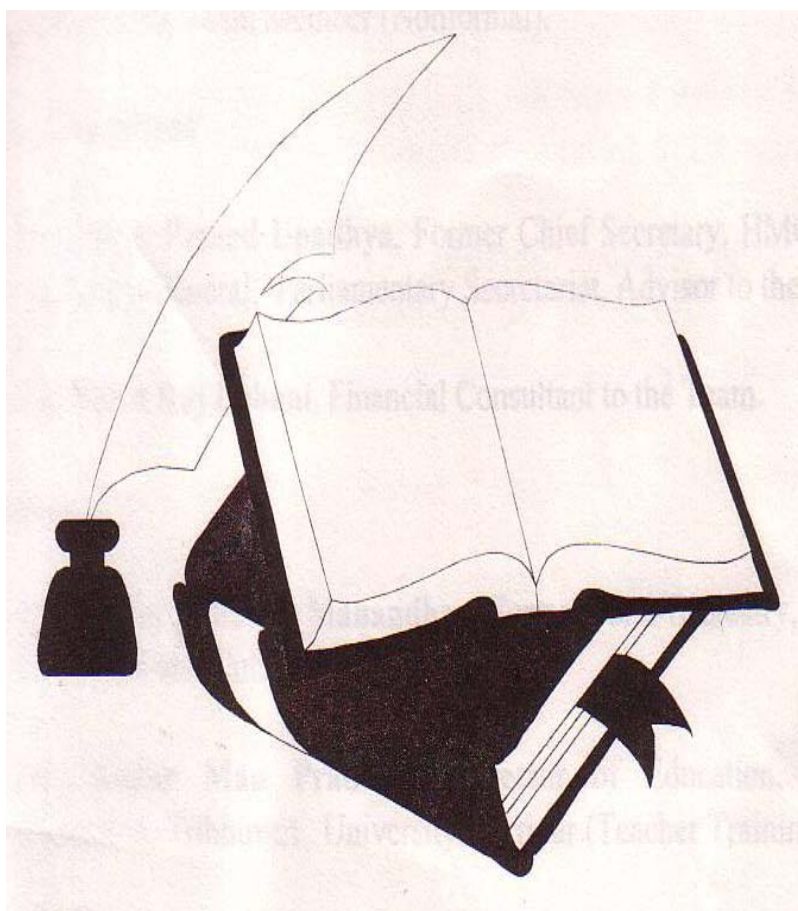


**The Basic and Primary Education
Master Plan
for
1997 – 2002**



**His Majesty's Government
Ministry of Education
The Master Plan Team
Kathmandu
15 May 1997**

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Preface

Following the recommendation made by the Mid-Term Review Mission of the Basic and Primary Education Project in January 1996. His Majesty's Government constituted a team of national consultants, led by Professor Kamal P. Malla, on November 28, 1996. The team was given a clear and extensive set of Terms of Reference to Review the policies and programmes of the subsector and to update the Master Plan for Basic and Primary Education, 1991-2001 A. D.

The Master Plan team started to work in full swing since mid-December. In the last five months, the members of the team have studied all materials relating to the Basic and Primary Education. To supplement and check on these secondary source some of the team members and their associates had done some field-work focusing on specific on specific of programme implementation.

During the past five months we have had several rounds of meetings and interaction with the Honourable Member of the National Planning Commission (education), the Ministry of Finance, and the Ministry of Local Development. We have tried to share our ideas and concerns with the Ministry of Education, particularly with the Secretary, Mr. Sarad Kumar Bhattra, Special Secretary, Mr. Jaya Ram Giri, and Joint Secretary, Mr. Chuman Sing Basnyet. Their vision and insight into the subsectoral issues have contributed a great deal to this exercise.

The team had wonderful opportunities to interact intensively with various donor agencies, particularly with the IDA Project Preparation Mission in January. Mr. Adriaan Verspoor, Dr. Tom iserman, Mr. Grant Sinclair, and Dr. Brjesh panth have spared their valuable time and shared a number of seminal ideas with us. Similarly, the team leader and on several occasion discussed the issues relating to Early Child Development and Education with the UNICEF Representative, as well as with Dr. Cliff Meyers and Mr. Naresh Gurung. A host of donors, including DANIDA, European Union, NORAD, JICA, UNDP and the Asian Development Bank have given us their perspectives and shown keen interest in supporting the Second Phase of Basic and Primary Education Project.

We would like to express our sincere gratitude to the Former Minister of Educatuob Honourable Mr. Govinda Raj Joshi, for commissioning us this important task and guiding the exercise during the difficult initial months. Since he tool over the Ministry, Honourable Minister of Education, Mr. Devi Prasad Ojha, has shown continued and keen interest in this work. On several occasions during long sessions of the Steering Committee he has put up patiently with us and our ideas. His incisive comments and suggestions have helped us to understand the thinking of the new Government in the education sectoe. In a sense, we were very fortunate to have shared our work with two different Governments during the short span of five months. This gives us some confidence and hope that our exercise would not be wasted. The Steering Committee met under the Charman of Minister Devi Prasad Ojha and guided us during the final stages of this planning exercise by clarifying the Government position on a number of debatable issues.

Mr. Arjun Bahadur Bista, the current Durector of the Basic and Primary Education Project, has always been encouraging and supportive. His colleagues and unit chiefs in the project have been very patient cooperative with us. The DANIDA supported this

exercise, not only with financial resources, but also with moral and logistic support-without which this work would not have been possible. We would, therefore like to thank Mr. Erik Winther-Schmidt, DANIDA Chief Adviser, for standing with us during all these difficult days. The Project Director, Mr. Bista in particular, has shown his deep interest, concern and commitment to this major exercise and the quality of its output which he didn't want to be compromised at any cost. His firm support has comforted us as much as his unfailing smiles to finish this work on time.

I would like to thank all of my distinguished colleagues, and associate team members for being with me to take up this challenging task as a collective responsibility Constant sharing of ideas and insights as well as unsparing mutual criticism went into the making of this document. Working with them has helped me in understanding the complex issues and appreciate more objectively the problems of the subsector better than ever before.

I would like, in the end to thank the management of Basic and Primary Education Project and its generous donors for giving our team this wonderful opportunity to contribute to the educational planning exercise of national significance.

May 12, 1997

Kamal P. Mall
Team Leader

THE BASIC AND PRIMARY EDUCATION MASTER PLAN

1.0 The Scope of work and Objectives of the plan

The primary task of the Team will be to update the Basic and primary Education Master Plan of 1991 reflecting the changes in status, perceptions, strategies, policies and programs of action so as to guide the activities in the sub-sector over the next five years.

The Team will draw on successful experience of PEP Phase I through extensive reviews, assessments, and reviews of evaluation studies and other available documents in order to incorporate them in the program development. More specifically, the tasks of the Team will be as follows (Detailed terms of Reference of the master Plan Update Team are provided in annex 1, which will provide the foundation of the update of the plan):

- 1.1. To analyze the present status of the basic and primary education sub – sector;
- 1.2. To review the existing government policies, strategies and initiatives on basic and primary education;
- 1.3. To document the major achievements made by BPEP since its implementation;
- 1.4. To review the Basic and Primary Education master plan in light of the implementation experience of BPEP phase I and other developments which have occurred since the preparation of master plan;
- 1.5. To develop comprehensive policies, strategies, and initiatives which will guide the basic and primary education sub-sector over the next five years;
- 1.6. To develop the overall goals and objectives for basic and primary education over the next five years;
- 1.7. To develop appropriate policies strategies, and activities for program expansion and quality improvement in basic and primary education;
- 1.8. To make projections with regard to student enrollment, teacher supply and demand, achievement levels, literacy rates, access to basic primary education of various section of the population;
- 1.9. To determine cost estimates and financial requirement for basic and primary education as a whole over the next five years;
- 1.10. To provide estimates of future requirements for external funding;
- 1.11. To explore innovation ideas and new opportunities for improving the access, quality and management efficiency in basic and primary education;
- 1.12. To set major guidelines and priorities for development and implementation of BPEP phase II.

2.0 Teams of reference for team leader

- 2.1 Assume overall responsibility for the development of an updated master plan;
- 2.2 Coordinate the efforts and activities of team members;
- 2.3 Develop a plan of operation for all activities of the master plan updating tasks;
- 2.4 Develop working procedures for the entire master plan updating operation;
- 2.5 Provide technical guidance and overall supervision for all team members and others involved;
- 2.6 Report the MOE/BPEP on the progress of the master plan updating task;
- 2.7 Participate in meeting of the master Plan Preparation Steering Committee ;
- 2.8 Monitor the work of team members and other assistants to ensure quality;
- 2.9 Define partnership roles between HNG and non-governmental organizations and between HMG and external agencies;
- 2.10 Suggest appropriate mechanism and strategies for effective donor coordination and define complementary roles in supporting the sector program;
- 2.11 Prepare an analytical description the present status of primary education in the context of national educational system;
- 2.12 Carry out the other activities as instructed by the Steering Committee.

3.0 Team member (Finance)

- 3.1 Examine the present structure of funding of basic and primary education;
- 3.2 Update cost estimates and financial requirements for each component of the basic and primary education sub-sector;
- 3.3 Make projections of financial needs for basic and primary education;
- 3.4 Provide an analysis of allocative efficiency of resources across sub-sectors and components;
- 3.5 Identify priority areas for making investments in the sub-sectors;
- 3.6 Examine unit costs, cycle costs and the internal efficiency of the system;
- 3.7 Provide estimates of future requirements for external funding;
- 3.8 Identify possible alternative funding strategies and potential areas of savings;

3.9 Suggest measures for improvement in budgeting procedures, financial rules and regulations, etc.

3.10 Carry out other activities as instructed by the Team Leader

4.0 Team Leader (Management)

4.1 Examine the current capacity of the MOE to effectively implement BPEP program of the present magnitude and complexity as proposed for BPEP II;

4.2 Assess the current structure of educational management, particularly the functions and performance of institutions at various levels;

4.3 Identify the different types of capacities needed at various levels of educational management to implement the programs and activities in basic and primary education;

4.4 Identify the training needs of staff personnel at various levels of educational management;

4.5 Develop detailed guidelines on ways of developing executive powers at various decentralized levels;

4.6 Identify the roles of various decentralized levels of education management in the planning and implementation of education reform activities;

4.7 Assess the current functions and effectiveness of the Resource Centers in matters of instructional supervision, community mobilization, teacher training;

4.8 Suggest measures for development and institutionalization of the resource Center as a medium of delivering high quality education;

4.9 Identify the resource institutions outside the education sector and specify how these institutions might support the process and effective launching of BPEP;

4.10 Determine the personnel requirements, including salary costs of regular postings, quality of staff, incentive system, and motivation;

4.11 Assess the existing personnel policies, rules and regulations and suggest for further improvement;

4.12 Develop process of involving DDCs, DECAs and VDCs in district and local level education development programs;

4.13 Carry out other activities as instructed by the Team Leader.

5.0 Team member (Nonformal Education)

- 5.1 Prepare a status report on nonformal education providing (a) an analysis of the present level of development of non-formal education, (b) an analysis of the major problems and issues, and (c) and examination of the government initiatives and strategies prettying to nonformal education;
- 5.2 Determine present and future needs for non-formal education programs” adult literacy, women’s education, and out-school children;
- 5.3 Develop cost-effective implementation strategies for all categories of nonformal education program;
- 5.4 Determine present and future needs and cost-effective implementation strategies for special education;
- 5.5 Develop appropriate mechanism and strategies for increased participatory and coordinated involvement of local communities. NGOs and INGOs for the promotion of nonformal education;
- 5.6 Develop strategies for program expansion so as to serve the under-served population, particularly girls, women and other disadvantaged groups;
- 5.7 Suggest appropriate measure and guidelines for curricular improvements, improved instructional materials, selection and training of NFE facilitators, and management of nonformal education program;
- 5.8 Identify strategies for effective implementation of village readliness program;
- 5.9 Carry out other activities as instructed by the Team Leader.

6.0 Team Member (Curriculum & Textbooks, Teacher Training)

- 6.1 Review existing national policies and programs for pre-service, in-service and recurrent teacher training in primary education;
- 6.2 Develop appropriate national strategies for pre-service, and recurrent teacher training;
- 6.3 Explore cost effective options for deferent training modalities;
- 6.4 Prepare implementation and financial plans for different types of teacher training;
- 6.5 Examine the measure launched during BPEP Phase I to bring about quality improvement in primary education and provide future directions to reinforce them;
- 6.6 Explore cost effective option for production and distribution of textbooks, supplementary readers, and other curriculum materials;
- 6.7 Assess the existing teacher handbooks and guidebooks and suggest for their further refinement and improvement;

- 6.8 Suggest measures for institutionalization of the process of development and revision of primary curriculum and textbooks;
- 6.9 Develop detailed guidelines for designing, testing, and producing essential teaching aids corresponding to primary school curriculum;
- 6.10 Develop measures for effective and efficient delivery of curriculum materials;
- 6.11 Develop a system of student assessment and suggest implementation strategies;
- 6.12 Develop detailed guidelines for monitoring and evaluation the impact of all quality improvement measures on student achievement;
- 6.13 Determine present and future needs and cost-effective implementation strategies for early childhood education;
- 6.14 Carry out other activities as instructed by the Team Leader.

7.0 Team Member (School Construction)

- 7.1 Conduct an evaluation analysis of construction activities launched by BPEP during Phase I;
- 7.2 Determine present and future needs for physical planning, construction, rehabilitation and maintenance of facilities and logistical support in relation to institutions at all levels;
- 7.3 Develop strategies for securing community participation in school construction;
- 7.4 Develop cost-effective strategies for construction activities;
- 7.5 Carry out other activities as instructed by the team leader.

8.0 Working Procedure

A tentative working procedure for the Master Plan team is presented below, which is subject to revision by the team members:

- 8.1 A steering committee will be formed to oversee and guide the master plan update activities comprising senior officials of the MOE and other concerned ministries and agencies. The members of the Master Plan Update Team will also serve as members on the steering committee.
- 8.2 An updated Basic and Primary Education Master Plan will be a collective responsibility of the inter team members. Each member will be equally involved in the preparation of the plan;
- 8.3 Each member, however, will be assigned specific area of work to which he or she will assume the overall responsibility;
- 8.4 Each member of the team shall be provided with adequate number of supporting consultants/writers/research assistants;

- 8.5 Each member shall prepare a work-plan in consultation with the Team Leader, specifying his or her work schedules, description of work, out puts;
- 8.6 Each member shall determine the number of assistants needed, including the terms of reference for each assistants;
- 8.7 Each member shall identify and select the assistants in consultation with the team leader and BPEP;
- 8.8 BPEP shall provide office-space and required secretarial support of the Master Plan Team;
- 8.9 A coordination meeting will be held at least once a week in which each member will report to the Team his or her major accomplishments and progress of work;
- 8.10 All financial and logistic matters are handled by BPEP.

9.0 Tentative Time Frame

- | | | |
|-----|--|----------|
| 9.1 | Review and analysis of existing status | 1 month |
| 9.2 | Development and/or refinement of policies, | 2 months |
| 9.3 | Preparation of the report | 1 Month |

EXECUTIVE SUMMARY

Goals of Basic and Primary Education Project Master Plan Phase II 1997-2002

- A. To enhance the relevance of Basic and Primary Education through
 - 1. Continuous updating of curriculum and textbooks based on classroom feedback and improving teaching/learning environment so that primary education produces, not only a literate and numerate population ready for further education, but also competent citizens who can in the real life situation deal with problems at home as well as at work concentrating their learning outcomes on issues such as nutrition, environment, population, sanitation and rural productivity.
 - 2. Policy consideration of primary education as the bedrock of development process.
- B. To improve the efficiency of Basic and Primary Education through
 - 1. Improving the system parameters by reducing dropout, failure and repetition rates, especially in Grades I and II and to increase cycle completion rate at least to the regional level of 35% through Early Child Care and Education Programmes.
 - 2. Legislation prohibiting the enrolment of underage children in Grade I and overage children in other grades.
 - 3. Liberal promotion policy in lower grades.
 - 4. Training and enhancing the professional status of educational managers, particularly Headmasters and Supervisors/Resource Persons.
- C. To improve the quality of Basic and Primary Education through
 - 1. Initial teacher training for untrained primary teachers, recurrent in-service and close-to-school training and professional support and training through Resource Centres and other cost-effective modalities.
 - 2. Improved and continuous student assessment.
 - 3. Enhancement of physical and learning environment.
 - 4. Physical rehabilitation of schools on cost-sharing basis. 1

- D. To improve the access to and participation in Basic and Primary Education through
1. Expanding Basic and Nonformal Education avenues and making these complementary to the formal stream.
 2. Implementing compulsory Primary Education in 40 districts on pilot scale.
 3. Improving the amount and number of scholarships to remote areas, girls, disadvantaged, and special focus groups.
 4. Increasing the ratio of female teachers from present ratio of 19%.
 5. Advocacy and incentives programme to promote access to and participation in primary education.
 6. Promote the literalization of the environment through Village/Community Reading Centres.
 7. Increase access to locally relevant post-literacy supplementary reading materials relating to community life in the Nepali language as well as in other languages.
 8. Recruiting local teachers who know and can communicate in the local languages.

THE MANAGEMENT OF EDUCATION

The Plan of Action

Major Recommendations

Central Level

In the *Immediate Term*:

1. Reorganization/Realignment of the existing Divisions of the MOE.
2. Create the following new Sections:
 - Foreign Aid and Projects Coordination Section
 - Private and Boarding Schools Coordination and Support
3. Establish Department of Primary Education.
4. Create National Nonformal Education Development Centre by amalgamating the four agencies operating independently.
5. Reorganize the Curriculum Development Centre with added functions such as curriculum monitoring and evaluation, student assessment, teacher support materials development, local curriculum development and bilingual education.
6. Strengthen NCED in terms of manpower and physical resources to enable it to undertake functions such as (a) in-service training of primary and secondary teachers, (b) training of educational personnel, (c) educational research and evaluation. Raise the status of the Director to that of Special Class level.
7. Upgrade PTTCs into Regional Centre for Educational Development.
8. Create Sichhyak Kitabkhana to maintain teachers' records and manage the distribution of teachers' pension, gratuity and other benefits.
9. Create a high-level National Education Policy Council (NEPC) to advise the MOE on policy matters and provide a platform for policy debates on national educational issues.
10. Create technical committees within the broad umbrella of the NEPC and disband the existing independent committees/councils.
11. Create Teacher Service Commission, a separate independent body, to handle all matters concerning appointment and service of teachers.
12. Establish a full-fledged Department of Secondary Education to take overall responsibility for lower-secondary and secondary education.

For the *Medium Term*:

1. Separate teacher training functions from management training and research functions of NCED. Create National Institute of Educational Management Development and Research as a specialized institution for training of educational managers.
2. Create Central Institute of Teacher Training to carry on in-service training of primary and secondary teachers.

In the *Immediate Term*,

1. Regional level of educational administration be phased out and its functions reintegrated back into the District Education Offices.
2. Convert REDs into the Office of the Regional Controller of Examinations (ORCE).

District Level

In the *Immediate Term*,

1. Classify districts into two categories on the basis of the population.
2. Appoint Gaz Class I level Officers as DEOs in A category districts. Make a provision of Class II level ADEO in these districts.
3. Distinct separation of responsibility for basic and primary education by creating a separate Basic and Primary Education Unit in each District Education Office.

In the *Medium Term*,

1. Create a separate unit dealing exclusively with lower secondary and secondary education.
2. Divide the district into sub-districts for purpose of educational administration with 80-100 schools forming a sub-district.
3. Convert the post of school supervisor into Assistant District Education Officers/Field Coordinators.
4. Devolve greater authority and responsibility to DE Offices relating to both primary and secondary school administration.
5. Strengthen DE Offices to enable them to carry out planning, programming and monitoring functions.

School Level

In the *Medium Term*,

1. Strengthen parental influence in school development and management by creating Parent Associations (PAs) in each school.
2. Reorganize the composition of SMCs, with greater representation of real stakeholders, i.e., parents, teachers and community members. STOP ALL POLITICAL APPOINTMENTS AND NOMINATIONS.
3. Empower school headmasters through higher qualifications (at least Intermediate level), higher status (Level II position of teaching service), greater incentive (at least 25% of the basic salary), and training (school management training of 36 days), and greater administrative, financial and supervisory authority.
4. Select HMs through competitive examinations. Include a requirement of at least five years as a teacher with satisfactory performance.

For the *Longer Term*,

1. Institute school-based management, guaranteeing greater autonomy, authority and responsibility to individual schools.

Planning and Monitoring

1. Create a separate service cadre of educational planning and research within Nepal Education Service.
2. Strengthen the Planning Division in terms of its professional capacity to formulate, monitor and evaluate educational plans and programs.

Teacher Personnel Management

1. Introduce teacher licensing system to assure high professional standards and ensure high quality teaching force.
2. Create an appropriate Teacher Licensing Agency at the district level to administer the testing and licensing of teachers.
3. Revise the existing teacher evaluation system by a more objective, formative and output-oriented teacher evaluation system.
4. Headmasters be designated as primary evaluators of teachers.

School Supervision

1. Localize supervision by making HMs responsible for both administrative and academic supervision.
2. Divide the tasks between a supervisor and a Resource Person, the former taking charge of administrative control and the latter taking charge of pedagogical supervision.
3. Use multiple sources of teacher support and supervision.

School Accountability

1. System-wide evaluation of schools against a set of educational indicators covering all aspects of school functioning from management to pedagogical practices.
2. Prepare School Performance Profiles for each school and make them public.

Management of Private and Boarding Schools

1. Create Private and Boarding Schools Coordination and Support Section in the MOE.
2. Create a technical committee within the National Education Policy Council.
3. A regulatory framework to regulate privately managed schools, particularly their fee structure, contents of curricula, teacher qualifications and training, job security of teachers and minimum physical facilities.
4. Grading of schools based on their staff quality, fee level, availability of physical facilities, academic performance, provision of educational materials, academic programs, etc.
5. Provision of educational information and referral services from the DE Offices to assist parents in school selection.
6. At least 5% of the total student places to be reserved for girls and children from disadvantaged communities.

Management and Coordination of Educational Projects

1. A single Projects Coordination Board to coordinate the various activities and programs under different projects.
2. Creation of a Foreign Aid and Projects Coordination Section in the MOE.
3. Staffing practices based on transparent criteria, preferably through job rotation.

Management of BPEP

Immediate Term

1. A Project Technical Committee to oversee regularization of BPE components and their implementation. Key agencies of the MOE which will take responsibility for implementing basic and primary education programs will be represented on the PEC.
2. Conversion of present PIU into BPE Development Unit which will concentrate on functions such as coordination of donor inputs and assistance in primary education, financial administration, school construction and rehabilitation programs, development and pilot-testing of innovative educational programs.
3. BPE/DU to be organized with the following sections: (a) Planning and Programming, (b) Financial Management & Procurement, (c) Project Monitoring and Evaluation. (d) Educational Research, Innovation and Development, and (e) School Construction and Rehabilitation.
4. Phased integration of BPEP components into the regular structure as per MOE's Action Plan.
5. Enhance the capacity of the institutions at the district and sub-district levels to take on BPE-related responsibilities, such as planning, management and administration, financial management, curriculum modification, training, management of nonformal education programs, civil works supervision etc.
6. Create a National Resource Team drawing experts and resource persons from national resource institutions.
7. Establish institutional linkage with other national resource institutions.

THE MANAGEMENT OF EDUCATION

Goals

- To improve planning, policy making, coordination, research and evaluation capacity within the Ministry of Education to enable it to effectively plan, manage and monitor the basic and primary education system of the country ;
- To develop authority and responsibility down to operational level ;
- Promote effective participation of real stakeholders in educational decision-making; and
- Create an accountable for performance.

To achieve these goals, the programmes and activities suggested are as follows:

- Reorganization of the MOE.
- Upgrading the Planning Division of the MOE.
- Creation of a full-fledged Department of Primary Education.
- Creation of specialized institutions.
- Creation of a permanent body for national policy-making.
- Removal of unnecessary administrative layers between the central ministry and the districts.
- Creation of a sub-district education authority.
- Delinking administrative supervision from pedagogical support and supervision.
- Reorganization of District Education Offices.
- Empowerment of school headmasters.
- Reorganization of SMCs.
- Creation of PTAs.
- Improving teaching profession by introducing teacher licensing system.
- Introduction of school accountability system.
- Necessary amendment in existing Education Regulations.
- Training of educational personnel in various areas

**Management of Basic and Primary Education
Plan of Action**

| S.N. | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|-----------|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. | <i>Education Policy</i> | | | | | |
| | a) Creation of National Education Policy Council with relevant committees | | | | | |
| | b) Create a Secretariat of the National Education Policy Council in the MO F | | | | | |
| 2. | <i>Structural Reorganization</i> | | | | | |
| | a) Reorganization of the divisions and sections within the M(>F | | | | | |
| | b) Creation of the Basic and Primary Education Department | | | | | |
| | c) Restructure Curriculum Development Centre | | | | | |
| | d) Restructure NCED so as to separate teacher training and management training functions by creating : | | | | | |
| | - National Institute of Educational Management Development and Research and Central Institute of Teacher Training | | | | | |
| | e) Create National Teacher Service Commission entrusted with the responsibility of carrying out all the permanent appointment and promotion of the teaching posts | | | | | |
| | f) Develop detailed job-descriptions of all Departments, Divisions, Sections, and Centres within the MOE | | | | | |
| | f) Create additional staff positions | | | | | |
| | g) Equip the Departments, Divisions, Centres, and Sections with adequate physical facilities and equipment. | | | | | |
| 3. | <i>Legislation</i> | | | | | |
| | a) Define the legal sta(us, functions and authorities of the Resource Centre in the Education Regulations | | | | | |
| | b) Amend the Education Regulations to provide for a legally constituted RCMC with adequate administrative and financial power | | | | | |
| | c) Revisit the composition and functions of SMC | | | | | |
| | d) Ensure greater representation of parents in SMC | | | | | |
| | e) Provide appropriate administrative and financial power to the SMC | | | | | |
| | f) Classify the 75 districts into two categories on the basis of the number of schools per districts | | | | | |
| | Create a permanent cadre of primary school headmasters | | | | | |
| | | | | | | |

| S.N. | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|-----------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | h) Amend the existing regulations and procedure of teacher recruitment and promotion | | | | | |
| 4. | <i>Regional Level</i> | | | | | |
| | a) Amend the Education Regulations to disband the existing Regional Education Directorate | | | | | |
| | b) Create Office of the Regional Controller of Examinations in each region | | | | | |
| 5. | <i>District Level Educational Management</i> | | | | | |
| | a) Appoint Class I Level (technical) official in the post of District Education Officer in Category A districts, with Class II Level (technical) official as Assistant DEO | | | | | |
| | b) Create sub-districts in each district at the ratio of 1:100 (one sub-district consisting of 100 schools) | | | | | |
| | c) Convert the positions of school supervision into Field Coordinators/ADEOs, one FC looking after 5 RCs and 100 schools | | | | | |
| | d) Redefine the roles and functions of sub-district education authority | | | | | |
| | e) Reorganize the organizational structure of the District Education Office with added units and staff positions | | | | | |
| | f) Create a Basic and Primary Education Unit in the District Education Office | | | | | |
| | g) Delegate appropriate administrative and financial powers to the DEOs with regard to primary and secondary school administration | | | | | |
| | h) Create a Planning, Statistics and Evaluation unit in the District Education office | | | | | |
| | i) Provision of DEO building in 44 districts | | | | | |
| 6. | <i>School Level Management</i> | | | | | |
| | a) Make legal provision for the establishment of democratically constituted Parent Teacher Association (PTA) in each school | | | | | |
| | b) Define the roles and responsibilities of PTA | | | | | |
| | c) Amend the Education Regulations to accommodate the following: | | | | | |
| | - Headmaster selection procedure | | | | | |
| | - Allowances for the headmaster | | | | | |
| | - Administrative and financial powers of the headmaster | | | | | |
| | - Qualification and training of the headmaster | | | | | |
| | - Creation of a cadre of primary school headmaster | | | | | |
| | - Headmastership as a Level II position of the primary teaching service | | | | | |
| | d) Form SMCs according to the amendments made in the Education Regulations | | | | | |
| | e) Orient members on their new roles and responsibilities | | | | | |

| S.N. | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|------|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| 7. | <i>Assessment and Accountability</i> | | | | | |
| | a) Form a National Steering Committee on Educational Assessment to formulate assessment policies and supervise assessment activities | | | | | |
| | b) Create a team of experts to carry out assessment functions | | | | | |
| | c) Conduct national assessments to determine the quality of primary education. assess and mom or the learning and establish the level of performance of groups of schools | | | | | |
| | - Grade V | | | | | |
| | - Grade IV | | | | | |
| | - Grade 11 | | | | | |
| | - Grade I | | | | | |
| | d) Develop school evaluation system to monitor and evaluate the system-wide performance of each individual primary school | | | | | |
| | e) Establish procedure and performance indicators for carrying out school evaluations | | | | | |
| | f) Develop tools for school s~ stem evaluation | | | | | |
| | g) Train DEOs, ADLOs/FCs, RPs and other relevant personnel in conducting school evaluation | | | | | |
| | h) Institute national prizes/awards to reward outstanding primary schools | | | | | |
| 8. | <i>EMIS</i> | | | | | |
| | a) Create a steering committee chaired by the Chief of the Planning Division and BPEP, SEDP, VEDP and NCED representatives as members - a team to oversee EMIS development and provide guidance | | | | | |
| | b) Recruit domestic and international experts to assess the existing EMIS situation, determine EMIS needs and develop a set of basic indicators (process, input and output) that are directly with educational objectives. | | | | | |
| | c) Develop and implement a functional EMIS system. | | | | | |
| 9. | <i>Project Management</i> | | | | | |
| | a) Preparation of a phased transition plan for merger of BPEP components into the regular structure which would specify the role of each institution which is to take on BPE-related responsibility upon merger, steps for merger, time-bound implementation benchmarks, capacity building of the regular institutions and management structure and operating procedure of BPEP | | | | | |
| | b) Conversion of the present PIU into BPE/DU limiting its role to financial administration, coordination of donor inputs and assistance, project monitoring and evaluation, development and pilot-testing of various innovative educational programs | | | | | |

| S.N. | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | c) Creation of Project Technical Committee consisting of the Secretary of Education as chairman and heads of executing institutions as members to ensure effective coordination. | | | | | |
| | d) Create national network of resource institutions such as FOE, NASC, CERID, HSEC to provide technical support to BPE/DU | | | | | |
| | e) Create a national resource team drawing experts in key areas of primary education | | | | | |
| | f) Initiate a capacity building program to enable the regular institutions of the MOE to take on BPE related responsibilities | | | | | |
| | g) Prepare a Decentralization Plan to initiate the process of planning and implementation of BPE programs and activities at the district and sub-district levels | | | | | |
| | h) Conduct extensive training in decentralized planning for district-level educational personnel and representatives of local bodies such as DDCs, Municipalities, and VDCs | | | | | |
| | i) Implement the decentralized planning scheme in a phased manner aiming to cover all the 75 districts by the end of Phase II, possibly 20 districts at one time | | | | | |
| | j) The schedule for integration of the present BPEP components is as follows: | | | | | |
| | - Primary Curriculum and Textbook Development Unit | | | | | |
| | - Non-formal Education Unit | | | | | |
| | - Special Education Unit | | | | | |
| | - Women's Education Unit | | | | | |
| | - Primary Teacher Training Unit | | | | | |
| | - Resource Centre Development Unit | | | | | |
| | - EMIS component of ME Unit | | | | | |
| | - Physical Planning and School Mapping Unit | | | | | |

Financial Resources

| | | |
|----|--|----------|
| 1. | National Education Policy Secretariate | |
| | - Office Equipments, Furniture, Study groups/policy reviews and Documentation | 2.5m. |
| 2 | National Teacher Service Commission | 14.0m. |
| | - Building | |
| | - Additional Space | |
| | - Recurrent cost | |
| 3 | Sichhyak Kitabkhana | I 1.0m. |
| | - Building | |
| | - Equipments (photocopy, computers) and Furniture | |
| 4. | DEO Building Construction | 170.m. |
| 5. | Provision of Jeeps for 25 District Education Offices Rs. 500.000 per Jeep | 12.5m. |
| 6. | Additional Staff | 255.36m. |
| 7. | National Assessments | 16.0m. |
| | - Assessment of Grade III children is underway. | |
| | - Assessment of Grade V, IV, II and I children | |
| 8. | EMIS/PMIS | 20.0m. |
| | - System Design | |
| | - Development and production of new tools | |
| 9. | Decentralized Planning | 12.5m. |
| | - Preparation of a decentralization plan (including 3 man/months of technical support of an international consultant and 6 man/months of services of national consultants) | |
| | - Training in decentralized planning and programming of basic and primary education and planning workshop | |

FINANCIAL RESOURCES FOR BPE

The Plan of Action

1. Goals

- Develop an effective and efficient financial management system for the mobilization as well utilization of internal and external resources.
- Facilitate the integration of donor funded projects into the MOE programme.
- Emphasize issues of quality improvements and equitable accessibility in the budget allocations.
- Promote competition, achievement and financial sustainability.

2. Programmes

- Preparation of medium term and annual financial plans.
- Institution of decentralized financial management system by adoption of lumpsum grants modality to fund schools on an experimental basis and by enhancing the role of SMC in the management of school finances.
- Establishment of School Improvement Fund to foster quality, competition, and financial sustainability in selected schools.
- Award/prize programmes for cluster schools & RC to foster quality.
- Cost effective systems for production and distribution of textbooks.
- Compulsory Primary Education and Early Childhood Education and Care (ECEC) programmes to improve internal efficiency.
- Implementation of BPEP in the remaining 35 districts.

3. Targets : Qualitative

- Cost saving through efficient and effective utilization of available resources.

- Improved donor coordination and focused external resource mobilization.
- Greater mobilization of internal resources, particularly through the participation of local authorities and local communities.
- Institutionalization of donor assisted project initiatives.
- Reliable and timely financial information system for decision making purposes.

Targets : Quantitative by 2002 (see Table 1)

i)

| | Total | Gross | Net |
|-------------------------------|-------------------------|-------------------|-----------------|
| a) Enrolment Ratio (%) | Total Boys Girls | 113 125 100 | 90 100 80 |
| b) Literacy Rate %(6 years +) | Total Male Female | 67 80 55 | |
| c) Teacher/student Ratio | 39 | | |
| d) School/student Ratio | 152 | | |

- ii) Establishment of "School Improvement Fund" in 2000 public primary schools by 2002 to promote financial sustainability.
- iii) Establishment of ECEC in 10,000 schools.
- iv) Increase in the internal efficiency of primary education system to 53% by 2002.
- v) Establishment of 680 additional resource centres by 2002 (in 35 new districts)
- vi) Award/prize to one RC in every 5 RCs.
- vii) Award/prize to one school in each cluster.
- viii) Thirty percent female teachers by 2002.
- ix) Development of comprehensive Accounting manual.
- x) One National Level sample survey study every two years.

5. Activities

| Activities | Time Frame | | | | |
|---|-------------|-------------|---------------|---------------|----------------|
| | 1997/ 98 | 1998/ 99 | 1999/ 2000 | 2000/ 2001 | 2001/' 2002 |
| 1. Preparation of medium term financial plan | | | | | |
| 2. Preparation of Annual Financial Plans | | | | | |
| 3. Implementation of Lumpsum grants system | | | | | |
| 4. Implementation of school improvement fund | | | | | |
| 5. Implementation of award/prize programme for RC/cluster schools | | | | | |
| 6. Implementation of service charge programme for textbooks | | | | | |
| 7. Development of Privatization policies | | | | | |
| 8. Recruitment of Female teachers | | | | | |
| 9. Legal provisions to empower SMC/parents | | | | | |
| 10. Conducting sample surveys | | | | | |
| 11. Consolidation of public primary schools | | | | | |
| 12. Development of accounting manual | | | | | |

6. Priorities

- Components directly related to accessibility and quality improvements will receive priority in allocation of resources.
- Improvement of physical facilities will be allocated about 30% of development components of the BPE budget.
- More resources will be allocated to :
 - Teacher Training
 - Non Formal Education
 - Special Education
 - Recruitment of Female Teachers
 - Early Childhood Education and Care
 - Compulsory Primary Education
 - Scholarships for girls and "Dalits"
- Effective utilization will be made of resources allocated to RC development and for scholarships.

Strategies

- i) The government will make increased allocation to education sector. This sector will receive 15% of total government expenditure 55% of education budget will be allocated to BPE, 40 % of BPE budget will be allocated to development components (accessibility and quality raising activities).
- ii) The decentralized financial management system will be implemented on an experimental basis.

- iii) Legal provisions will be made to empower the local authorities to allocate 10% of their budgets for BPE.
- iv) NGOs will be encouraged to support ECEC, NFE. Special Education, etc.
- v) SMCs will be empowered as key stakeholders for operation and management of public primary schools.
- vi) The government will provide a maximum of Rs.60,000 for "School Improvement Fund" in 2000 schools.
- vii) Community resource mobilization will be ensured through 40:60 community/government participation in classroom construction/ rehabilitation, "School Improvement Fund", etc.
- viii) Separate policy packages will be developed to promote and regulate private schools. RCs will provide professional support to private schools. The private sector will be encouraged to provide pre-service and in-service teacher training.
- ix) New schools in rural areas will be established on the basis of physical mapping only. Schools in urban areas will be consolidated through merger/ closure/ privatization, etc. Public confidence and credibility will be revived in public primary schools through media-based advocacy programmes.
- x) The current reimbursement system for textbooks will be discarded. A service charge of Rs. 2 per textbook will be levied to reduce wastage and encourage better usage. The RCs will collect such service charge for meeting transportation costs of providing books to cluster schools. The balance shall be deposited in cluster development fund to provide grants for innovative activities. Private sector will be encouraged to publish and distribute textbooks. "Dalit" students in Grades IV-V will receive free textbooks in addition to those eligible under current policy to receive free textbooks.
- xi) Accessibility will be increased by
 - Scholarships to 2% boys, 7% girls and 30% "Dalit" students. (Rs 40 per month, Rs.400 per year).
 - Extending coverage of school feeding programme to areas having concentration of "hard Care Groups".
 - Recruitment of women teachers to increase their proportion to 30%, priority to local women for teaching jobs; provision of RC-based in-service training to women teachers to ensure tenure and retention.
 - Classroom construction/rehabilitation to improve physical facilities.
 - Implementation of compulsory Primary Education in a phased manner.
 - Flexible school hours to suit local needs and conditions.

- xii) Internal efficiency of the primary education system will be improved by :
- Establishment of ECEC classes in collaboration with local authorities in 10,000 schools.
 - Liberal promotion policy in Grades I-II.
 - Improvements in quality of instruction, school opening days, time-on-task and performance of teachers, effective supervision, and increased parental awareness, etc.
 - Establishment of NFE primary schools.
- xiii) Budgetary system will be reformed and financial rules/regulations/procedures will be simplified and amended to empower projects to get the jobs done effectively. MIS will be strengthened.
- xiv) Increased donor support will be mobilized for BPE subsector. Donor coordination will be ensured by strengthening the Planning Division of MOE. Key donors for specific components of BPE will be identified. Aid approval procedures will be simplified.
- xv) Available resources will be effectively utilized by implementing appropriate cost saving measures.
- xvi) National sample surveys will be conducted at regular intervals. Research and Development activities related to BPE will be promoted. Educational data collection and dissemination will be streamlined.

8. Resources :

- i) Human Resources : Training of 10 financial personnel in financial management and EMIS/computer data base, etc.

ii) Financial Resources

| | Rs. Million | Rs. Million | % |
|-------------------------------------|-------------|---------------|------------|
| A. Grants to Schools | | | 47.3 |
| • Operation Grants | 14,133 | 14,253 | |
| • School Improvement Fund | 120 | | |
| B. Development Components | | 15,865 | 38.5 |
| i) Equitable Accessibility | | 6,558 | |
| • Free Textbooks | 898 | | |
| • Scholarships | 580 | | |
| • School feeding | 1,561 | | |
| • Recruitment of Female | 975 | | |
| • Women Education | 61 | | |
| • Compulsory Primary Education | 50 | | |
| • NFE | 1,549 | | |
| • Special Education | 884 | | |
| ii) Physical Facilities Development | | 3,441 | 11.5 |
| iii) Quality Improvements | | 1,594 | 5.2 |
| • Teacher Training (in-service) | 207 | | |
| • Textbook/curriculum/Assessment | 131 | | |
| • ECEC | 159 | | |
| • RC Development | 820 | | |
| • Training of Education | 277 | | |
| C. Management Strengthening | | 4,272 | 14.2 |
| • Project Management | 343 | | |
| • Operation Expenses | 3,929 | | |
| Total Rs. | | 30,118 | 100 |

Note: See Annex for details of Financial Projections.

iii) Sources of Financing for BPE

| Source | Type | Rs. million | US\$ million | % |
|--------------|-------|---------------|--------------|------------|
| HMG | | 18,045 | | 59.9 |
| IDA | Loan | 3,818 | 67 | 12.7 |
| DANIDA | Grant | 5,096 | 89 | 16.9 |
| ADB | Loan | 186 | 3 | 1.0 |
| JICA | Grant | 663 | 12 | 0.6 |
| UNICEF | Grant | 34 | 5 | 2.2 |
| WFP | Grant | 1,561 | 27 | 5.2 |
| EU | Grant | 312 | | 1.0 |
| NORAD | Grant | - | - | - |
| FINNIDA | Grant | 128 | 2 | 0.4 |
| OTHERS | Grant | | | - |
| Total | | 30,118 | 211 | 100 |

It is estimated that about 40% of BPE budget or US\$ 211 will be financed from foreign assistance.

Table 1
Summary of Projection Assumptions
(1997/98-2001/2002)

| Description | Rates |
|---|---------|
| A. Physical Targets (2002) | |
| 1. GER % | 113 |
| Male | 125 |
| Female | 100 |
| 2. NER % | 90 |
| Male | 100 |
| Female | 80 |
| 3. Private Education Share (% of total enrolment) | 12 |
| 4. Teacher/student ratio | 39 |
| 5. School/student Ratio | 152 |
| 6. School/RC ratio | 14 |
| 7. Literacy targets (6 years +) % | 67 |
| Male | 80 |
| Female | 55 |
| 8. Internal efficiency of the system % | 53 |
| B. Economic Projections | |
| 9. Economic growth rates % | |
| GDP | 6 |
| Revenue | 6 |
| Foreign Aid | 10 |
| 10. Borrowing as % of GDP | 1.5 |
| C. BPE budget Availability | |
| 11. Education as % of govt. total budget | 15 |
| 12. BPE as % of education budget | 55 |
| D. Unit Costs Rs. | |
| 13. Textbook set per student | |
| Grade I | 44.2 |
| Grade II | 61.0 |
| Grade III | 65.5 |
| Grade IV | 106.9 |
| Grade V | 120.3 |
| 14. RC construction cost (Rs) | 317,000 |
| 15. New classroom construction (Rs) | 120,000 |

CURRICULUM DEVELOPMENT AND DISSEMINATION

The Plan of Action

Recommendations

1. Adopt the principle that curriculum development is a continuous process and continue the process of evaluation and revision of the recently developed curriculum.
2. Participatory approach to curriculum development should be adopted involving educational experts of relevant agencies as well as other knowledgeable people at the grassroots level.
3. The MOE should implement a human resource development programme to equip the PCTDU/CDC with adequately trained personnel in primary curriculum development.
4. A Research and Development Unit should be developed in PCTDU/CDU to conduct research on all areas that provide empirical data for curriculum development.
5. For effective transaction of curriculum intent, study of current curriculum should be included as a part of courses of pre-service and in-service training.
6. Establish a system of curriculum evaluation programme as an integral part curriculum development activities.

Goals

1. To institutionalize curriculum development as a continuous process to achieve the objective of using effective and relevant curriculum in the primary education system.
2. To adopt the principle of wider participation of the users of the curriculum in the identification of the contents of the curriculum.
3. To implement the curriculum dissemination programme in order to help classroom teachers understand the intent and content of the curriculum adequately.
4. To develop a curriculum structure which adequately specifies the expected learning at the completion of primary education.

Programme

1. Evaluate the curriculum in terms of its content-relevance, process-relevance and structural-relevance.

2. Review the current curriculum on the basis of its use in the classroom mainly to improve the scope and sequence of the contents.
3. Provide programme to adequately prepare teachers to use the teachers- guides to effectively use the curriculum

Targets : Qualitative

1. Improve the effectiveness and relevance of curriculum.
2. Improve teachers' competency to use the curriculum.
3. Improve conduct studies more appropriate placement of contents and elaborate the scope of the contents.
4. Integrate curriculum transaction as one of the major areas of recurrent training at RC's.
5. Develop national norm of the achievement level at the end of Grade V.

Targets : Quantitative

1. Make the curriculum available to all schools and maintain a good stock at DEO and RC's.
2. Make the Teacher Guides abundantly available for the schools, DEO's and RC's.
3. Provide training/exposure on the new curriculum to all the teachers directly by the RP's (90,000 teachers).

Priorities

1. Conduct intensive study to revisit the new curriculum.
2. Conduct curriculum dissemination programme to reach all the primary school teachers.
3. Revise the curriculum on the basis of the findings of the study.
4. Develop materials to elaborate the curriculum for the use of teachers.

Strategies

1. Study of the relevance and content placement of curriculum in relation to the learning outcome starting from Grade I in 1998 and Grade V during the fifth year,
2. Involve the maximum number of classroom teachers and some parents in the process of the study and evaluation of the new curriculum.
3. Involve RP's, PTTC staff and DEO staff in the evaluation of curriculum.
4. Adopt intensive workshop mode for the evaluation and revision of the curriculum.
5. Synchronize the curriculum revision activity with the revision of textbooks.

Resources: Human Resource

1. Train the technical experts of PCTDU by providing scholarship for Master degree level study in foreign country.
2. In-country training on curriculum development for personnel working at the central, district and cluster level

Resource : Financial (see Plan of Action)

Monitoring and Evaluation Indicators

1. Deputation of PCTDU staff and FOF/TU staff for foreign training.
2. Establishment of Research and Development sub-unit in the PCTDU.
3. Evaluation of curriculum starting from Grade I in the first year.
4. Initiation of study to determine national norm of the academic performance of student at the end of Grade V.
5. Conduct study on the level of curriculum transaction at the classroom level.

PLAN OF ACTION WITH ESTIMATED BUDGET

| S.N. | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th | Budget |
|-----------|---|-----------------|-----------------|-----------------|-----------------|-----------------|-------------|
| 1. | Policy | | | | | | |
| 1. | Institutionalization of BPEP curriculum development process | | | | | | |
| 2. | Preparation of optional subject curricula to address local/regional needs | | | | | | 8,00,000 |
| 3. | Curriculum Revision | | | | | | 8,00,000 |
| (i) | Revision of new curriculum GI | | | | | | |
| (ii) | Revision of new curriculum GII | | | | | | |
| (iii) | Revision of new curriculum GIII | | | | | | |
| (iv) | Revision of new curriculum GIV | | | | | | |
| (v) | Revision of new curriculum GV | | | | | | |
| 2. | Human Resource Development | | | | | | 45,00,000 |
| (i) | Out-of-Country staff training to produce experts in primary curriculum, research methodology and evaluation | | | | | | |
| (ii) | In-country staff training in primary curriculum, research methodology and evaluation | | | | | | 5,00,000 |
| 3. | Research and Development | | | | | | 30,00,000 |
| (i) | Conduct research studies | | | | | | |
| (ii) | Equipment | | | | | | 15,00,000 |
| (iii) | Programme development | | | | | | 2,50,000 |
| (a) | National curriculum evaluation | | | | | | |
| (b) | School evaluation | | | | | | 5,00,000 |
| 4. | Curriculum Dissemination | | | | | | 400,00,000 |
| (i) | Curriculum Dissemination Grade I | | | | | | |
| (ii) | Curriculum Dissemination Grade II | | | | | | |
| (iii) | Curriculum Dissemination Grade III | | | | | | |
| (iv) | Curriculum Dissemination Grade IV | | | | | | |
| (v) | Curriculum Dissemination Grade V | | | | | | 9,50,000 |
| 5. | Miscellaneous | | | | | | 5,01,00,000 |

TEXTBOOK AND OTHER MATERIALS

The Plan of Action Recommendations

Recommendation

1. The process of textbook review and revision based on school level testing and feedback should be institutionalized.
2. The BPEP-produced textbooks and teachers guides should be revised on the basis of the studies on textbook use and the reaction of the users.
3. An effective programme should be implemented for teachers in RC's to help teachers use textbooks effectively.
4. The current reimbursement system of free textbook distribution should be reviewed. A "textbook loan system" should be considered. Textbook "Reuse" should be implemented on a pilot basis in the upper grades of primary schools.
5. The printing and distribution of free textbooks should be carried out on competitive basis by involving private agencies.
6. A programme should be implemented to produce better quality textbooks by using better paper and better binding. JEMC should be supported for this purpose.
7. A large variety of supplementary reading materials should be produced and distributed to the schools.

Goals

1. To make appropriate textbook and other instructional materials available for the primary education system.

Programme

1. Revision and refinement of primary textbooks.
2. Revision and refinement of teachers' guides.
3. Development of teaching-learning materials.
4. Distribution of textbooks and other materials.

Target : Qualitative

1. Institutionalization of an effective mechanism for the production of textbook and other materials.
2. Establishment of a publishing unit in CDC.
3. Development of physically durable and attractive-textbooks.
4. Development of a data-based in-built system of revision and refinement of textbooks and other materials.
5. Enhancement of institutional capacity in the design and development of textbooks and other materials.
6. Maintain balance between the state and private sector for printing.
7. Maintain balance between the central and local production of teaching learning materials.
8. Development of an efficient distribution system.

Targets : Quantitative

1. Revision and production of improved textbooks on a phased basis.
2. Revision and production of improved teachers' guides
3. Production of supplementary materials and teaching aids.

Priorities

1. Enhancement of technical expertise in the design and development of quality textbooks.
2. Adoption of a sound data and research base for the revision of textbook and other materials.
3. Adoption of cost-saving measures through implementing a system of textbook loan and reuse.
4. Development of supplementary reading materials at central as well as regional level.
5. Utilization of recurrent training and teacher meetings in developing teaching learning materials.
6. Strengthening of teacher training and other support system for ensuring effective use of textbook and other materials in the classroom.

Strategies

1. PCTDU including publishing facilities will be brought under the direct control of CDC.
2. A separate publishing unit (PU) will be set up in CDC.
3. A Research and Evaluation Unit (REU) will be set up in the CDC.
4. PCTDU staff will be trained in different areas like textbook writing, editing, designing, printing including research and evaluation on textbook materials.
5. Team, efforts in curriculum development and publishing will be promoted in the design, development and revision of textbook and other materials.

6. Technical efficiency of PCTDU will be improved to prepare better CRC of textbooks before sending them for production by the printers.
7. The efficiency of the textbook distribution system will be improved through adopting alternative transport mechanism and a network of retailers across the nation.
8. Measures will also be taken to establish/textbook printing facilities at the regional level.

Management

1. The National Curriculum and Textbook Council will coordinate all development and implementation activities relating to textbook and other materials.
2. The PCTDU/CDC will oversee and coordinate the activities of primary curriculum and textbook materials publishing.
3. PCTDU and PU will jointly coordinate field testing and revision of textbook and other materials.

Infrastructure

1. Improvement of PU facilities in CDC.
2. Establishment of printing facilities at regional level.
3. Strengthening of the printing facilities in JEMC.

Resources

Human Resources

1. Training of a total of 8 experts for the publishing unit which includes instructional design specialists, illustrators and copy editors.
2. Training of two evaluation experts on the use and impact of textbook and other materials.

Financial Requirement (see Plan of Action)

Monitoring and Evaluation

Indicators

1. Establishment of an equipped publishing unit in CDC.
2. Providing staff and training.
3. Preparation of revised draft manuscript.
4. Field trial and refinement.
5. Preparation of CRC of revised textbooks.
6. Dissemination training for teachers on the use of revised text books.
7. Distribution of textbooks.
8. Conduct for research studies to generate empirical data.
9. Assessment of the use and impact of textbooks.

PLAN OF ACTION WITH ESTIMATED BUDGET

| S.N. | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th | Budget |
|-----------|---|-----------------|-----------------|-----------------|-----------------|-----------------|-------------|
| 1. | Revision of Materials | | | | | | |
| a. | Textbook | | | | | | |
| (i) | Textbook revision Grade I | | | | | | |
| (ii) | Textbook revision Grade II | | | | | | |
| (iii) | Textbook revision Grade III | | | | | | |
| (iv) | Textbook revision Grade IV | | | | | | |
| (v) | Textbook revision Grade V | | | | | | |
| b. | Teacher's Guide | | | | | | |
| (i) | Teacher's Guide Revision I | | | | | | |
| (ii) | Teacher's Guide Revision II | | | | | | |
| (iii) | Teacher's Guide Revision III | | | | | | |
| (iv) | Teacher's Guide Revision IV | | | | | | |
| (v) | Teacher's Guide Revision V | | | | | | |
| 2. | Preparation of Supplementary Reading Materials | | | | | | |
| 3. | Preparation of Other Instructional Materials (AV aids, Chart, Maps, Blocks, Atlas etc) | | | | | | 50,000,000 |
| 4. | Free Textbook Distribution | | | | | | 10,000,000 |
| 5. | Research and Human Resource Development | | | | | | 895,000,000 |
| (i) | Research Studies | | | | | | |
| (ii) | Out-of-country staff training to produce experts in textbook writing, editing, designing and the evaluation | | | | | | 30,00,000 |
| (iii) | Short term training and workshops on materials development | | | | | | 50,00,000 |
| (iv) | Desk top publishing equipment and materials | | | | | | 20,00,000 |
| 6. | Miscellaneous | | | | | | 50,00,000 |
| | Total | | | | | | 10,00,000 |

EXAMINATION REFORM THROUGH IMPROVED EVALUATION SYSTEM

The Plan of Action

Recommendations

1. Establish Evaluation Unit (Examination Unit) in PCTDU/CDC to plan and implement examination reform programmes for primary education level.
2. Implement a human resource development programme to equip the "Evaluation Unit" with adequately trained personnel.
3. Get "student evaluation" as one of the subjects of the first package of the 2.5 month training programme.
4. Commission research to fix national achievement norm for all primary school grades.
5. Execute an automatic promotion system in Grade I for appropriate age students on the basis of some fixed criteria.
6. Improve the District-level external examination system by providing training to an expert in District Education Office and making improved set of question papers available.

Goal

1. To use examination system as a tool for improvement of quality of instruction.
2. To institute evaluation system as a measure to assist students to improve their academic performance.
3. To adopt a continuous evaluation system in primary schools.
4. To negate the role of examination in creating repeaters and dropouts in primary schools.

Programme

1. Improve the quarterly examination with the goal of adopting continuous evaluation system.
2. Improve the district-level primary school examination system by training the district level personnel.
3. Train teachers on student evaluation.
4. Implement the policy of automatic promotion from Grade I to Grade II. Conduct study to identify national achievement norm of Grade V completers.

Target : Qualitative

1. Improve the examination tools used in primary schools.
2. Improve the testing procedure and tools of Grade V external examination conducted by District Education Office.
3. Institute the system of recording the performance of student in unit tests as a precursor of continuous evaluation system.

Target : Quantitative

1. Organization of training for the personnel working in the Evaluation unit of PCTDU/CDC.
2. Development and publication of evaluation manual for schools (.1 million).
3. Organize training on evaluation to personnel of 75 districts (75 persons).
4. Development of training manual to train RP's.
5. Training RP's on student evaluation (1300 RP's).
6. Prepare five sets of question papers for Grade V examination and distribute to 75 districts.

Priorities

1. Improvement of tools of evaluation in primary grades.
2. Keeping the records of Unit Tests and improve quarterly examination system.
3. Improve the external Grade V examination.
4. Adopt "no-failure" system in Grade I.
5. Promote continuous student evaluation system.

Strategies

1. Establish Evaluation Unit in the PTCDDU /CDC.
2. Include student evaluation in the first package of the ten-month training curriculum.
3. Train one person in District Education Office on student evaluation.
4. Train headmasters on student evaluation.
5. Make handbook on student assessment available to all schools after the teachers training on student evaluation.
6. Make sets of improved question papers on Grade V examination available to all the DEO's.
7. Reward schools which keep the records of unit tests, quarterly tests and annual examinations.

Resources : Human

1. Appointment of two evaluation experts in the Evaluation Unit of PCTDU/CDC. 2. Identification of one person (Gaz III level) in all District Education Offices.

Financial Resources (see Plan of Action)**Monitoring and Evaluation**Indicator

- 1 Improvement of exercises for unit tests to help continuous evaluation.
2. Inclusion of student evaluation as a compulsory subject in the teacher training curriculum, preferably in the first package of the 2.5-month training.
3. Deputation of personnel of REU of PCTDU/CDC for long-term training.
4. Decision to adopt the policy of automatic promotion of Grades I students to Grades II of relevant age-group.
5. Initiation of study to develop national norm of student achievement at the end of Grade V.

Plan of Action
Plan of Action on Examination Reform

| S.No. | Activities | Year First | Year Second | Year Third | Year Fourth | Year Fifth | Budget |
|-------|--|------------|-------------|------------|-------------|------------|--------|
| | Policy | | | | | | |
| 1. | Establish an "Evaluation Unit in PCTDU/CDC. | ----- | | | | | |
| 2. | Adopt policy on "Promotion" from Grade I to II. | ----- | | | | | |
| 3. | Adopt policy to set national norm of student performance in each Grade from Grade I to V. | ----- | | | | | |
| 4. | Programme | | | | | | |
| | Implement training programme for the personnel of evaluation unit of PCTDU/CDC. | ----- | ----- | | | | .Sm |
| 5. | Develop a training manual to train all RP's on student evaluation | | ----- | | | | .1 m |
| 6. | Train RP's on student evaluation | | ----- | | | | .1 m |
| 7. | Develop a Handbook on continuous student evaluation | | ----- | | | | .Sm |
| 8. | Prepare five set of question papers for fifth Grade external examination to be distributed to all 75 districts as samples. | | ----- | ----- | | | .2 |
| 9. | Conduct a joint study programme with PCTCU to establish national norm of student performance for each Grade. | | | ----- | ----- | ----- | .2m |
| 10. | Prepare few sets of criterion-referenced tests for Grade V and run a trial survey. | | | ----- | ----- | | .1 |
| | Total | | | | | | 4.4m |

PRIMARY TEACHER TRAINING

The Plan of Action

Recommendations

Policy

1. Strictly follow the policy of 10-month training requirement while recruiting new teachers for permanent tenure.
2. Introduce the policy of "Teaching Certificate" for teachers and identify the course requirements to qualify for "Teaching Certificate".
3. Adopt the principle that 10-month training is a pre-service training and recurrent training offered to serving teachers is in-service training.
4. Adopt the policy of "Training Waiver" policy for serving teachers who are already serving as permanent teachers.
5. Make Resource Centres as "Cluster-training " centre for recurrent training programmes.

Management and Coordination

1. Strengthen the management efficiency by adopting one of the four alternatives : I Create the Department of Teacher Training, II Create Division of Teacher Training in the MOE, III Create a Division of Teacher Training in NCED, and IV Establish National Institute of Education.
2. Establish Teacher Training Council for policy making and coordination.

Training Modality and Training Curriculum

1. Make the maximum use of Distance Education Centre for pre-service as well as in-service training.
2. Use PTTC's as centres for long-term training and RC's as centres for recurrent training.
3. Adopt the principle of apprentice-technique in both short-term and long-term training and emphasize on providing skills.

Training Institutions

1. Selected Higher Secondary Schools should be assisted to provide pre-service training.
2. Private training institutions should be assisted to provide pre-service training.
3. The PTTC's should run both pre-service and in-service training. The DEC also should provide pre-service training.
4. Financial and other support services should be provided to PTTC's, DEC and other private institutions to enable them to provide training of expected quality.

5. Special programmes should be implemented to develop PTTC's and DEC training as qualitative programmes.

Human Resource Development

1. Provide in-country and foreign training to create a pool of experts on primary teacher training.
2. Organize in-country training to provide Master degree programme to all the instructors of PTTC's. The RP's also should be provided a substantive training.

Goals

- a. To develop a structure at national level for policy formulation and coordination in primary teacher training programme.
- b. To clarify the nature, objectives and structure of pre-service, in-service and recurrent teacher training programme.
- c. To strengthen the training capacity for in-service and pre-service training programme.
- d. To raise the quality of Primary Teacher Training Programme.
- e. To strengthen RC's to organize need-based recurrent training programmes.
- f. To promote research studies related to the problems of classroom teaching in order to create an imperial data base for improving primary teacher training system.
- g. To assist national institutions which produce trained manpower for primary teachers training.
- h. Expand teacher training through Distance Education Mode

Programme

1. Recurrent training for serving teachers.
2. Pre-service training for prospective teachers.
3. Teacher Training through Distance Education Mode.

Targets: Qualitative

1. Implementation of need-based recurrent planning to teachers in the RC's in the areas which are urgently felt to raise the quality of instruction in primary schools.
2. Organize training programmes to help teachers use teachers guides as a means to raise the quality of teaching.
3. Launch a programme to raise the professional competencies of the RP's and the instructors of PITT'S0
4. Develop Textbook and reference materials to be used in the primary teacher training programme.

Targets Quantitative (1998 - 2002)

Pre-service training (Ten-month Training)

| Programme | Target |
|--------------------------|--------|
| Higher Secondary Schools | 6000 |
| Private Training Centres | 5000 |
| PITC'S | 2000 |

Pre-service training to in-service teachers (Ten-month Training)

| | Programme | Target |
|----|--|--------|
| a. | First package of 10-month training in PTTC's | 10,000 |
| b. | First package of 10-month training through DEC | 25,000 |
| c. | Second package of 10-month training (DEC) | 28,000 |
| d. | Complete 10-month training in PTTC | 5,400 |

Recurrent Training

- | | | |
|----|--|-------------------------------------|
| a. | 21 days of recurrent training to all primary teachers every year | All teachers (80 to 90 thousand) |
|----|--|-------------------------------------|

Priorities

- Improve the quality and relevance of in-service training by providing need-based recurrent training in the Resource centres.
- Organize a coordinated demand-based primary teachers training programme through public and private training institutions.
- Improve the management of teacher training programmes by establishing a appropriate management system.
- Raise the training capacity of the institutions which produce trained primary teachers.
- Assist RC's to organize demand-driven training programmes in the school clusters.
- Efforts to be made to properly blend teacher-training with supervision at the cluster level.
- Organize recurrent training programmes that are credited towards certification.

Strategies

A major change in the current strategies in primary teacher training is needed to make primary teacher training cost-effective, sustainable and relevant. Following strategies should be adopted.

- Pre-service training for in-service teachers should be the responsibility of the serving teachers. They should be prepared to receive the training at their cost. But, the government should assist the serving teachers to

- receive long-term training by providing facilities such as study-leave (with pay), attractive allowance after training, promotion etc.
- b. RC's should be adequately equipped in terms of the trainers as well as the training facilities.
- c. Trainings in the Resource Centres should be demand-driven. Teacher should feel the need of training and RP's should be just the facilitators in organizing training workshops.
- d. The establishment of PTTC's is a new chapter in the primary teacher training programme of the country. The best strategy for these new institutions is to enable them to operate as model training institutes to provide quality training.
- e. Effective training management Mechanism should be established at the central level and the District Education Office should manage the training programme with the assistance of RP's and a system of teacher certification system should be instituted.

Resources

1. Human Resource
 - a. Organize Master level professional training for about 100 persons to staff the Primary Teacher Training Centres.
 - b. Organize intensive training programme of about three months to all the RP's of the RC's.
 - c. Raise the professional competency of the trainers of FOE, NCED and professional staff of the Teacher Training Department.
2. Financial Resources (see Plan of Action)

Monitoring and Evaluation Indicators

- a. Establishment of Teacher Training Council
- b. Establishment of Teacher Training Department/Division or National Institute of Education.
- c. Training of Teachers trainer of PTTC's (Master Level)
- d. Training of RP's (Three months)
- e. Preparation of textbooks for 10 month training.
- f. Assistance to the institution which provide training for trainers.
- g. RC's conducting only recurrent training.
- h. Impact of the training on classroom teaching.

Plan of Operation of Primary Teacher Training

| S.N. | Programme and Activities | Year | | | | | Budget |
|------|---|-----------------|-----------------|-----------------|-----------------|-----------------|--------|
| | | 1 st | 2 nd | 3 rd | 4 th | 5 th | |
| | Policy decision | | | | | | |
| 1. | Recurrent short-term training to be regarded as in-service training | | | | | | |
| 2. | Credit oriented long-term training to be regarded as pre-service training | | | | | | |
| 3. | Policy on training waiver for serving teachers | | | | | | |
| 4. | Policy on "Teacher Certification" to be adopted | | | | | | |
| 5. | Policy to expand DEC programme to be adopted | | | | | | |
| 6. | Policy on new management structure for PTT | | | | | | |
| 7. | Policy on linking training with career promotion | | | | | | |
| 8. | Policy on upgrading PTTC staff. | | | | | | |
| | 10-month Training Curriculum | | | | | | |
| 1. | Revision and repackaging | | | | | | 1.2m |
| 2. | Preparation of textbooks | | | | | | 2m |
| 3. | Preparation of collected reference materials | | | | | | 1m |
| 4. | Preparation of SIM | | | | | | 1.2m |
| 5. | Radio Script | | | | | | 0.6m |
| | Recurrent Training Curriculum | | | | | | |
| 1. | Development of curriculum 15 packages | | | | | | 0.5m |
| 2. | Training manual development | | | | | | 0.2m |
| | Institution Building | | | | | | |
| 1. | Building physical facilities for TTD or National Institute of Education. | | | | | | 10m |
| 2. | Improving physical facilities of Distance Education Centre | | | | | | 2.5m |
| 3. | Improving facilities in PTTC's and maintenance | | | | | | 0.5m |

| S.N. | Programme and Activities | Year | | | | | Budget |
|------|---|-----------------|-----------------|-----------------|-----------------|-----------------|--------|
| | | 1 st | 2 nd | 3 rd | 4 th | 5 th | |
| | Quantitative Target of Training Teachers | | | | | | |
| | <i>Pre-service Training</i> | | | | | | |
| 1. | Training of prospective teachers | | | | | | |
| | HSES : 6000 per student cost : Rs.1200 | | | | | | 7.2m |
| | Private training centre 1500 per student cost : Rs. 1200 | | | | | | 6m |
| | PTTC 2000 per student cost : Rs. 6000 | | | | | | 12m |
| | <i>Pre-service training to the In-service Teachers</i> | | | | | | |
| | PTTC 10,000 per student cost Rs.5000 First package | | | | | | 50m |
| | DEC 50,000 per student cost Rs. 1000 | | | | | | 50m |
| | PTTC 5,400 per student cost Rs.5000 10-month training | | | | | | 27m |
| | <i>Recurrent Training</i> | | | | | | |
| | 2+20 days for every teacher every year RC's 90,000 teachers -per students cost Rs.50 per day | | | | | | 450m |
| | <i>Research and Development</i> | | | | | | |
| | A comprehensive study on training effectiveness | | | | | | 2m |
| | A study on trained teacher behaviour | | | | | | 1.5m |
| | Effectiveness of different trainings | | | | | | 1.5m |
| | <i>Scholarship for Trainees</i> | | | | | | |
| | Scholarship for female students 500 students (60,000) | | | | | | 3m |
| | Scholarship of students from remote areas and disadvantaged groups (1000 scholarship Rate 1200 per year | | | | | | 1.2m |
| | Scholarship incentives | | | | | | 1m |
| | <i>Non-recurrent grant for training institutes</i> | | | | | | |
| | Higher Secondary Schools (20 x.5m) | | | | | | 10m |
| | Private raining Centres 5 x.2m | | | | | | 3m |

| S.N. | Programme and Activities | Year | | | | | Budget |
|------|--|-----------------|-----------------|-----------------|-----------------|-----------------|--------|
| | | 1 st | 2 nd | 3 rd | 4 th | 5 th | |
| | <i>Human Resource Development</i> | | | | | | |
| | Grant Assistance to FOE to train 200 persons in M.Ed. in primary for PTTC's, HSS and PTI | | | | | | 3m |
| | Grant Assistance to FOE to upgrade 10 training staff (Foreign Training) | | | | | | 5m |
| | Grant Assistance to HSEC upgrade its professional staff (5) foreign training | | | | | | 2m |
| | Training of PTTC chiefs 10, in foreign country. | | | | | | 5m |
| | Training for DEC Staff (foreign T.) | | | | | | 2m |
| | Equipment Grant | | | | | | |
| | 1. Video camera set photocopy machines, and other equipment to all PTTC's | | | | | | 3m |
| | 2. Equipment for HSEC | | | | | | 1m |
| | 3. Equipment for Higher Secondary Schools -20 | | | | | | 2m |
| | 4. Equipment grant for FOE | | | | | | 1m |
| | 5. Equipment grant for other institutions | | | | | | 2m |
| | Total | | | | | | 671.1m |

RESOURCE CENTER OPERATION

Major Recommendations

Major Features of the Recommended RC Operation Modality

1. The Resource Center together with 10 to 20 neighbouring schools of the cluster will form a last echelon of national educational management of the country.
2. The RP will belong to the teaching cadre.
3. The RP will be a trained graduate (B.Ed.), with primary teaching experience and a training of at least one month in school clustering, recurrent training, supervision, primary curriculum and textbooks, and community mobilization.
4. The recruitment of RPs will be district-based. Most senior and experienced teachers with B.Ed. degree working in the cluster schools will work as RP on a rotation basis. Or, RPs will be selected through some competitive examinations at the district level. In either case, only permanent secondary level teachers will be eligible to apply for these positions.
5. The position of school supervisors will be converted into Field Coordinator or Assistant District Education Officer, with responsibilities such as primary school administration, secondary school supervision and RC coordination and monitoring. The FC/ADEO will be the immediate supervisor of the RP.
6. There will be a legal provision to constitute a Resource Center Management Committee in each RC. Its powers and functions will be specified in the Education Regulations.
7. The RPs will undergo a special training soon after their appointment.
8. There will be Resource Teachers (RTs) to assist the RP in his or her work. The RTs will be given training in teacher training, educational materials development and professional supervision.
9. The headmasters of the cluster schools will form a council. The council will plan, organize and implement the cluster activities.
10. There will be provision of training for the headmasters of the RC schools in RC management. The RCHM will be remunerated for his or her services.

11. A section will be created in the Department of Basic and Primary Education to formulate RC policies, coordinate RC activities and oversee the implementation of the RC operations.
12. The government will provide adequate financial support to each RC to meet the recurrent expenditure, including the salary of RPs and allowances for RCHMs and RTs.
13. Each RC will have its own building with a training hall, an office for the RP, a store and toilets.
14. One Resource Center will be developed as a Lead Resource Center (LRC) for every 25 RCs with adequate professional books, text and reference books, audiovisual equipment, reprographic facilities, curriculum packages etc. A Lead Resource Center will have the following roles and responsibilities: (a) resource sharing with other Resource Centers, (b) provide a venue for exchange of ideas and information among the RPs and with authorities in the district, (c) training of trainers and Resource Teachers. (d) loan service, (e) organizing refresher training courses for the RPs. (f) maintain a bank of recurrent teacher training modules, etc.

Major Policy Recommendations

1. Replicate the RC system throughout the nation.
2. Continue the BPEP model of manning each RC with a generalist in primary education, i.e. the RP.
3. Establish a support system at the cluster level to support the functions of the RC.
4. That frequent pedagogical supervision, recurrent training and appropriate professional assistance to teachers have been identified as critical factors in raising the quality of teaching and learning in primary schools, the RPs should not deflect from these core functions. Therefore, it is recommended that the RPs be disengaged from 2.5 months' of primary teacher training.
5. Develop a comprehensive training program for RPs.
6. Adopt the principle of 'one RP for every RC' to provide the RP with sufficient time to plan, implement, and monitor cluster activities.

7. Equip the RCs in such a way so that they can provide services to teachers and local schools. These services may include library facilities, teaching learning materials, public services like typing and duplicating services, teaching modules.
8. Encourage the clusters to prepare their own plans and programs and work out the funds needed to execute their programs.
9. RCs be delegated management functions directly related to raising the efficiency of primary education delivery system, which may include the following : (a) storage and distribution of free textbooks, (b) storage and distribution of NFE materials, (c) distribution of teacher support materials and learning materials for school children, (d) maintenance of up-to-date records of all primary school teachers within the cluster, (e) collection of school-based statistics and report them to the District Education Office, and (f) assessment of student achievement in order to monitor quality improvement.
10. Establish professional and academic linkages and relationships of RCs with other institutions such as secondary schools, higher secondary schools, primary teacher training centers, Secondary Education Development Units (SEDUs) at the local level and CDC, NCED, OCE, and FOE at the national level.
11. Establish legal status, powers and functions of the RC Management Committee under the Education Regulations.
12. Create a council of headmasters of participating schools the head of the RC school heading the council. This council will plan common activities for the schools within the cluster. including joint educational development projects, fund raising, extra-curricular activities and examinations.
13. Explore alternative ways of generating local resources to support the RCs. A RC Development Fund be created in each RC by pooling together resources from VDC, DDC and other sources.
14. In view of the difficult terrain and long travel distances, frequent school visits by the RP and regular participation of teachers in RC-based activities do not appear to be practical. Therefore, adopt a sub-cluster system under one RC umbrella whereby sub-clusters of schools would be created within each cluster and the RP, as an itinerant, will pay visits to these sub-clusters on a rotation basis and organize instructional improvement and supervisory activities at the sub-cluster level.

15. Structure the work of the RP so that there is a reasonable balance between field based activities and RC-based activities and between training activities and supervision activities.
16. Institute "Cluster Improvement Grants" to support local initiatives and meet instructional improvement needs of the schools. Each school would prepare a proposal for instructional improvement and compete for small grants. Thus, the schools would be able to obtain additional funds by means of competitive grant awards. Competition for funds would foster innovation.
17. Adopt a modularized approach of recurrent teacher training whereby a teacher would be able to accumulate credits leading to teacher certification.
18. Develop recurrent teacher training modules in areas such as student assessment, child centered teaching, active learning, classroom management, development and use of subject-specific instructional materials, mastery learning, instructional technology, management of individual differences.

Main Functions of Resource Center

The main functions of the Resource Center are summarized below:

1. A venue to facilitate the professional growth/development of teachers on an on-going basis;
2. A focal point in disseminating ideas relating to newly developed or revised school curriculum, innovative teaching methods, teacher support materials;
3. A distribution network for centrally developed educational activities and materials;
4. A mechanism for sharing resources available in the cluster schools;
5. A place where professional and academic support is provided and where teachers discuss and find solutions to their problems for the improvement of the quality of primary education;
6. A place where teachers can find reference books, teaching learning materials and other support materials;
7. A pre-testing center of new teaching and learning methods and materials;

8. A place for producing teaching and learning materials;
9. A center for providing support and supervision to teachers undergoing training through distance mode;
10. A center for coordinating educational development activities, and
11. An integrated administrative and educational support structure.

Functions of the Resource Person

The primary functions of the Resource Person will be as follows:

1. Plan, organize and facilitate recurrent teacher training activities and other professional activities, such as workshops, seminars, and conferences;
2. Conduct training needs analysis of primary school teachers;
3. Supervise satellite schools;
4. Conduct classroom observations of teachers and provide in-class support;
5. Conduct management training courses for school headmasters;
6. Conduct orientation training programs for SMC and PTA members;
7. Distribute instructional materials;
8. Organize cluster-wide examinations and keep records of student achievement of each individual school in the cluster;
9. Organize cluster-wide extra-curricular activities;
10. Supervise NFE, ECEC, OSP classes;
11. Collect, compile and analyse educational statistics at the cluster level and provide statistical reports to the ADEO;
12. Disseminate and supervise the use of curriculum materials;
13. Assess the impact and effectiveness of recurrent teacher training programs;
14. Conduct professional meetings and refresher programs to promote the continuous improvement of the teaching-learning process;
15. Assist the ADEO in evaluating the performance of each school based on selected indicators;
16. Develop teaching materials that will serve as models for teachers together with RTs; and
17. Encourage teachers to use the facilities of the center as well as to share the resources available within the cluster schools;
18. Launch community awareness programs so as to promote enrollment and retention of students, particularly girls and disadvantaged children; and
19. Collect, compile and analyse educational statistics at the cluster level and report them to higher authorities.
20. Collect data, opinions and recommendations on how best to adapt the national curriculum to local conditions.

RESOURCE CENTRE OPERATION

The Plan of Action

Goals

- Create Resource Centres as a last echelon of educational management to provide critical inputs such as recurrent teacher training, pedagogical support and supervision and other educational services to primary schools so as to improve the quality of primary education.

Target: Qualitative

- Improve professional competence of teachers through recurrent teacher training, refresher courses, professional interactions;
- Strengthen the delivery of educational services;
- Upgrade the quality of teaching through professional and academic supervision;
- Improve the management efficiency of primary schools;
- Raise the achievement level of students by improving teaching-learning conditions of primary schools in the country;
- Promote sharing of physical and human resources between and/or among schools for their collective development.

Target: Quantitative

- Organize and establish 1339 Resource Centres for 19148 government-aided primary schools in 75 districts of the country within the next five years.
- Appoint and train 1339 Resource Persons for the Resource Centres.
- Establish 54 Lead Resource Centres to provide professional and technical support to the Resource Centres.
- Train 4017 Resource Teachers to assist the RPs.
- Identify additional 670 schools to develop them as Resource Centres.
- Develop recurrent teacher training modules in various areas of primary education.
- Conduct 26,780 recurrent training sessions during Phase II of BPEP (four sessions each of 10 days per year per RC).

**Resource Centre Operation
Plan of Action**

| S.N. | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|-----------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| A. | Management | | | | | |
| 1. | Develop a national policy of RCs spelling out the following : | | | | | |
| | - Legal status and function of RCs | | | | | |
| | - Composition and functions of RCMC | | | | | |
| | - RP selection procedure | | | | | |
| | - Roles, responsibilities and functions of RPs | | | | | |
| | - Relationship with DEO and Schools | | | | | |
| | - RC : Satellite school ratio in different ecological zones | | | | | |
| 2. | Amend Education Regulations to provide statutory recognition to the RC as a unit of educational management. | | | | | |
| 3. | Define the roles and responsibilities of Lead Resource Centre, including the following (a) LRC selection criteria, (b) staffing and provision of necessary infrastructure | | | | | |
| 4. | Create lead Resource Centres | | | | | |
| 5. | Expand RC system in new districts in a phased manner | | | | | |
| | Phase I : 10 districts | | | | | |
| | Phase II : 10 districts | | | | | |
| | Phase III : 15 districts | | | | | |
| 6. | Recruit appropriate number of Resource Persons as per recommended procedure | | | | | |
| B. | Information, Education & Communication - Conduct training and orientation programmes to district-level personnel, RCMC members, ADEOs/FCs,HMs, SMC members and teachers | | | | | |
| C. | Infrastructure Development - Construction of Resource Centre Halls (973) - Repair/maintenance of existing 366 RC Halls - Furnish the existing as well as new RC Halls - Provide instructional materials | | | | | |
| D. | Resource Teachers - Establish the criteria for selecting Resource Teachers (3 per RC) | | | | | |
| | - Prepare a manual describing the roles, responsibilities and function of the Resource Teacher | | | | | |
| | - Prepare a one-week training package for RTs | | | | | |
| | - Conduct training programme for RTs | | | | | |

Resource Centre Operation

Financial Resources

| | | |
|-----------------------------------|------------------|----------|
| <i>Non-recurrent</i> | | |
| RC hall construction | Rs.317,000 | |
| Furnishing | Rs. 10,000 | |
| | Rs.327,000 x 920 | 292.0 m |
| <i>Lead RC Development</i> | | |
| Non-recurrent | Rs.400,000 x 54 | 178.0 m |
| Operational | Rs.50,000 | 10.0 m |
| <i>Recurrent Costs</i> | | |
| RP salary and allowances | Rs.65000 | |
| Education Materials | Rs. 10000 | |
| | Rs.75000 | 387.0 m |
| <i>Recurrent Training</i> | | |
| 21 days training every year | | |
| Rs. 50 per man day | | 344.0 m |
| <i>Matching Fund</i> | | |
| 250 RCs per year at the rate of | | 30.00 m |
| Rs.25000 per RC | | |
| <i>Awards and Prizes</i> | | |
| 3 National Awards | | |
| 5 Regional Awards | | |
| | | 2.0 m |
| Professional Meeting | | 10.0 m |
| Cluster Improvement Grants | | 38.0 m |
| Total | | 1291.0 m |

THE TRAINING OF EDUCATIONAL PERSONNEL

Major Recommendations

Policy, Planning and Coordination

1. Training of educational personnel be accorded a high priority.
2. Introduce mandatory job induction *training* to those who enter the Education Service after passing the PSC examinations like in other ministries.
3. Prepare a medium-term and long-term HRD plan on the basis of the HRD provisions in the projects, coordinate all in-country and out-of-country training staff development and in-service *training* activities, assist the projects in locating appropriate training *institutions*, and develop a computerized database with detailed *information* on each personnel.
4. NCED be fully equipped with adequate trainers and resources to be able to conduct the training of educational personnel.
5. The Faculty of Education should be supported so as to raise its capacity and professional competence to provide training courses in various fields of education.
6. A training needs analysis should be conducted to identify any gaps between the competencies required and the competencies available.
7. Scholarships be provided to educational personnel for training and higher education, both overseas and in-country.
8. NCED should develop a roster of potential trainers to avoid random selection and use of poorly prepared trainers. Such a roster is desperately needed at the district level also.
9. A systematic roster system should be maintained which can indicate in advance as to how many persons are to be deputed for various training programs and their future plan of posting after they acquire the training in a particular field.
10. Each training course must be sanctioned by an examination leading to the award of certificates which may be given due weightage while promoting staff member from one level to another.

11. Allocate adequate funds for the training of educational personnel.
12. Special efforts must be made to arrange for the training of the field staff in the district headquarters.

Overseas~ Training

1. An intensive review of the staff development programs of all educational projects should be conducted. Based on the review, an HRD plan should be developed for about three to five years which will provide guidelines for future training programs.
2. The MOE should assist the national organizations such as NCED, FOE and other educational NGOs to grow with required competency and expertise to conduct all sorts of training/workshops and seminars on the management and planning of education.
3. Criteria for selection of candidates for overseas training and study tours and operational procedures should be developed. Training opportunities should be brought to open competition.

Management Training for Headmasters

1. Management training for primary school headmasters should be given the highest priority in the Basic and Primary Education Program (BPEP).
2. A modular approach should be adopted to management training of headmasters, with BPEP's first package as initial training, followed by two other modules, each of 12 day duration.
3. It is also recommended that the 12-day BPEP package of headmaster training should be provided to all the headmasters throughout the country nationwide within the next three years through the RCs. The two other modules should be provided to those who have completed the first module. The development and implementation of the second and third modules should be the responsibility of NCED, which will be delivered through the PTTCs, LRCs, higher secondary schools (those offering education), and the mobile teams.
4. A training plan should be prepared with a clear target of providing the complete package of management training to all primary school headmasters of the country within the second phase of the Basic and Primary Education Programme.

Management Training for Educational Managers

1. A job induction training course will be developed for newly recruited Gazetted III level personnel, such as section officers and supervisors to the Nepal Education Service through the competitive examinations conducted by the Public Service Commission. The primary purpose of the training is to provide the educational personnel with the fundamental knowledge of educational administration in the country.
2. Develop and impart short-term in-service training courses tailored to the specific skill requirements of the personnel undertaking specific work roles and responsibilities.
3. Develop a basic training course in educational management to provide officers of Class II level with a knowledge of the administrative processes and concepts of educational management.

THE TRAINING OF EDUCATION PERSONNEL

The Action of Plan

Goals

- Enhance management capability at all levels of organizational hierarchy.
- Develop national competence in key areas of educational management and basis and primary education through training of educational personnel.

Target: Qualitative

- Improve the management efficiency of educational institutions from the central level down to the school level;
- Enhance the level of professional competence, job performance, morale and motivation of educational personnel through increased opportunities for staff development.

Target: Quantitative

- Provide initial RC based training (12 day package) to 19148 primary school headmasters
- Provide basic management training to 19148 primary school headmasters
- Provide one month training to 1339 RPs
- Provide one week recurrent training to 1339 RPs each year
- Provide one week training to 4017 Resource Teachers
- Provide job induction training to 125 111 Level educational personnel
- Organize tailor-made training courses for 760 educational personnel
- Organize one-week long seminars/workshops for 100 educational each year
- Provide opportunity to pursue graduate studies overseas for 30 MOE personnel and 15 FOE staff members.
- Provide in-country training to 15 MOE personnel
- Provide short-term fellowships to 39 MOE personnel
- Provide opportunity for study tours to 150 MOE personnel

Areas for Foreign Training (Leading to Master's Degree)

| SN | | Man/Months | Persons |
|-----------------------------------|--|------------|---------|
| 1. | Education Management | 48 | 4 |
| 2. | Education Planning | 48 | 4 |
| 3. | Education Financing | 24 | 2 |
| 4. | Primary Education | 48 | 4 |
| 5. | Curriculum Development | 24 | 2 |
| 6. | Educational Evaluation & Research | 24 | 2 |
| T | Educational Technology | 24 | 2 |
| 8. | Science Education | 24 | 2 |
| 9. | English Language teaching | 24 | 2 |
| 10. | Math Teaching | 24 | 2 |
| 11. | Social Studies Teaching | 24 | 2 |
| 12. | Educational Psychology | 24 | 2 |
| Areas for In-country Training | | | |
| - | Education Administration & supervision | 48 | 4 |
| - | Education Planning & Management | 48 | 4 |
| - | Curriculum development & evaluation | 48 | 4 |
| - | Development Administration | 24 | 1 |
| - | Bachelors program in primary education | 48 | 2 |
| Staff Development Program for FOE | | | |
| - | Education planning | 24 | 2 |
| - | Education Technology | 24 | 2 |
| - | Primary Education | 36 | 3 |
| - | Early Childhood Education | 24 | 2 |
| - | Curriculum & Evaluation | 12 | 2 |
| | | | |

Short-term Fellowship (Out-of-the Country)

| SN | | Man/Months | Persons |
|----|--|------------|---------|
| - | Education Planning | 16 | 4 |
| - | Education Administration Management | 16 | 4 |
| - | School Management | 16 | 4 |
| - | Cluster Management | 16 | 4 |
| - | Micro-planning and community participation | 12 | 3 |
| - | Primary Education | 16 | 4 |
| - | Development Administration | 16 | 4 |
| - | Project Planning and Management | 12 | 3 |
| - | EMIS | 12 | 3 |
| - | Curricular/Teacher support Materials Development | 12 | 3 |
| - | School Mapping | 12 | 3 |
| | Total | | 39 |

**Training of Educational Personnel
Plan of Action**

| SN | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|----------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1 | <i>Management</i> | | | | | |
| | - Create NIEMDR, an institution with functions such as training of educational personnel (except teachers) and educational research (NCED may undertake these responsibilities. However, it is proposed that teacher training functions be given to the Central Institute of Teacher Training) | | | | | |
| | - Make budgetary provision to establish NIEMDR and initiate management training and research activities | | | | | |
| | - Create a core group of national trainers at NIEMDR | | | | | |
| | - Make Provision of staff to make NIEMDR fully operational | | | | | |
| | - Prepare Rules and regulations to operate the NIEMDR | | | | | |
| 2 | <i>Policy</i> | | | | | |
| | - Develop HRD policy to guide training activities | | | | | |
| | - Develop a long-term (5 years) plan for the training of educational personnel | | | | | |
| | - Develop uniform rules and regulations pertaining to be following: | | | | | |
| | i) Criteria of selection for in-country and out-of -the-country training | | | | | |
| | ii) Type of training for each category/level of educational personnel | | | | | |
| | iii) Incentive system | | | | | |
| | iv) Career advancement | | | | | |
| | v) Modalities of training | | | | | |
| 3 | <i>Institutional Arrangements</i> | | | | | |
| | - Create a network of institutions of train all educational personnel, the NIEMDR assuming the central role | | | | | |
| | - Specify the role of each institution that will be a part of the training network such as: FOE, NASC, Lead Resource Centre, PTTCs, RCs | | | | | |
| | - Locate mobile training teams with members drawn from FOE, NASC, and other institutions | | | | | |
| 4 | <i>Staff Development</i> | | | | | |
| | - Identify training areas and the staff of NIEMDR for in-country and out-of-the country training | | | | | |
| | - Conduct in-country short-term training for the national trainers in collaboration with NASC, FOE and other competent institutions | | | | | |
| | - Organize study tours for the rational management trainers to observe similar institutions in the Asian countries | | | | | |

| SN | Programme and Activities | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|----------|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| 5 | <i>Infrastructure Development</i> | | | | | |
| | - Make temporary provision of building for NIEMDR | | | | | |
| | - Prepare the building design and contract for civil works | | | | | |
| | - Make available necessary equipment, furniture and vehicles | | | | | |
| 6 | <i>Training Needs Assessment</i> | | | | | |
| | - Create expert committees to assess training needs of educational personnel working at different levels | | | | | |
| | - Conduct training needs assessments | | | | | |
| 7 | <i>Training Curricular/Packages</i> | | | | | |
| | - Develop the following training packages | | | | | |
| | i) Job entry training package for Class III level educational personnel | | | | | |
| | ii) Basic management training packages for Class 11 level educational personnel | | | | | |
| | iii) Tailor-made packages in areas such as curriculum and textbooks development, educational assessment, educational planning, educational monitoring and evaluation, EMIS, district- level educational administration, educational supervision | | | | | |
| | - Revisit the following training packages and improve them accordingly | | | | | |
| | i) Headmaster training package | | | | | |
| | ii) RP Training package | | | | | |
| | iii) Supervisor training package | | | | | |
| | - Prepare training materials for all packages of training, including manuals for trainers and reading materials for trainers | | | | | |
| 8 | <i>Organization and Conduction of Management Training</i> | | | | | |
| | - Job entry training for Class III officers at NIEMDR | | | | | |
| | - Basic Management training for Class 11 officer at NASC | | | | | |
| | - Tailor made courses at NIEMDR and FOE | | | | | |
| | - Training of Educational Management Trainers at FOE | | | | | |
| | - DEO and AEDO Training at NIEMDR | | | | | |
| | - RP Training at BPEP/RCDU | | | | | |
| | - Headmaster training at PTTCs and RCs | | | | | |
| | - Refresher courses for field-level educational personnel by mobile training teams | | | | | |
| | - In-country and overseas trainings | | | | | |
| | | | | | | |

**Training of Educational Personnel
Cost Estimates**

| Type of Training | Duration of Training | Cost Per Participant | 1st | 2nd | 3rd | 4th | 5th | Free year Total | Total (Rs. in million) |
|--|----------------------|----------------------|------|------|------|------|------|-----------------|------------------------|
| Primary School Headmasters' training | | | | | | | | | |
| Initial (RC-based) | 12 days | 1700 | | | | | | 19148 | 32.6 |
| Basic (NCED) | 24 days | 4700 | | | | | | 19148 | 90.0 |
| Resource Teachers | One week | 700 | | | | | | 4017 | 2.8 |
| Resource Persons | | | | | | | | | |
| Basic Training | one month | 15000 | | | | | | 1339 | 20.1 |
| Recurrent Training | one-week | 1000 | 1339 | 1339 | 1339 | 1339 | 1339 | 6695 | 6.7 |
| Induction Training for educational personnel (class III level) | one-month | 22000 | 25 | 25 | 25 | 25 | 25 | 125 | 2.8 |
| Tailor-made course | | | | | | | | | |
| a) Educational Planning | Two-weeks | 9000 | 20 | 20 | 15 | 15 | 15 | 85 | |
| b) Educational Supervision | Two-weeks | 9000 | 60 | 60 | 60 | 60 | 60 | 300 | |
| c) Educational Management information system | Two-weeks | 9000 | 15 | 15 | 15 | 15 | 15 | 80 | |
| d) Curriculum and textbook development | Two-weeks | 9000 | 7 | 7 | 7 | 7 | 7 | 35 | |
| e) Planning and management of NFE | Two-weeks | 9000 | 3 | 3 | 3 | 3 | 3 | 15 | |
| f) Teacher Trainers | Two-weeks | 9000 | 10 | 10 | 10 | 10 | 10 | 100 | |
| h) Monitoring and Evaluation | Two-weeks | 9000 | 15 | 15 | 15 | 15 | 15 | 80 | |
| 1) Educational Technology | Two-weeks | 9000 | 3 | 3 | 3 | 3 | 3 | 15 | |
| j) Project Management | Two-weeks | 9000 | 3 | 3 | 3 | 3 | 3 | 15 | |
| 1) Assessment/Test and measurement | Two-weeks | 9000 | 7 | 7 | 7 | 7 | 7 | 35 | 6.8 |
| | | 9000 | | | | | | 760 | |
| Seminar/workshops colloquiums for senior MOE officials | One-week | 14000 | | | | | | 100 | 1.4 |

| Type of Training | Duration of Training | Cost Per Participant | 1st | 2nd | 3rd | 4th | 5th | Free year Total | Total (Rs. in million) |
|---|----------------------|----------------------|-----|-----|-----|-----|-----|-----------------|------------------------|
| Foreign Training | One year course | 1.5 m | 1 | 4 | 4 | 6 | 6 | 24 | 36.0 |
| MOE Staff | One year course | 1.5 m | 2 | 2 | 2 | 2 | 2 | 10 | 15.0 |
| FOE Staff | | | | | | | | | |
| In-country Training | 2 year course | 50000 | 3 | 3 | 3 | 3 | 3 | 15 | 0.8 |
| Short-term fellowship | 4 months | 60000 | 7 | 7 | 7 | 7 | 9 | 37 | 22.2 |
| Study tours | 2 weeks | 200000 | 30 | 30 | 30 | 30 | 30 | 150 | 30.0 |
| Needs Assessment | | | | | | | | | 1.0 |
| Research and Evaluation Studies | | | | | | | | | 4.0 |
| Development and Production of training curricula and packages RS.300,000 per package × 10 | | | | | | | | | 3.0 |
| Total 277.0 | | | | | | | | | |

NONFORMAL EDUCATION PROGRAM
(AEP and OSP)
The Plan of Action

Reflection/Future Direction

1. The extension activities have been a vehicle to pass expert generated knowledge to the grassroots. The people's knowledge has yet to be explored and incorporated in the education system. A dialogue/discourse sessions to generate people's popular knowledge is a need as a substratum to literacy program.
2. NFEE programs in many cases have been the supply ridden activities for years. So the creation of motivated learner is essential. These motivated learners learn fast than others. In this context, camp literacy, short term literacy, and regular 6 months literacy are proposed to suit with the schedule of these people.
3. Bureaucrats and technocrats are more active in providing nonformal education for years. But they lack political support as it was necessary for the eradication of illiteracy. In this situation, creation of volunteers at the grassroots, establishment of program village by the interested agencies/individual including political parties are proposed.
4. Nepali villages have oral culture. This culture is untapped to promote written culture and eventually develop literate culture. In this context, lateralization of the village environment through wall painting and creation of learning web are recommended for the future activities.
5. Many literate people relapse into illiteracy in the absence of post literacy and continuing education opportunities. There are many ways to produce reading materials at the grassroots level. LGM and layperson prepared materials are some of them. These materials can be developed both in local land in national languages. Once there will be a system to produce reading materials at the grassroots these materials will be collected, classified, and printed or copied at the RC to suit with local, regional, and central needs.
6. There are different courses for both the formal and nonformal education program learners. These courses lack functional linkage to let a person move from one stream to the next. It is therefore recommended to develop condensed packages by amalgamating the formal education curricula and teach them through nonformal mode.
7. Many cultural and linguistic group do not have cultural capital to realize the importance of education. These groups including Dalits need special attention. So a special package encompassing awareness to continuing education program is to be developed and programs should be run accordingly. Besides, an area based education program is proposed to facilitate learning for all age group people of a particular community.

Goals

Adult Education Program (AEP)

1. To develop, consolidate, and upgrade nonformal adult education program as a subsector to address the educational needs of adult learners,
2. To expand the program outreach to all illiterate adults in general and special focus group in particular,
3. To link nonformal adult education program with development efforts geared towards improving the quality of life,
4. To popularize democratic values among adults for the preservation and consolidation of the reestablished democratic system in the country,
5. To increase participation of other agencies including GOs, NGOs, and INGOs in a coordinated manner for the promotion of adult education program.

Out -of School Program (OSP)

1. To develop nonformal primary schooling opportunities for unschooled and school dropouts.
2. To motivate OSP completers to join in formal education system if not OSP II and III.

Programs

Adult Education Program (AEP)

1. Popular education program as a substratum to adult literacy program
2. Adult literacy program
3. Post literacy and continuing education program in an experimental basis
4. Complementary program

Out -of School Program (OSP)

1. Shiksha Sadan Program
2. Chelibeti Program
3. Post literacy and continuing education program
4. Complementary program

Targets: Qualitative

1. Preparation of villagers/citadels to realize the importance of education for all.
2. Preparation of the volunteers and dedicated personnel for the implementation of all the proposed programs targeted to illiterate and neo-literate adults.
3. Raising the planning and implementation capacity and technical expertise of the existing and proposed NFE structures from grassroots to the centre.
4. Developing and consolidating institutional framework to strengthen the capacity of the local NGOs and other grassroots agencies that are working or wanting to work for adult nonformal education program.
5. Developing literacy and post-literacy materials right in the program implementation levels.
6. Raising the quality of the adult nonformal education program through different intervention programs.
7. Developing and consolidating a learning web at the grassroots level in order to facilitate the learning opportunities for the continuing education learners.

8. Raising the quality of OSP to a level comparable with that of mainstream primary school system.
9. Developing, testing, and implementing condensed OSP package by amalgamating all the formal education curricula.
10. Developing NFE resource centre at RC level.

Target: Quantitative: (see physical survey for details)

With a view to make 67% people literate by 2002, the following are the quantitative target:

| | |
|--|-----------|
| No. of adults to be made literate | 3,205,000 |
| N16- of OSP I learners to be made literate | 309,000 |
| No. of OSP learners to be given post literacy program | 125,000 |
| Pad literacy (for all literate by using different modalities) | |
| Condensed curriculum for adult and out of school children | |
| Access to popular education for all people (on experimental basis) | |
| Research and evaluation | |

Activity Schedule

The list of the activities and the timeframe are given below.

| Activities | 1st | 2nd | 3rd | 4th | 5th |
|---|-----|-----|-----|-----|-----|
| Structure | | | | | |
| * Consolidation of the existing structure | | | | | |
| * Setting up of NFE Section of CDC at NFEC as a resource, training and research centre | | | | | |
| Staffing and Staff Training | | | | | |
| * Upgrading the central and district level staff | | | | | |
| * Recruiting and training new staff at newly shifted NFE Section of CDC to make it a National Resource Training and Research Centre | | | | | |
| * Orienting DDC, VDC, VLC, DLC members | | | | | |
| * Preparing RP as NFE organizer | | | | | |
| * Revision, and refinement of existing programs, curricula, and literacy, post literacy as well as counting education materials | | | | | |
| * Development of condensed text by extracting formal education content to make NFE program equivalent to formal education ladder | | | | | |
| * Classification of the existing NFE materials according to the levels of NFE learners | | | | | |
| * Development of additional materials | | | | | |
| * Training of NFE personnel at the district and RC level to develop NFE materials at the grassroots, level | | | | | |
| * Diversification of programs, curricula, and materials to suit specific clientele | | | | | |
| Training Facilities | | | | | |
| * Initial and follow-up workshop training for trainers, facilitators, supervisors, and school teachers (for OSP activities) | | | | | |
| * Management training and workshop for NFE organizers, volunteers, leaders at the grassroots level to make their own NFE village | | | | | |
| * Starting NFE specialization courses in higher secondary and FOE | | | | | |
| - Higher secondary level | | | | | |
| - Bachelor level | | | | | |
| - Master level | | | | | |
| Program Expansion | | | | | |
| * Program feasibility surveys | | | | | |
| * Development of complete NFE package and experimentation | | | | | |
| * Creation of learning web to provide compulsory post and continuing education opportunities for all levels of NFE learners | | | | | |
| * Strengthening existing VRCs/CRCs | | | | | |

| Activities | 1st | 2nd | 3rd | 4th | 5th |
|--|-----|-----|-----|-----|-----|
| Research and Development | | | | | |
| * Training NFE personnel at the grassroots to undertake built-in mini research | | | | | |
| * Training NFE personnel to undertake mini action research | | | | | |
| * Sponsored research on | | | | | |
| - ethnographic profile of the NFE participants | | | | | |
| - efficiency assessment studies of NFE IPOs | | | | | |
| - NFE achievement and impact | | | | | |
| - prospective programs and activities of the NFE graduates | | | | | |
| Publication | | | | | |
| - Oral dissemination of NFE news and views at NFE fairs | | | | | |
| - In existing bulletin such as IFCD's <i>Sambadak</i> | | | | | |
| - In local news papers and magazines | | | | | |
| - In RCs wall papers (monthly) | | | | | |
| - In district NFE newsletter (monthly) | | | | | |
| - In national NFE journal (annually) | | | | | |
| NFE Data Bank | | | | | |
| - Creation of NFE data bank at VDC and RC level | | | | | |
| - Creation of central NFE data bank at NFEC level | | | | | |
| NFE Awards | | | | | |
| - NFE awards at the RC level | | | | | |
| - NFE awards at the district level | | | | | |
| - NFE awards at the central level | | | | | |

Priorities

The following are the priorities set for NFE activities:

- Expanding access to special focus group such as culturally "untouchables"
- Expanding access to women and the rural poor
- Training of NFE personnel, volunteers, leaders, VLC, VDC, DLC, DDC members
- Organization of dialogue/discourse sessions at the grassroots
- Creation of learning web to facilitate post literacy and continuing education program
- Mobilization of existing network for the creation of "NFE village", literacy campaign, and dialogue/discourse sessions
- Consolidation of supervision and monitoring system through collaborative undertakings
- Classification of the existing NFE materials and development of other materials to suit with different levels of NFE learners
- Development of condensed textbooks (incorporating the formal education contents) for the continuing education learners

Strategies

With a view to expand and improve adult NFE program the following strategies will be adopted:

- a. Available grassroots institutions and individuals will be oriented and mobilized to initiate NFE program.
- b. Cultural capital to educate and to be educated will be developed through dialogue/discourse sessions and village lateralization programs especially among the ethnic minorities and culturally "untouchables" through pilot programs.
- c. Programs will be expanded on the basis of community demand and felt needs of the specific groups.
- d. NFE materials will be produced at the grassroots level by involving individuals, groups, and institutions. These materials will be classified and eventually developed as core, regional, and local contents for NFE learners.
- e. NFE personnel will be trained to undertake in-built mini research in different aspects of their interest. And the research findings will be compiled, theorized and disseminated at the central, district, RC and VDC level.
- f. NFE news and views will be published if not disseminated through meetings and seminars at the grassroots level.
- g. NFE data banks will be created at the VDC, RC, and central level.

Management

Over the years NFE has been centrally planned and managed system. This system does not fit with the decentralization ordinance. So a VDC, grassroots institution and RC planning is being proposed. However, the centre should be equipped with computers, printers, printing press, and other audio as well as video materials to facilitate NFE activities.

The resource and the training section at NFEC should be developed, and strengthened by providing computers, printers, TV, Video, and overhead projectors.

Program and Financial Resources

In order to run NFE program in the country for the five years to come the following are the needed activities and resources.

| Program/activity | Target (thousand) | Unit cost (RS. 000) | Total cost (RS. Million) | Remarks |
|---|----------------------|------------------------|-----------------------------|--|
| 1. Govt. program | | | | |
| - AEP | 3205 | 0.5 | 641.0 | |
| - Male | 783 | | | |
| - Female | 2422 | | | |
| - OSP-1 | 309 | 0.9 | 278.0 | |
| - Boys | 74 | | | |
| - Girls | 235 | | | |
| - OSP-H | 125 | 0.6 | 75.0 | |
| - Post literacy | 3205 | 0.25 | 320.0 | |
| 2. Curricular materials | | | | |
| - Condensed curriculum for OSP and adult learners | | | 2.5 | |
| - Post literacy materials for OSP and AEP | | | 5.3 | |
| - Curriculum improvement | | | 2.5 | |
| 3. Popular education | 24 | 0.5 | 12.2 | Dialogue/discourse sessions (twice in a month) |
| 4. Other programs | | | | |
| - Professional upgrading | 25 | 600.0 | 30.0 | In-country - 10 Abroad - 15 |
| - NGO capacity building and NFE award | | | 22.5 | |
| - National NFE resource centre | | | 50.0 | |
| - Research and program evaluation | | | 10.0 | |
| - NFE council | | | 100.0 | |
| Grand Total | | | 1550.0 | |

Monitoring and Evaluation

The following are the indicators for the monitoring and evaluation of the NFE program.

- a. Development of resource, training, and research unit at NFEC
- b. Revisiting of the job description of the NFE personnel from centre to the grassroots level
- c. Massive orientation program at the VDC level and school level
- d. Massive training program for preparing facilitators, supervisors and monitors
- e. Collaborative supervision at the program level
- f. In-built research program from centre to the grassroots level NFE activities
- 9. Publication of NFE news and views from grassroots to the central level
- h. Built-in feedback system

Procedures

- a. BPEP and NFEC will jointly review the NFE program to find out the curricular and training relevancy, material development procedure, effectiveness and efficacy of built-in research and collaborative supervision system, and achievement of the NFE publications from RC to central level.
- b. Research report from the RCs to the centre will be compiled in a synthesized form. Besides, a profile of NFE research will be developed and updated each year.
- c. Learning web will be created by mobilizing the existing grassroots network. These networks will be strengthened.
- d. Attempt will be made to develop inter-agency coordination right from the grassroots to the central level. Collaborative supervision and monitoring system will be the humble beginning in this direction.
- e. NFE data bank will be developed at the VDC, RC, and central level.

GIRLS' AND WOMIEN'S EDUCATION

The Plan of Action

Reflection/Future Direction

1. There are many agencies working for girl's and women's education. But these agencies, in many cases, are working in isolation. So a systematic sharing, joint planning and programming, constant advocacy, joint supervision and monitoring, collaboration feedback collection programs, joint replanning, and built in-mini research could be the future undertakings.
2. Girls and women are second sex and hence doubly disadvantaged. Moreover, the girls and the women of the special focus group such as Dalits are triply disadvantaged-the AN being a second sex, the second being a members of the disadvantaged community, and the third being a culturally "untouchable person". In order to address these issues, a monthly dialogue and discourse sessions with both the males and female of this community could be organized. In these sessions, they will be informed of the policies, programs, and opportunities available to them. At the same time their constraints will be explored. A framework for special package will be designed. This package include early childhood development activities, motivational programs, educational package for both the formal and nonformal education programs, condensed courses for school dropouts, and post literacy as well as continuing education program for NFE graduates.
3. Many girls have problem to get parental acceptance to be enrolled in schools. Those who get chance to enroll also have retention problem. So a constant motivational activity is always preferred action. In this connection the school teacher and VDC members, influential personalities can be catalyst for such motivational activities. These persons should be oriented and asked to organize motivational programs for the community people as a part of both the formal and nonformal education program.
4. Different agencies have provided scholarship for girl child. But these scholarships are centrally collected and distributed in a quota basis. But there is a little effort to mobilize the local and district resources to create scholarship fund at the grassroots level. It is therefore necessary to develop scholarship fund right in the needy community by mobilizing school, community, and other types of resources.
5. Nepali constitution and the educational regulation have provision of mother language teaching for the basic and primary education. But there are limited efforts from MOE side. Some INGOs and NGOs are producing literacy and post literacy readers in different languages such as Maithili, Tamang, and Limbu. But the rest of the language groups don't have such facilities. Keeping this situation in mind, some efforts could be made. For example, LGM should be encouraged, laypersons and school teachers be trained to write materials in different languages, individuals, group of individuals be asked to produce such materials. Some of these materials could be prescribed for the structured as well as non-structured educational programs while others may be used as reference materials in the school library and village reading centres.
6. Different sources are supplying different forms of data. These data lack consistency in many ways. In order to check this inconsistency, a systematic

data

collection form can be developed and used. These compiled information can be put into computers and used in times of need.

- 7 A built-in mini research system is always larking to get systematic feedback for the systemic evaluation. The existing faculties in the formal school system and the employees of the nonformal education can be reoriented and given opportunities to make a research as a part of their program. This built-in research activity eventually help to improve the educational program in different fronts.

Goals

1. To ameliorate the staff capacity to take responsibility to meet the challenges of 21st century.
2. To ensure well orchestrated activities among different units of government, so that there would not be repetition and "inventing the wheel all over" on issues of women education
3. To develop an effective mechanism for monitoring and supervision system in order to bring effectiveness in the implementation level of the program.
4. To make data-based decision on policy making for women's education program
5. To increase girls' participation in the schools and to motivate women to be literate for better quality of life.
6. To ensure learning opportunities for women of all ages to continue learning throughout life to develop maximum potential for living high quality of life.
7. To sustain the educational activities for women and to build a spiral learning community.
8. To provide equivalency program to the learners who are learning through non for-mal channel of learning.
9. To increase the parents' involvement gradually in girls' education.
10. To improve the program by making data-based decision instead of political will or individual interest.

Programs

1. Primary education for girls of 6-10 age-group
2. Out-of-School nonformal education programs for unschooled and early school dropouts girls of 8-14 age-group
3. Adult education for females of 1545 age-group
4. Women's teacher training program
5. Scholarship program
6. Gender sensitivity training program for all levels of staff and community people
7. University program for women and NFE activities
8. Media integration program for advocacy
9. Condensed course for girls and women who want to get through SLC and be a teacher in the community

Targets: Qualitative

1. Providing education relevant to girls and women
2. Removing gender bias from the curricula, textbooks, and other educational materials
3. Raising awareness in importance of girls' education in the rural communities

Targets: Quantitative (see physical projection)

| | |
|---|-----------|
| Primary education enrolment (100% gross and 80% net enrolment of girls by 2002) | |
| Employment of female teachers: (30% of total primary teachers | |
| OSP-1 enrolment | 309,000 |
| Women's adult education program (15-45 age group) | 2,422,000 |
| Women's teacher training program | 22,879 |
| Faculty upgrading program | 25 |
| Training of new entrant female teachers | |

Activities

The following are the proposed activities along **with their schedule.**

| Activities/year | 1st | 2nd | 3rd | 4th | 5th |
|---|-----|-----|-----|-----|-----|
| Capacity building of the Women's Education Unit under the NFE Division in MOE to undertake planning and programming, tasks | | | | | |
| Revisitation of the existing curricula and the text materials of both the formal and nonformal education sectors | | | | | |
| Providing more access to schooling for girls through formal and nonformal mode | | | | | |
| Strengthening the motivational programs by increasing the number and amount of the scholarship, by organizing parental dialogue/discourse sessions etc. | | | | | |
| Providing special package for the girls and women of Dalit community | | | | | |
| Increasing the number of female teachers and preparing them for community mobilization | | | | | |
| Professional upgrading of female educators | | | | | |
| Orienting teachers and professionals to be gender sensitive at different aspects of curricular activities | | | | | |
| Training of new entrant female teachers | | | | | |

Priorities

1. Creation of gender sensitive environment
2. Consolidation of the existing female education programs
3. Revisiting curricular activities to accommodate gender perspective in them
4. Promoting female participation in education by expanding schooling opportunities in both the formal and nonformal education fora
5. Continuing positive discrimination policies for the education of girls and women

Strategies

Institutional Development Level

- Staff Development
- Coordination among different units of WEP in the Ministry of Education and Ministry of Women and Social welfare
- Strengthen the Monitoring and Supervision System
- Decentralization of Administrative Power
- Strengthening the data management system
- Making data-based decision in the policy level
- Developing shared vision among politicians, educationists, policy makers and implementators

- Stability in authorities and to avoid political influence in moving around the authorities

Program Development Level

- Campaign Approach for Mass Awareness on Importance of Female Education
- Learning Centre for Continuing Education
- Support System for Women/Girls to Participate in Educational Activities
- Participatory Curriculum Development
- Post-literacy Program Development
- Supplementary Materials Development
- Motivational Programs
- Partnership Development with Parents for Scholarship Program
- Integration of Action Research Cycle

Strategic Objectives

1. To develop an in-built system for staff development whenever there is a new challenge. For example, development of concepts on WID, WAD and GAD needs to be understood by all levels of personnel, so that the deep rooted philosophy of gender will be clear.
2. To develop complementary programs to each other to accelerate the efforts of the government on female education.
3. To make supervision system more supportive to the facilitators in the field level through the process of understanding the local context and to make more gender sensitive.
4. To establish a local educational institutions outside the formal education system to provide various learning opportunities for women in order to improve their lives. This institution will be set up and be managed by local women themselves.
5. To promote need-based programs in the field and not to make blanket policy for all regions of the country.
6. To develop appropriate reading materials for neo-literates according to their level of literacy. These materials can be informative, entertaining, skill learning and conceptual clarity.
7. To use the local language in the basic literacy classes as medium of instruction in order to make the participants feel homely. Many studies have shown that the impact of learning is better when the instruction is delivered in their mother tongue.
8. To offer integrated program along with women's education program in the community. Integrated programs can be awareness raising, scholarship, female teacher recruitment, early childhood education and so on. Success of these programs lies on the success of the other.
9. To develop equivalency programs for school drop-outs, and for those who are learning through non-formal channel
10. To develop different types of scholarship programs some of which will be full scholarship from the government and some will be partly provided by the government and partly by the parents.

11. To integrate research component with WEP.
12. To avoid superficial knowledge on the policy and program on the part of policy implementators in the field and to give continuity to the program which is once started with genuine vision.
13. To reduce the gender gap in access to education by raising awareness of parents and community people on importance of providing equal opportunity for girls and boys to education, information and other opportunities.

Management

- Different units of Ministry of Education like, Women Education Unit, NFE Council, BPEP and PEDP should develop a coordination among these cells to offer integrated program along with women's education program in the community. Integrated programs can be awareness raising, scholarship, female teacher recruitment, early childhood education and so on. Success of these programs lies on the success of the other.
- NFE division of BPEP, Adult Education Division and NFE Council of Ministry of Education should collaboratively and clarify the responsibility of each unit to accelerate the efforts in NFE for women.
- FOE needs to be involved in developing required human resources for the NFE and the women teacher training unit.
- All FOE campuses will gradually offer women's teacher training program.
- The DEIs will take prompt action in appointing trained women as teachers in primary schools in places most convenient to them.

Infrastructure

1. Establishment of community learning centres for conducting various NFE activities including literacy classes and post-literacy activities.
2. Equip the community learning centres with a 'tin-hunk' library of the books and other necessary equipment.
3. Refurbishment of FOE campuses that run WTTP, including hostels for girls, and equipment for income-generating activities.

Human Resources

1. Staffing the WEP Unit, NFE Council, Adult Education Unit and the Women Education Unit with necessary human resources, preferably with female members.
2. Appointing female supervisors and facilitators in adult education program even when special incentives and arrangements have to be made.
3. Gender sensitivity training to the staff of all levels so that from the policy level to implementation gender will be given special attention.

Financial Requirements

| Program/activity | Target | Unit cost (Rs. 000) | Total cost (Rs. million.) | Remarks |
|----------------------------------|--------|------------------------|------------------------------|---------|
| 1. Training | | | | |
| - Gender sensitive training | 20000 | 0.3 | 6.0 | |
| - Pre-entry teacher training | 5000 | 0.3 | 1.5 | |
| - Professional upgrading | 25 | 200.0 | 5.0 | |
| 2. Curricular Materials | | | | |
| - Condensed curriculum | | | 0.5 | |
| - Curriculum for Dalits* | | | 0.7 | |
| - Curriculum improvement | | | 0.5 | |
| 3. Other programs | | | | |
| - Women's education advocacy | | | 0.5 | |
| - Community development training | 13,310 | 0.1 | 1.331 | |
| - Research and evaluation | | | 5.0 | |
| - Disadvantaged group program** | | | 5.0 | |
| rand Total | | | 26.031 | |

* A complete special package that incorporates awareness raising to life skill and further education.

** For strengthening NGOs that are currently working for disadvantaged groups and children at risk.

Note: Cost related to office management, girls scholarship, women teacher training, women's nonformal education, out-of-school children program, and Dalit's education program are calculated in the concerned section. In all, women's education gets 61 millions.

Monitoring and Evaluation

1. *Indicators*

- Increment of female staff in the units of NFE/WEP, MOE/WEU, Adult Education Unit, NFE Council
- Increase in the proportion of women teachers/facilitators, women supervisors and female headed offices
- Increase in the proportion of trained women teachers
- Increase in female enrolment
- Strengthening of training programs of women teachers
- Decrease the gap between male and female literacy rates and increase the female literacy rate
- Impact of incentives and advocacy programs on female enrolment.

- Development of gender sensitive literacy materials and policies
- Training programs on gender sensitivity to the staff of all level
- Increase of enrolment of disadvantaged children in the formal and nonformal education
- NFE program development in the university level education
- Data base information on women, disadvantaged groups and NFE related activities
- Need based policy for scholarship and other incentives
- Increased number of researches on women and disadvantaged group's education

2. *Procedure*

- All responsible units of Ministry of Education and projects win review periodically the progress made in each field of women's education and disadvantaged groups.
- Data related to all components of Women's Education Program and Disadvantaged Groups will be collected, compiled, classified and published.
- Sponsored studies on various aspects of Women's Education Program will be undertaken by national research agencies.

SPECIAL EDUCATION PROGRAM

The Plan of Action

Reflection/Future Direction

1. Coordination among various BPEP components will save resources. For example, village readiness program, community awareness program can incorporate special education orientation. Similarly, nonformal education for disabled persons can be incorporated in the NFE sector; early childhood program for the children with special needs can be incorporated in the early childhood programs of BPEP.
2. Some districts haven't been sending their achievement reports (Kaski, Udaypur, Dang, Mustang, Rukum). Reasons for non reporting should be investigated and corrective measures should be taken.
3. All levels of curriculum should have a component on awareness about disability and problems faced by the disabled people. Emphasis should be given to the potentials of the people with disability.
4. Providing education to children with special educational needs is expensive and requires much effort. The integration of the handicapped students involves considerable changes within and outside schools. Screening, assessment, developing individual education program for each pupil and constant monitoring and remedial programs are needed to make it effective. Prevention and early intervention will prove to be more definite and cost effective in minimizing the disability rate in the long run. Therefore, these aspects of special education should be given priority.

Goals

1. To provide educational opportunity to all primary school-age children with special educational needs.
2. To integrate children with mild/moderate learning difficulties in the mainstream primary school system.
3. To provide education in resource class/home based settings to children with severe special educational needs in accordance to their needs.
4. To consolidate the existing programs of the NGOs for the education of the special needs children.

Programs

1. Inclusion of all children with all types of special educational needs.
2. Teacher training on special needs education.
3. Setting up of a special needs education directorate in the MOEC.
4. Strengthening the SEU of the BPEP.

5. Preparation for the setting up of an institute of special needs education and rehabilitation service.

Targets: Qualitative

1. Making special needs education an integral part of basic and primary education program.
2. Consolidation and expansion of the on going program of the SEU of the BPEP and the NGOs working in this field.
3. Professional upgrading of all teacher educators, administrators, supervisors, and master trainers involved in special education.
4. Collaborative planning for the education of the disabled and disadvantaged children.
5. Implementation of effective supervisory and support system.

Targets: Quantitative

1. Providing basic and primary education facilities to children with special educational needs in the following scale between 1997-98 and 2001-2002. The targeted groups of children are:

- Blind/Visually impaired
- Deaf/hearing impaired
- Physically retarded
- Mentally retarded
- Children with specific learning disabilities
- Children with emotional disturbance/behavior disorder
- Children with speech and language disorder
- Slow learners

Altogether, 90,000 disabled children are targeted for education. Categories are not described here, as grouping will be done by the degree of special needs like children with mild/moderate special educational needs and children with severe special educational needs (see enrolment target).

2. Training increased number of teachers, supervisors, master trainers, and teachers educators.
3. Rehabilitation of school buildings to make them accessible to the children with physical disabilities; construction of resource classes/units in the school premises (75 districts).
4. Improving the physical facilities of the special education department of the FOE.
5. Development of regional resource centres (5 regions).
6. Training teachers for resource classes and inclusive school programs -- (6000)
7. Training master trainers, (additional) -- (9), program coordinators (1 for each district) -- (75), and supervisors (2 for each district) -- (150)
8. Professional upgrading of---- (10), FOE trainers
9. Training of resource persons (2 for each district) -- (150)

10. Creation of regional Resource Centres -- (5)

Enrolment Target

The following figure will give the targeted numbers to be addressed by the special education program.

Enrolment Target for the Disabled Population

| Year | Disabled population Aged 6-10 | Enrolment target Aged 6-10 | % enrolment |
|-----------|-------------------------------|----------------------------|-------------|
| 1995-1996 | 116800 | 9972 | 8.53 |
| 1996-1997 | 120800 | 13000 | 10.76 |
| 1997-1998 | 124000 | 20000 | 16.12 |
| 1998-1999 | 128000 | 30000 | 23.43 |
| 1999-2000 | 131200 | 45000 | 34.29 |
| 2000-2001 | 135200 | 65000 | 48.07 |
| 2001-2002 | 138769 | 90000 | 64.84 |

Notes: 1. The disability rate of 0.5% given in Table I (Special Education Program) of BPEP master plan phase I seems to be an underestimation of prevalence of disability in Nepal. The sample survey of 1980 has reported 3% prevalence. The VMO gives a figure as high as 10%. The 1989 survey on mental retardation (AWMR/Mary Knoll Fathers) gave a figure of 4.9% for a single disability i.e. mental retardation. The UNICEF states in "children and women; A situation analysis" that other national studies have reported that 5 out of every 100 children require rehabilitation and special education p (108). District-wise disability survey carried out by SEU in 15 districts during 1994-96 has reported 3.53% in 7 districts and 4.5% in 8 districts giving an average of 4%. **Therefore, the disability among 6-10 year old children has been taken as 4% in this projection.**

2. In this projection, only the disabled population has been taken into account. The other disadvantaged groups have not been considered here.
3. Instead of predicting a fixed growth rate, it is assumed that the enrolment rate will show a proportional increase with the implementation of inclusive school program in more and more districts.
4. In the past, 1 years, the enrolment rate increased from 1% in 1991 (NEC 1992: 126) to 8.53% in 1995-96. It will not be realistic to aim for an increase in the enrolment rate to 100% in the next five years. So, the enrolment target has been set at 64.94%.
5. In special education programs, majority of students are found to be over-aged for their grades. The enrolment figures for 1995-96 include some students of lower secondary and secondary levels. They are not discounted for lack of breakdown of data.

Activity Schedule

The activities below are proposed for the five years to come.

| Activities | 1st | 2nd | 3rd | 4th | 5th |
|--|-----|-----|-----|-----|-----|
| 1. Disability Survey | | | | | |
| 2. Setting up of the special education directorate and staffing it. | | | | | |
| 3. Production of educational materials | | | | | |
| 4. Upgrading professionals at the DSE of FOE | | | | | |
| 5. Training of teachers | | | | | |
| 6. Expanding education facilities for children with special educational needs | | | | | |
| 7. Creation of Resource Centres in five regions | | | | | |
| 8. Setting up of a library and information system for special needs education. | | | | | |
| 9. Conducting research on | | | | | |
| - Program impact | | | | | |
| - Different models of inclusive programs | | | | | |
| - Follow up studies of training. | | | | | |

Priorities

1. Completing the disability survey being carried out by the SEU.
2. Developing guidelines for the implementation of the special education policy formulated by the MOE.
3. Mainstreaming the education of children with special educational needs and developing models of inclusive education. The mainstreaming program will operate, as in the previous year, through the resource centre system and will utilize the RC facilities of the BPEP.
4. Developing school based, home based, and community based programs for children with severe learning difficulties.
5. Strengthening the SEU and setting up the special education directorate.
6. Incapacitating the department of special education of FOE.
7. Strengthening and expanding the training programs
8. Preparing ordinary schools to mainstream the children with disability and underprivileged children.

9. Encouraging the formation of parents associations and organizations of the disabled people; the representative of these will be involved in the formation of policy, designing, implementation, and monitoring of the program.

Strategies

1. Screening and assessment will be carried out to identify the children with disabilities and at risk. Screening and assessment tools need to be developed, pilot tested, and used for this.
2. Awareness programs, like the existing village readiness and community mobilization programs, will be utilized in creating awareness about children with special needs. Awareness about prevention of disability will be created through multimedia awareness programs.
3. Person power preparation will be carried out at the centre, in the regions, and in the- districts.
4. The SEU will be adequately staffed and training provided in the staff.
5. Utilizing the ongoing disability survey report, appropriate education will be made available to the children with special educational needs.
6. Early childhood education programs will be made available to the pre-school children with special educational needs with a view to provide nutritional and remedial intervention as well as environmental stimulation. The local community, and the VDC's will be mobilized to take responsibility for this while the technical support will be provided by organizations such as the UNICEF.
7. Administrative support, consultant special needs teachers' services such as physiotherapy, speech therapy and mobility training will be made available as back up to enable regular school teachers to teach special needs children.
8. A special education directorate will be created at the MOE to bring about coordination among all levels and agencies of special needs education. The directorate will be adequately staffed with trained and experienced personnel.
9. National and international resources will be mobilized for the expansion and consolidation of the educational facilities for children with special educational needs.
10. The FOE will prepare a high level person power in special needs education.
11. A joint front strategy will be developed to make the regular school environment conducive to learning for the children with special educational needs. In order to do this, the government will have to enact legislation for compulsory education for all 5-10 years old and support it financially. The institutional linkage program of the SEU will be continued and other linkages will be formed. Cooperation of various professionals and parents will be sought to arrange for educational and other related services for the children with special educational needs. Inter departmental linkages among the health, finance, education, law and welfare ministries and departments of the government will have to be ensured for this.
12. Child to child approach will be used for improving the communication between children with special educational needs and those who do not have any learning difficulties.

13. CBR and nonformal education programs will be developed and strengthened. Coordination with the NGOs for CBR and with the NFE sector for NFE will be developed.
14. Workshops will be organized for local administrators, supervisors, headmasters, teacher trainers, and resource teachers to keep them informed about the on-going activities and ensure their active participation.
15. Special needs education will be integrated into the research and development programs of research institutions such as CERID and in curriculum development centres.
16. Teacher training curriculum will include assessment and evaluation techniques, team-teaching, communication skills, built -in- mini research, and strategies for developing individualized programs for diverse groups of pupils.
17. One regional resource centre in Kathmandu and one each in other four developmental regions of the country will be established. These resource centres will provide services such as assessment of disabilities, parent counselling, and referral.

Management

1. SEC will be the main policy making and coordinating body. Membership will be extended to welfare associations for and of the people with disability, educational institutions, and representatives from various sectors such as health, finance, local development, and social welfare.
2. The proposed special education directorate will manage all levels of special education, and supervise and coordinate the programs of governmental and non governmental organizations. It will look after the day to day administration, and monitor the programs at the central level. This will enable the SEU to focus more attention to the primary level especially with the special needs education program expanding to more and more districts.
3. The DEO, the special needs program coordinator, and the RPs will be made responsible for running and monitoring program at the district and cluster levels as well as for training and supervision.
4. The school management committees will be activated to provide support for the special needs program.

Program and Financial Requirements

| Program/activity | Target | Unit cost (its. 000) | Total Cost (Rs. million) | Remarks |
|------------------------------|--------|-------------------------|--------------------------------|--|
| 1. Training | | | | |
| - Basic teacher | | | 6.0 | Awareness, basic and special training |
| - Five month training | | | 6.0 | Inclusive school training at FOE to handle mild and moderately disabled children |
| - Teacher educators at FOE | 8 | 500.0 | 4.0 | Abroad training |
| - Administrator | 8 | 500.0 | 4.0 | One year program at FOE (DSE) and training abroad |
| - Master trainer | 10 | 500.0 | 5.0 | One year program at FOE (DSE) and training abroad |
| - District coordinator | 75 | 30.0 | 2.25 | |
| - District supervisor | 150 | 40.0 | 6.0 | One year program at FOE (DSE). |
| - Support staff | 150 | 3.0 | 0.45 | Short term training at MOE/MOH |
| - Resource teacher | 5001 | 15.0 | 7.5 | Five month training at FOE |
| - Master surveyor | 150 | 6.0 | 0.9 | |
| - Field surveyor | 8000 | 1.0 | 8.0 | Five days training |
| 2. Research | | | | |
| - Survey | | | 14.5 | Disability survey at 52 district |
| - Others | | | 2.5 | |
| 3. Infrastructure | | | | |
| - Special education building | | | 4.0 | |
| 4. Grants | | | | |
| - Residential school | 12,500 | 50.0 | 625.0 | |
| - NGO | 5 | 500.0 | 2.5 | |
| - FOE | 1 | 500.0 | 0.5 | |
| 5. Scholarship | 7,500 | 1.0 | 8.0 | |
| 6. Materials/equipment | | | | |
| - Equipment | | | 16.5 | |
| - Teaching materials | | | 1.0 | |
| - Reading materials | | | 1.0 | |
| 7. Programs | | | | |
| - NFE | 300 | 2.0 | 6.0 | |
| - Vocational training | | | 8.0 | |
| - Extra curricular | | | 9.0 | |
| - Follow-up | | | 0.15 | |
| - Awareness raising | | | 10.0 | |
| - Resource teachers | 2,678 | 1.2 | 3.2136 | |

| Programming | Target | Unit cost (RL 009) | Total Cost (Rs. million) | Remarks |
|------------------------------------|---------------|-------------------------------|---|----------------|
| 8. Library information | | | | |
| - Central library | 1 | 500.0 | 0.5 | |
| - Resource centre | | | 0.6 | |
| - Special education council | | | 125.0 | |
| - Special education cost (BPEP) | | | 759.0 | |

Monitoring and Evaluation

Indicators

- a. Regular SEC meetings.
- b. Increased linkage and cooperation among different government and NGO's involved in the education of children with special educational needs.
- c. Increased enrolment and attendance of %e children with special educational needs in school.
- d. Even distribution of the special educational programs in all regions of the country.
- e. Establishment of the proposed institute of special education and rehabilitation science and the SE directorate.
- f. Continuous reporting by the peripheral units.
- g. Periodic review of the impact made by the program.
- h. Availability of educational material, equipment and appliances especially at the peripheral level.
- i. Increased PTA meetings.
- j. Recurrent budget increase for special needs education.

EARLY CHILDHOOD DEVELOPMENT/EDUCATION

The Plan of Action

This plan includes only the activities related to Early Childhood Development /Education programmes for which the Ministry of Education would be responsible. This plan concentrates only on the educational part of early childhood development of 4-5 age children in a broader sense.

Recommendations

1. A National Commission on Early Childhood Development/Education should be formed under the chairmanship of NPC member (Education) with representatives from MOE, MOC, MWDSW, MOH.
2. Establish a pre-primary education section in the MOE.
3. Improve the curriculum for ECCE/ECD/ECE.
4. Establish ECE's in VDC's and provide financial support to VDC's which take initiative to organize ECCE/ECE.
5. Provide an expanded training programme for all categories of persons who would be involved in ECCE/ECD/ECE.
6. Raise the level of national expertise on CE/ECD/ECE.
7. Support the Child Study Centre (FOE/TU)
8. Introduce quite a variety of programmes of ECCE/ECD: (i) home-based, (ii) community-based, (iii) school-based.
9. Integrate the programme with support for health-care, nutrition and education.

Goals

1. To initiate an institutionalized provision of guided development of children of 4-5 age group in mental, physical and intellectual spheres.
2. To create awareness among parents and community leaders *on* the need of providing facilities to help children develop their innate capacities before they join the formal primary schools.
3. To reduce the underage children from getting admitted in the Grade I of primary schools.

Programmes

1. Assist Village Development Committees to establish ECD/E as joint activities.
2. Assist VDC's to establish ECCE's with technical and partial financial assistance of HMG/N.
3. Improve the existing ECE/D curriculum.
4. Conduct training on ECD/E to district, cluster and VDC level personnel.
5. Support the national Child Study Centre (FOE/TU).

Target: Qualitative

1. Improve the quality of existing pre-primary and ECCE institutions.

Target: Quantitative

1. Establish 10,000 in the VDC's.
2. Establish 3,000 ECCE's in the VDC's.
3. Train 75 exports of De offices and about 1300 RP's on EDC/ECE.
4. Produce advocacy materials.
5. Provide training to about 13,000 teacher-aids on ECD/E.

Priorities

1. Establishment of a National Council on ECCE/ECD/ECE.
2. Establishment of National Programme Implementation Committee.
3. Adopt the policy establishing ECCE/ECD/ECE with partial financial support to willing VDC's.
4. Train personnel for central, district, cluster and VDC level.
5. Expand the programme to raise awareness on ECCE.
6. Coordinate the ECCE/ECD with the non-formal and literacy programmes.

Strategies

1. Initiate an integrated ECCE/ECD programme as joint programmes of concerned ministries of the government.
2. Organize the ECCE/ECD programme as a support activity of the government to assist VDC's and local communities.
3. Raise the technical know-how level of the experts working in the central level both at training and management agencies by providing in-country and foreign training.
4. Raise the awareness level of rural people on the importance of ECCE in order to prepare VDC's to initiate ECCE/ECD programmes.
5. Prepare reading materials for trainers, teachers and parents on ECD/ECE.
6. Prepare materials that are to be used in ECCE/ECD/ECE programmes.

Resource: Human

1. Provide adequate training to persons working in the agencies such as: Pre-primary unit of MOE, trainers of FOE/TU, Child Study Centre, T.U, responsible officer of District Education Office.
2. Provide training to about 1300 RP's and about 13000 teacher-aids.

Resources: Financial (see Plan of Action)

Monitoring and Evaluation

Indicators

1. Establishment of National Commission for ECCE/ECD and National Programme Implementation Committee.
2. In-country and foreign training.
3. Launch awareness programmes.
4. Training for the trainers and teacher-aids
5. Establishment of ECCE/ECE in VDC's as scheduled
6. Regular supervision of ECCE/ECE by RP's.

PLAN OF OPERATIN OF ECCE/ECD/ECE

| SN | Programme and Activities | Ist | 2nd | 3rd | 4th | 5th | 13u3get |
|--------------|--|-----|-----|-----|-----|-----|-----------|
| 1 | Initial Activities Appointment of National Coordination Committee | | | | | | |
| 2. | Appointment of Programme Development Committee | | | | | | |
| 3. | HMG/Nepal decision on ECCE/ECE/ECD | | | | | | |
| 4. | HMH/N decision of on Five-year plan | | | | | | |
| 5. | Development of programme for 1997/98 | | | | | | |
| 6. | Establish a ECE/D unit under MOE | | | | | | |
| 7. | Infrastructure Building Training for personnel for MOE, FOE, CERID | | | | | | 3 m |
| 8. | Support improve FOE Child Study Centre | | | | | | 1m |
| 9. | Support improve CERID documentation Centre | | | | | | 2 m |
| 10. | Conduct feasibility studies to establish ECCE/ECD | | | | | | 1m |
| 11. r | Establish and Operate ECCE/ECE Establish /Operate 10,000 ECE's with the schedule of 2nd year 1500, 3rd year-2000, 4th year -2500, 5 th year-4000. | | | | | | 126 m |
| 12. | Establish/Operate 3000 ECCE with the schedule of 2nd year-500, 3rd year-500, 4th year 1000, 5th year-1000. | | | | | | 39 m |
| 13. | Training Programmes Training of expert of DE Office | | | | | | 1m |
| 14. | Training of RP's SS and Master Trainers | | | | | | 1m |
| 15. | Training of orgainizations/facilitators/volunters | | | | | | 1m |
| 16. | Materials Production and Distribution Production of materials for facilitators and children | | | | | | 3 m |
| 17. | Production of advocacy materials | | | | | | 1m |
| 18. | Distribution of all types of materials and Radio spots cost | | | | | | .5m |

SCHOOL CONSTRUCTION AND REHABILITATION

The Plan of Action

Recommendations

1. New Class Room Construction

i) Planning and Budgeting

- The MOE should adopt a policy of 40:60 cost sharing between community and government.
- The government should give priority to schools with Grade IN for classroom construction.
- The MOE should prepare and disseminate minimum standards for school buildings which should reflect the geographic regions of the Terai, the Hills and the Mountains.
- The MOE in cooperation with DEOs, should develop a capacity for micro level planning.
- The MOE should coordinate the school construction activities.
- Physical survey of all schools in 75 districts should be carried out as soon as possible for better planning and programming. The data should be kept in as a data bank for further new construction of schools.

ii) Management

- Communities should play a vital role in school construction/rehabilitation through School Management Committees (SMC).
- Government's role should be to strengthen management capacity at community and district level. Heavy centralized management structures should be avoided.
- Multiple agencies should be involved in construction to encourage competition and to avoid making the MOE dependent on a single supplier.

iii) Designs

- The MOE should issue and disseminate detailed design guidelines for school buildings, outdoor teaching space, play areas, landscaping and

boundary walls. These should respect the existing standards for class size and future standards of net area per student. The stress should be on quality improvement of learning environment.

- The design guidelines should be based on ergonomic factors including illumination, body sizes and thermal comfort.
- Building designs should aim to utilize local resources and encourage growth of local industry.
- The MOE should carefully monitor the construction of prototype buildings and evaluate the results against the design guidelines.
- Earthquake resistance and particularly avoidance of loss of life should be incorporated into building designs in a way that is sensitive to Nepalese traditions.
- Safety against wind, flood, fire and accidents should also be taken into account in design.
- Designs should consider reduction of maintenance and repair costs.
- Communities should remain responsible for maintenance. Maintenance manuals should be made available. Maintenance training should be held at regular intervals.

2. Resource Centre Building

i) Planning

- The MOE should fix a space standard based on the least space necessary to effectively serve the functions of training up to 30-40 persons as well as presenting educational materials and storing textbooks.

ii) Management

- The SMC of the host school should have a more active role in managing the construction.

iii) Design

- Resource Centres should be designed as an integral part of a primary school. A functional outdoor teaching area should be developed and used for demonstration classes.

3. District Education Office Building

i) Planning

- Architect's briefs should be prepared according to A, B and C level districts. The need for economy should be recognized in providing necessary spaces.
- All district headquarters should be surveyed to evaluate their accommodation needs against the proposed architect's brief.

ii) Management

- The present BPEP experience is positive and should be replicated in the next phase.

iii) Design

- Building design should incorporate earthquake resistant features and should respect local architectural traditions.

Table - 14.7
Proposed programme and budget for BPEP phase - II

| S. No. | Programme Activity | Quantity | | | | | Total | Unit cost at 97 price (Rs.'000) | Total (Rs. 000) | Remarks |
|--------|---|---------------|-------|-------|-------|--------|-----------|---------------------------------|-----------------|---------|
| | | 97/98 ~ 98/99 | | 99/09 | 00/01 | 01 /02 | | | | |
| 1 | (a) New Class room (NCR)- Hill | 1,300 | 3,000 | 3,000 | 3,000 | 2,500 | 12,800 | 110.00 | 1,408,000.00 | |
| | (b) New Class room (NCR)- Terai | 900 | 700 | 800 | 800 | 500 | 3,700 | 153.00 | 566,100.00 | |
| | Rehabilitation of Class room (RCR) | 2,500 | 3,500 | 3,500 | 3,500 | 3,000 | 16,000 | 17.00 | 272,000.00 | |
| 3 | (a) Resource centre building (RCB)-Hill | 35 | 180 | 210 | 215 | 181 | 821 | 289.00 | 237,269.00 | |
| | (b) Resource centre building (RCB)-Terai | 10 | 25 | 25 | 25 | 31 | 116 | 515.00 | 59,740.00 | |
| 4 | (a) DEO building-Hill | | 15 | 15 | 6 | 0 | 36 | 3,990.00 | 143,640.00 | |
| | (b) DEO building-Terai | | 3 | 3 | | 0 | 8 | 3,346.00 | 26,768.00 | |
| 5 | Pit latrine (PL) | 200 | 1600 | 1600 | 1600 | 1500 | 6500 | 45.00 | 292,500.00 | |
| 6 | Water supply (WS) | 200 | 1600 | 1600 | 1600 | 1500 | 6500 | 3.00 | 19,500.00 | |
| 7 | Class room furniture (CRF) | 4000 | 4000 | 4000 | 4000 | 1800 | 17800 | 8.00 | 142,400.00 | |
| 8 | Resource centre furniture (RCF) | 45 | 214 | 235 | 240 | 203 | 937 | 10.00 | 9,370.00 | |
| 9 | School maintenance - cluster (Maint. fund, awareness prog., tool box, training + pit latrine) | 250 | 250 | 250 | 250 | 66 | 1066 | 226.00 | 240,916.00 | |
| 10 | Lead RCs | | 13 | 13 | 13 | 15 | 54 | 400.00 | 21,600.00 | |
| 11 | Logistic support | | | | | | | 5,000.00 | 5,000.00 | |
| | Total (Rs.) | | | | | | | | 3,444,803.00 | |
| | Total (US \$) | | | | | | | | 59,393.16 | |

Cost estimate of unit class room building: New Classroom

Region: Terai

1996/97 Prices

| S. No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|--------|--|-------|------------|-----------------|--------------|-------------------------|---------------------------|------------|
| | Materials | | | | | | | |
| 1 | Bricks | nos. | 37,000.00 | 2.00 | 74,000.00 | 74,006.00 | | |
| 2 | Ordinary portland cement | bags. | 127.00 | 280.00 | 35,560.00 | 35,566.00 | | |
| 3 | Reinforcing steel bar | kg. | 350.00 | 26.00 | 9,100.00 | 9,100.00 | | |
| 4 | Steel binding wire | kg. | 4.00 | 40.00 | 160.00 | 160.00 | | |
| 5 | Steel D/W frame including hinges & holdfast (199.5 sft.) | kg. | 245.00 | 50.00 | 12,250.00 | 12,250.00 | | |
| 6 | Wooden truss | cft. | 51.00 | 800.00 | 40,800.00 | | 40,800.00 | |
| 7 | Wood for door/window shutter & eaves board | cft. | 34.00 | 800.00 | 27,200.00 | | 27,200.00 | |
| | Sand | cft. | 1,026.00 | 7.00 | 7,182.00 | | 7,182.00 | |
| 9 | Stone aggregates | cft. | 249.00 | 19.00 | 4,731.00 | | 4,731.00 | |
| 10 | 26 gauge CGI roofing sheet (Commercial) | bdle. | 8.35 | 3,600.00 | 30,060.00 | 30,060.00 | | |
| 11 | 26 gauge GI sheet for ridge | | 84.00 | 30.00 | 2,520.00 | 2,520.00 | | |
| 12 | MS J- hook with bitumen washer & metalic cap | set. | 395.00 | 5.00 | 1,975.00 | 1,975.00 | | |
| 13 | 4" & 6" Steel tower bolt | PCs. | 44.00 | 12.00 | 528.00 | 528.00 | | |
| 14 | MS Sliding bar locking set (10") | PCs. | 2.00 | 75.00 | 150.00 | 150.00 | | |
| 15 | 3" & 4" Ordinary Nail | kg. | 4.00 | 40.00 | 160.00 | 160.00 | | |
| 16 | 4" MS handle for door/window shutters | PCs. | 24.00 | 6.00 | 144.00 | 144.00 | | |
| 17 | Screws for hinges & tower bolts (20 mm & 35 mm) | Is. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 18 | Primer paint | Itr. | 4.50 | 125.00 | 562.50 | 562.50 | | |
| 19 | Enamel paint | Itr. | 9.00 | 150.00 | 1,350.00 | 1,350.00 | | |
| 20 | White wash lime | kg. | 50.00 | 10.00 | 500.00 | 500.00 | | |
| | Labour | | | | | | | |
| 1 | Unskilled labours | m.day | 377.00 | 50.00 | 18,850.00 | | 18,850.00 | |
| 2 | Skilled labours | m.day | 301.00 | 110.00 | 33,110.00 | 33,110.00 | | |
| | Transportation cost of materials from the road head | Is. | 1.00 | 5,000.00 | 5,000.00 | 5,000.00 | | |
| | Total | | | | 306,042.50 | 207,279.50 | 98,763.00 | |
| | Cost estimate for one class room | | | | 153,021.25 | | | 153,000.00 |
| | Percentage of total cost | | | | | 67.73 | 32.27 | |

Cost estimate of unit class room building: New Classroom

Region: Hill/Mountain

1996/97 Prices

| S. No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community component (Rs.) | |
|--------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|----------|
| | Materials | | | | | | | |
| 1 | Stones | cft. | 3,361.00 | 7.00 | 23,527.00 | 23,527.00 | | |
| 2 | Ordinary Portland cement | bags. | 48.00 | 315.00 | 15,120.00 | 15,120.00 | | |
| 3 | Reinforcing steel bar | kg. | 375.00 | 30.00 | 11,250.00 | 11,250.00 | | |
| 4 | Steel binding wire | kg. | 4.00 | 40.00 | 160.00 | 160.00 | | |
| 5 | Wood (for roof and door/window frame & shutters) | cft. | 108.00 | 500.00 | 54,000.00 | | 54,000.00 | |
| 6 | Sand | cft. | 497.00 | 8.00 | 3,976.00 | | 3,976.00 | |
| 7 | Stone aggregates | cft. | 138.00 | 10.00 | 1,380.00 | | 1,380.00 | |
| 8 | 26 gauge CGI roofing sheet (Commercial) | bdle. | 8.75 | 4,100.00 | 35,875.00 | 35,875.00 | | |
| 9 | 26 gauge GI sheet for ridge | sft. | 84.00 | 30.00 | 2,520.00 | 2,520.00 | | |
| 10 | 3" & 4" Roofing nails | PCs. | 440.00 | 0.50 | 220.00 | 220.00 | | |
| 11 | MS hinges for door/window shutters (4" & 6") | PCs. | 52.00 | 5.00 | 260.00 | 260.00 | | |
| 12 | MS hold fast | PCs. | 52.00 | 8.00 | 416.00 | 416.00 | | |
| 13 | Ordinary nails (3" & 4") | kg. | 8.00 | 50.00 | 400.00 | 400.00 | | |
| 14 | 4" MS handle for door/window shutters | PCs. | 24.00 | 6.00 | 144.00 | 144.00 | | |
| 15 | Screws for hinges & tower bolts (20 mm & 35 mm) | Is. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 16 | 4" & 6" Steel tower bolt | PCs. | 44.00 | 12.00 | 528.00 | 528.00 | | |
| 17 | MS sliding bar locking set (10") | PCs. | 2.00 | 85.00 | 170.00 | 170.00 | | |
| 18 | Primer paint | Itr. | 4.50 | 130.00 | 585.00 | 585.00 | | |
| 19 | Enamel paint | Itr. | 9.00 | 150.00 | 1,350.00 | 1,350.00 | | |
| 20 | White wash lime | kg. | 50.00 | 12.00 | 600.00 | 600.00 | | |
| | Labour | | | | | | | |
| | Unskilled labours | m.day | 379.00 | 70.00 | 26,530.00 | | 26,530.00 | |
| 2 | Skilled labours | m.day | 285.00 | 110.00 | 31,350.00 | 31,350.00 | | |
| | Transportation cost of materials from the road head | Is. | 1.00 | 10,000.00 | 10,000.00 | 10,000.00 | | |
| | Total | | | | 220,511.00 | 134,625.00 | 85,886.00 | |
| | Cost estimate for one class room | | | | 110,255.50 | | | 110000.0 |
| | Percentage of total cost | | | | | 61.05 | 38.95 | |

Region: Terai**Cost estimate of unit resource centre building: Resource Centre****1996/97 Prices**

| S. No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|--------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|------------|
| | Materials | | | | | | | |
| I | Bricks | nos. | 67,000.00 | 2.00 | 134,000.00 | 134,000.00 | | |
| 2 | Ordinary Portland cement | bags. | 294.00 | 280.00 | 82,320.00 | 82,320.00 | | |
| 3 | Reinforcing steel bar | kg. | 690.00 | 26.00 | 17,940.00 | 17,940.00 | | |
| 4 | Steel binding wire | kg. | 7.00 | 40.00 | 280.00 | 280.00 | | |
| 5 | Steel D/W frame including hinges & holdfast (338 sft.) | kg. | 376.80 | 50.00 | 18,840.00 | 18,840.00 | | |
| 6 | MS tubular trusses & column including nuts & bolts (1509 sft) | kg. | 1,095.50 | 60.00 | 65,730.00 | 65,730.00 | | |
| 7 | Wood for door/window shutter & eaves board | cft. | 51.00 | 800.00 | 40,800.00 | 40,800.00 | | |
| 8 | Sand | cft. | 1,620.00 | 7.00 | 11,340.00 | 11,340.00 | | |
| 9 | Stone aggregates | cft. | 375.00 | 19.00 | 7,125.00 | 7,125.00 | | |
| 10 | 26 gauge CGI roofing sheet (Commercial) | bdle. | 11.00 | 3,600.00 | 39,600.00 | 39,600.00 | | |
| 11 | 26 gauge GI sheet for ridge | sft. | 96.00 | 30.00 | 2,880.00 | 2,880.00 | | |
| 12 | MS J- hook with bitumen washer & metalic cap | set. | 515.00 | 5.00 | 2,575.00 | 2,575.00 | | |
| 13 | 4" & 6" Steel tower bolt | PCs. | 74.00 | 12.00 | 888.00 | 888.00 | | |
| V, | Sliding bar locking set (10") | PCs. | 5.00 | 75.00 | 375.00 | 375.00 | | |
| 15 | 3" & 4" Ordinary Nail | kg. | 7.00 | 40.00 | 280.00 | 280.00 | | |
| 16 | 4" MS handle for door/window shutters | PCs. | 40.00 | 6.00 | 240.00 | 240.00 | | |
| 17 | Screws for hinges & tower bolts (20 mm & 35 mm) | Is. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 18 | Primer paint | ltr. | 6.50 | 125.00 | 812.50 | 812.50 | | |
| 19 | Enamel paint | ltr. | 12.50 | 150.00 | 1,875.00 | 1,875.00 | | |
| 20 | White wash lime | kg. | 51.00 | 10.00 | 510.00 | 510.00 | | |
| | Labour | | | | | | | |
| 1 | Unskilled labours | m.day | 590.00 | 50.00 | 29,500.00 | 29,500.00 | | |
| 2 | Skilled labours | m.day | 472.00 | 110.00 | 51,920.00 | 51,920.00 | | |
| | Transportation cost of materials from the road head | Is. | 1.00 | 5,000.00 | 5,000.00 | 5,000.00 | . | |
| | Total | | | | 514,980.50 | 514,980.50 | | 515,000.00 |
| | Percentage of total cost | | | | | 100.00 | | |

Region: Hill/Mountain**Cost estimates of unit resource centre building: Resource Centre****1996/97 Prices**

| S. No. | Description | Units | | Quantities Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (RS.) | Remarks |
|--------|---|-------|---------|----------------------------|--------------|-------------------------|---------------------------|------------|
| | Materials | | | | | | | |
| 1 | Stones | cft. | 4195.00 | 7.00 | 29,365.00 | 29,365.00 | | |
| 2 | Ordinary Portland cement | bags | 106.00 | 315.00 | 33,390.00 | 33,390.00 | | |
| 3 | Reinforcing steel bar | kg. | 553.00 | 30.00 | 16,590.00 | 16,590.00 | | |
| 4 | Steel binding wire | kg. | 6.00 | 40.00 | 240.00 | 240.00 | | |
| 5 | Wood for roof, d/w frames, shutters etc. | cft. | 130.00 | 500.00 | 65,000.00 | 65,000.00 | | |
| 6 | Sand | cft. | 751.00 | 8.00 | 6,008.00 | 6,008.00 | | |
| 7 | Stone aggregates | c. | 341.00 | 10.00 | 3,410.00 | 3,410.00 | | |
| | 26 gauge CGI roofing sheet (Commercial) | bdle. | 9.50 | 4,100.00 | 38,950.00 | 38,950.00 | | |
| 9 | 26 gauge GI sheet for ridge (1'6") | rft. | 63.00 | 30.00 | 1,890.00 | 1,890.00 | | |
| 10 | Roofing nail | PCs. | 650.00 | 0.50 | 325.00 | 325.00 | | |
| 11 | 3" & 4" Ordinary nail | kg. | 12.00 | 50.00 | 600.00 | 600.00 | | |
| 12 | MS hinges (4" & 6") | PCs. | 54.00 | 5.00 | 270.00 | 270.00 | | |
| 13 | MS hold fast | PCs. | 62.00 | 8.00 | 496.00 | 496.00 | | |
| 14 | 4" & 6" Steel tower bolt | PCs. | 50.00 | 12.00 | 600.00 | 600.00 | | |
| 15 | Steel sliding bar locking set | PCs. | 4.00 | 85.00 | 340.00 | 340.00 | | |
| 16 | 4" MS handle for door & window shutters | PCs. | 25.00 | 6.00 | 150.00 | 150.00 | | |
| 17 | Screws for tower bolt & hinges | Is. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 18 | Primer paint | itr. | 8.00 | 130.00 | 1,040.00 | 1,040.00 | | |
| 19 | Enamel paint | ltr. | 16.00 | 150.00 | 2,400.00 | 2,400.00 | | |
| 20 | White wash lime | kg. | 60.00 | 15.00 | 900.00 | 900.00 | | |
| | Labour | | | | | | | |
| 1 | Unskilled Labours | m.day | 504.00 | 70.00 | 35,280.00 | 35,280.00 | | |
| 2 | Skilled Labours | m.day | 360.00 | 110.00 | 39,600.00 | 39,600.00 | | |
| | Transportation cost of materials from the road head | Is. | 1.00 | 12,000.00 | 12,000.00 | 12,000.00 | | |
| | Total | | | | 288,994.00 | 288,994.00 | | 289,000.00 |
| | Percentage of total cost | | | | | 100.00 | | |

Note: Quantities of the above items have been calculated based on the standard design of resource centre building with floor area (1.163.25 sft.)

Region: Terai**Cost estimate of unit toilet block****1996/97 Prices**

| S. No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|------------------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|-----------|
| Materials | | | | | | | | |
| 1 | Bricks | nos. | 5,150.00 | 2.00 | 10,300.00 | 10,300.00 | | |
| 2 | Ordinary Portland cement | bags. | 25.00 | 280.00 | 7,000.00 | 7,000.00 | | |
| 3 | Reinforcing steel bar | kg. | 122.50 | 26.00 | 3,185.00 | 3,185.00 | | |
| 4 | Steel binding wire | kg. | 1.50 | 40.00 | 60.00 | 60.00 | | |
| 5 | Wood for door/window shutter & eaves board | cft. | 13.00 | 800.00 | 10,400.00 | | 10,400.00 | |
| 6 | Sand | cft. | 135.00 | 7.00 | 945.00 | | 945.00 | |
| 7 | Stone aggregates | cft. | 30.00 | 19.00 | 570.00 | | 570.00 | |
| 8 | 26 gauge CGI roofing sheet (Commercial) | bdle. | 0.63 | 3,600.00 | 2,268.00 | 2,268.00 | | |
| 9 | 4" & 6" Steel tower bolt | PCs. | 2.00 | 12.00 | 24.00 | 24.00 | | |
| 10 | Sliding bar locking set (10") | PCs. | 2.00 | 75.00 | 150.00 | 150.00 | | |
| 11 | 3" & 4" Ordinary Nail | kg. | 1.50 | 40.00 | 60.00 | 60.00 | | |
| 12 | Roofing Nail | PCs. | 55.00 | 0.50 | 27.50 | 27.50 | | |
| 13 | 4" MS handle for door/window shutters | PCs. | 4.00 | 6.00 | 24.00 | 24.00 | | |
| 14 | MS hinges for door & window shutters | PCs. | 6.00 | 5.00 | 30.00 | 30.00 | | |
| 15 | MS hold fast | PCs. | 12.00 | 8.00 | 96.00 | 96.00 | | |
| 16 | Screws for hinges & tower bolts (20 mm & 35 mm) | Is. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 17 | Primer paint | ltr. | 1.00 | 125.00 | 125.00 | 125.00 | | |
| 18 | Enamel paint | ltr. | 1.50 | 150.00 | 225.00 | 225.00 | | |
| 19 | White wash lime | kg. | 9.00 | 10.00 | 90.00 | 90.00 | | |
| 20 | PVC 4" dia Vent pipe with cowls | PCs. | 1.00 | 250.00 | 250.00 | 250.00 | | |
| Labour | | | | | | | | |
| 1 | Unskilled labours | m.day | 52.00 | 50.00 | 2,600.00 | | 2,600.00 | |
| 2 | Skilled labours | m.day | 53.00 | 110.00 | 5,830.00 | 5,830.00 | | |
| | Transportation cost of materials from the road head | Is. | 1.00 | 1,000.00 | 1,000.00 | 1,000.00 | | |
| | Total | | | | 45,409.50 | 30,894.50 | 14,515.00 | 45,000.00 |
| | Percentage of total cost | | | | | 68.04 | 31.96 | |

Note: Quantities of the above items have been calculated based on the standard design of toilet block. (Floor area 46.75 sq.ft.)

Cost estimate of unit toilet block

Region: Hill/Mountain

1996/97 Prices

| S. No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs) | Community Component (Rs.) | Remarks |
|--------|---|-------|------------|-----------------|--------------|------------------------|---------------------------|-----------|
| | Materials | | | | | | | |
| 1 | Stones | nos. | 707.00 | 7.00 | 4,949.00 | 4,949.00 | | |
| 2 | Ordinary Portland cement | bags. | 13.00 | 315.00 | 4,095.00 | 4,095.00 | | |
| 3 | Reinforcing steel bar | kg. | 160.20 | 30.00 | 4,806.00 | 4,806.00 | | |
| 4 | Steel binding wire | kg. | 1.75 | 40.00 | 70.00 | 70.00 | | |
| 5 | Wood (for roof and door/window frame & shutters) | cft. | 14.00 | 500.00 | 7,000.00 | | 7,000.00 | |
| 6 | Sand | cft. | 40.00 | 8.00 | 320.00 | | 320.00 | |
| 7 | Stone aggregates | cft. | 40.00 | 10.00 | 400.00 | | 400.00 | |
| 8 | 26 gauge CGI roofing sheet (Commercial) | bdle. | 0.86 | 4,100.00 | 3,526.00 | 3,526.00 | | |
| 9 | Roofing nails | PCs. | 65.00 | 0.50 | 32.50 | 32.50 | | |
| 10 | MS hinges for door/window shutters (4" & 6") | PCs. | 6.00 | 5.00 | 30.00 | 30.00 | | |
| 11 | MS hold fast | PCs. | 12.00 | 8.00 | 96.00 | 96.00 | | |
| 12 | Ordinary nails (3" & 4") | kg. | 1.50 | 50.00 | 75.00 | 75.00 | | |
| 13 | 4" MS handle for door/window shutters | PCs. | 4.00 | 6.00 | 24.00 | 24.00 | | |
| 14 | MS sliding bar locking set (10") | PCs. | 2.00 | 85.00 | 170.00 | 170.00 | | |
| 15 | Screws for hinges & tower bolts (20 mm & 35 mm) | Is. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 16 | 4" & 6" Steel tower bolt | PCs. | 6.00 | 12.00 | 72.00 | 72.00 | | |
| 17 | Primer paint | ltr. | 1.00 | 130.00 | 130.00 | 130.00 | | |
| 18 | Enamel paint | ltr. | 1.50 | 150.00 | 225.00 | 225.00 | | |
| 19 | White wash lime | kg. | 4.00 | 12.00 | 48.00 | 48.00 | | |
| 20 | PVC 4" dia Vent pipe with cowls | PCs. | 1.00 | 250.00 | 250.00 | 250.00 | | |
| | Labour | | | | | | | |
| 1 | Unskilled labours | m.day | 76.00 | 70.00 | 5,320.00 | | 5,320.00 | |
| 2 | Skilled labours | m.day | 48.00 | 110.00 | 5,280.00 | 5,280.00 | | |
| | Transportation cost of materials from the road head | Is. | 1 | 1,500.00 | 1,500.00 | 1,500.00 | | |
| | Total | | | | 38,568.50 | 25,528.50 | 13,040.00 | 99,000.00 |
| | Percentage of total cost | | | | | 66.19 | 33.81 | |

Note: Quantities of the above items have been calculated based on the standard design of toilet block. (Floor area 46.5 sft.)

THE STATUS OF BASIC AND PRIMARY EDUCATION

Access versus Participation

1. Primary education is the largest of sub-sectors which comprises Grades I to V. According to the *Educational Statistics of Nepal at a Glance for 1995*, there were 212, 474 schools, 32,63,050 students of which 1301640 (40%) were girls. There were 82,645 teachers of which 35,057 (42%) were trained and 15,885 (19%) were female. On an average there should have been about 5.4 schools for every VDC in the 3912 VDCs in Nepal. This would mean the supply of one school in every two VDC ward. But this is only the hypothetical national average. The actual situation would be neither so neat nor so geometrically proportionate. In 1993, of the total school enrolment at the primary level 54.3 % were in the Hills followed by 37.8% in the Terai. The Mountains had only 7.8 % of the total primary school enrolment. Similarly, the gender disparities in access to primary education have not changed very much over the years. The largest proportion of girl enrolment is concentrated in the Hills (58.5%) and the Terai (34.6%). Only 6.9% are in the Mountains. The low girls' enrolment is not simply because of the lack of physical access to schools : it may have also to do with social perceptions and the socio-economic conditions of the family. If one compares the Gross Enrolment Ratio of the Tharu, the Chepang and. the Tamang communities with the average GRE we find them as low as 38.5%, 88.3% and 73% respectively for these communities. The gender differences in age-group enrolments were also very pronounced in the case of the disadvantaged social and ethnic groups--the gap further widening as the age-bracket is higher.
2. One of the major thrusts of His Majesty's Government in the basic and primary sub sector has been to expand access by increasing the number of schools and teachers. This policy objective is well documented the Eighth Five-Year Plan where eradication of illiteracy and universalization of primary education are considered the twin prongs of this policy thrust. It was also expected to be promoted by a policy of cautious implementation of the programme of compulsory primary education on a selective basis. In fulfillment of this objective the Government has approved 3,441 schools in the first three years of the plan period whereas only 2,025 primary schools were proposed for the whole plan period. These schools were initially started by the community which bore its establishment and running costs for a few years. Under the government quota system at the rate of 3-5 teachers to a school about 10,323 new teachers have joined the government payroll in the last few years though the Eighth Five-Year Plan target was only to recruit 8,000 teachers.
3. Without assessing the level of participation in the school system a headlong physical expansion of access alone is unlikely to help attain the Government's declared objective of universalization of primary education. In the absence of reliable field data (other than the 1991 National Census) the major

geographical and social pockets are hard to identify. Increased access does not necessarily lead to greater participation. Even in the Remote Areas, a study shows that for about 68% of total sample students the commuting distance from home to schools falls within 15 minutes. There is one primary school for every 74 school-age children in the remote districts as against 1 for 152 in the national average though 30% of these schools do not have all the five grades. However, the gross enrolment in these schools is only 88% and the net enrolment presents a dismal rate of 23% for both sexes and only 15% for girls. There are also other additional deterring factors. Of the total children enrolled in Grade I, 18% do not understand or speak Nepali. More than 50% of the teachers do not speak or understand any local languages - suggesting a severe problem of teacher-student communication. (*BPEP Strategy for Remote Areas, pp.xxv-xxvii.*)

| | | | | % of Age Group population outside the schools |
|----|-----------------------|-------|-------|---|
| A. | Net Enrolment Ratio | Total | 67.5 | 32.50% |
| | Boys | | 76.5 | 23.30% |
| | Girls | | 53.5 | 46.50% |
| B. | Gross Enrolment Ratio | Total | 114.1 | |
| | Boys | | 132.7 | |
| | Girls | | 94.2 | |
| | | | | |

Source: *Educational Statistics, 1995 (Mimeograph)*

4. Some of these structural issues cannot be easily addressed by merely stimulating supply or by a simple physical expansion of the schools and classrooms. They are likely to be vacant or at least sparsely attended, and stimulating demand becomes harder as the enrolment ratio reaches a plateau. Even though social and geographical disparities as well as gender issue is still vexing the sub sector, the system as such has expanded at an unprecedented pace, the GRE rising from a meager 0.9% in 1951 to 114% and 94% for girls. In fact, one key issue of the basic and primary sub sector has been the speed or the pace at which it is expanding which in itself is a big challenge, not only for the Treasury, but also for the nation as a whole.

The Basic and Primary Education Project 1992-1996

1. The Basic and Primary Education Project was launched in July 1992. Based on and building upon the years of experience of the Seti Project and the Primary Education Project of the 1980s a Master Plan for the Basic and Primary Education sub sector 1992-2001 was formulated with technical assistance from UNDP, and the full support of IDA and ADB. The Plan was submitted to the Government on July 31, 1991. Although there is no documentation of a formal approval of the Master Plan, it was fully owned by the Ministry of Education and Culture and substantial policy packages and programmes were integrated both in the Report of the National Education

Commission (submitted in September 1992) as well as in the Eighth Five-Year Plan 1992-1997.

The main objectives of the Basic and Primary Education Master Plan were four.

- a. Improving quality of basic and primary education through the development and dissemination of a new curriculum, the development and free distribution of a new set of textbooks, initial and recurrent in service teacher training close to the school clusters and Resource Centres, improved and continuous student assessment, enhancement of physical and learning environment, and physical rehabilitation of schools (90% of total schools on a cost-sharing basis.)
 - b. Improving access to and participation in basic and primary education through expanding basic and non formal education avenues complementary to the formal stream; establishing 300 girls schools in districts with lowest girl enrolment; scholarships to remote areas, girls, and disadvantaged groups; increasing the ratio of female teachers (13% in 1991); lateralization of the environment through Village Reading Centres, and access to post-literacy supplementary reading materials relating to community life;
 - c. Improving the systemic efficiency (by reducing dropout, failure and repetition rates, especially in Grade I and II through Early Child Care and Education Programme); legislation prohibiting the enrolment of underage children in Grade I and liberal promotion policy in lower grades; training and enhancing the professional status of educational managers, particularly Headmasters and Resource Persons;
 - d. Enhancing the relevance of basic and primary education through improved curriculum, textbooks and teaching/learning environment so that primary education produces, not only a literate and numerate population ready for further education, but also competent citizens who can deal with problems at home and at work, concentrating their learning on issues such as nutrition, environment, population, sanitation, and agricultural productivity.
2. Currently, the implementation of BPEP has covered 40 districts out of the total 75 districts of the country. The remaining 35 have also benefited from the technical and financial support, particularly in the areas of curriculum dissemination and textbook distribution. The major strategy of the project has been grouping the schools in clusters under Resource Centres; in-service recurrent training in such centres, provision of teachers and students support material, supervision system through the Resource Centres, improvement of school management system, introduction of a national primary curriculum, project assistance for school construction, rehabilitation and maintenance, including furniture, non-formal education programme, early childhood

programme, and construction of administrative buildings etc. The programmes of BPEP have considerably expanded the access to formal as well as to non-formal schooling in Nepal. About 46% of the BPEP allocations go to school construction and rehabilitation. It has constructed about 9,970 primary school classrooms, providing a place in school for about 300,000 out of the 500,000 additional primary school students who enrolled during the period 1990-95. It is also providing education opportunities to underage children in 588 ECC classes, to 7,000 disabled children in special education classes, to out-of-school children in 435 classes, to girls and women in 4656 WEP classes and to other adults in 465 literacy classes. Altogether these non formal education programmes have so far reached more than 170,000 adults and children.

Quality

1. Raising the quality of primary education through cost-effective means is the cornerstone of the BPEP. In order to achieve this objective a new set of national primary curriculum has been developed, field-tested, and implemented not only in the BPEP districts but all over the country. A whole set of new textbooks have been written, field-tested and implemented all over the country. Textbooks are distributed free of cost to all students in Grades III and to all girls in the remote areas. A number of teachers' guide books, based on the new curriculum and textbooks, have been prepared and disseminated among the teachers and the schools all over the country. However, only about 20% of all the primary teachers have had a curriculum dissemination training in face-to-face interactive sessions of 6 days' duration. BPEP has conceived the school clustering as the major tool of cost-effective and on site-management of the education support services, including professional short-term recurrent training and support to the primary teachers and headmasters. Building on the decade-long experiences of the Seti Project and the Primary Education Project, the BPEP has made considerable strides in the last four years of its implementation. However, its scale and pace have both been considerably affected by the overall scaling down of the project due to the constraints in the availability of resources.
2. Although the *Staff Appraisal Report* estimated the availability of about \$118 million only about \$68.5 million was available out of which \$45.7 had been disbursed by the end of 1996. As the Mid-term Evaluation Mission Report of the BPEP puts it, "available external project funding managed through BPEP was thus only half of what had been anticipated." Although some of the programmed activities have also been supported outside the programme frame of the BPEP this has resulted in a scaling down of the physical targets of the investment programme, most notably:
 - reduction in the classroom component by about 50%; as of the end of 1996 only about 9,970 classrooms and 231 resource centres have been constructed ;

- very limited provision of reading/learning materials other than textbooks which are limited in size, content and number;
 - low coverage of in-service teacher training components; instead of providing yearly recurrent training for all primary school teachers, teachers have had access only to curriculum training of a short duration once--that too had given to less than 20% of the total teacher force ;
 - less than 20% of the total teachers have so far participated in 150/180 hour training based on the first module
 - only about 10-15 % of the target have been reached by the Nonformal education programmes.
3. The objectives of the BPEP, professing to raise the quality of primary education through cost-effective means, have not remained unaffected by the overall scaling down of the projected activities. Social workers, local leaders, politicians, and educationists have now and then raised the key issue of the sustainability of programme. Even planners are not too sure if the programme is in actual fact cost-effective. This issue is all the more critical as most of the public resources allocated for basic and primary education in the regular budget is consumed by grants-in-aid to the primary schools which do not meet their education expenses other than teacher salary, peon salary and nominal amount for stationery on per-teacher basis. In current terminology "free primary education" means only tuition-free primary education with some other additional enrolment promoting components such as free textbooks, free uniform for girls, scholarships for girls and the disadvantaged children or feeding programmes in 8 selected districts. The schools are theoretically not allowed to charge fees, but in practice they do charge annual or lumpsum fees upto Rs 500 per academic session. Nepal is spending well over 53 percent of its educational allocation on this sub sector yet the schools do not have any money for quality improvement. Nearly all public allocations go for paying teacher salary and allowances. There is, however, a total absence of a system where public investment in this sub sector can be tied up with effective attainment by the learners and visible performance by the schools.
4. Despite massive inputs the quality of primary education is seriously jeopardized by mainly three factors: weak management, lack of professional support and supervision at the grassroots level, limited coverage of recurrent teacher training, and almost total absence of educational materials in the schools. In part at least, the BPEP activities are responsible for handling each component of primary education, one at a time and in isolation from other activities of the programme. The Resource Centres were expected to coordinate all the BPEP-related inputs and activities within a cluster network through an integrated strategy. Unfortunately, this has not yet happened except in a few well-performing and success-story cases. By and large, most Resource Centres have planned their cycle of activities without focusing on what actually happens in the classrooms and to the learners. Fulfilling the physical targets have been the be-all and end-all of most BPEP activities. What takes place in the classrooms as well as what the learner absorbs there is

often forgotten although this is what in the end determines the levels of student attainment.

5. Nepal Multiple Indicator Surveillance: Second Cycle show that most parents in Nepal value education for their children even though many teachers consider parental indifference or lack of understanding is the reason why children do not attend school or achieve well. Parental good intentions about sending children to school are thwarted by their inability to afford the costs associated with this theoretically free primary education. The costs are quite significant, including the direct costs of lumpsum fees, uniform, stationary etc. If primary education is to be made not just nominally free but really free the Government of the local bodies will have to bear, not only these running costs, but also quality improvement costs as well. This is party where projects and programmes such as BPEP and PEDP might come into picture. The BPEP in particular has been a largest single intervention in social sector in Nepal. Ye it is mostly focused on inputs outside the classroom with relatively limited impact on processes of teaching/learning that take place in the classroom. So a critical question here as: What has been the role of the BPEP in improving the performance on the primary education system? The NMIS reports,

There are positive effects of the BPEP demonstrated in this cycle but they seem to be modest, and there seems to be no narrowing of the gender gap in those areas with the BPEP in operation. Unfortunately, it is known whether the BPEP sites were similar (in educational performance) to non-BPEP sites before the programme began and this makes interpretation of findings difficult (P. 47).

6. An achievement study on BPEP schools commissioned by the project to the New Era reported that the average scores of the students in the sample schools were very low in all the three major subjects - Social Sciences/Science, Mathematics and Nepali.

The achievements of the students were found to have been affected by factors such as students' regularity, availability of food to children in time, parental education, crowded classroom, school visits by SMC members, RPs and headmasters' and teachers' professional competency (BPEP Achievements Study, P. xi).

7. The Government is aware of the need to improve the quality of the primary education system as the bedrock of the human resource development process. A start has, of course, been made with the support of multilateral donors, particularly in improving the curricula, textbooks, and teaching materials, initial and recurrent teacher training and the improved management of the system However, quality improvement in education is a slow process, involving not only improved inputs such as curricula and textbooks but also

improved knowledge and more positive attitudes toward teaching of a large, poorly trained and geographically dispersed teaching staff.

Curriculum and Textbooks

1. Closely related to the low-cost measure to improve the quality of basic and primary education is the question of curriculum, textbooks, educational materials and teacher training. There is no doubt that the most successful component of the BPEP is the implementation of a new national primary curriculum which was, for the first time methodically and systematically developed and field-tested before implementation on a national scale. The new curriculum is vastly improved one in comparison with its predecessor. However, not all issues relating to the curriculum have yet been tackled, let alone resolved. At least, there are two outstanding issues related to the relevance of the monolithic curriculum in a linguistically, culturally and ethnically diverse polity such as Nepal. Coupled with this is the issue relating to the "constitutionally guaranteed" right to education in the mother tongue for more than 48% non-Nepali speaking children and adults who would certainly have gained substantive and formal literacy in their mother tongues *faster* than in the national language. The Nepali language textbooks as well as the Social Studies textbooks suffer from serious defects of learning design and contents discussed in detail elsewhere - in this document, and in the forthcoming cycle of revision these should be seriously attended. The most serious shortcoming of the current phase of the curriculum implementation has been a relatively limited dissemination of the curriculum intent to only one teacher per four or five-teacher primary school. If the teacher happens to be a subject "specialist" then the purposes of the dissemination programme would already have been self-defeating. Framing a scientific curriculum is one thing, implementing it is quite another story, particularly under difficult learning environments such as ours. In many schools the textbook is often the only educational material available, let alone the curriculum document or the teacher guides. As such, adequate dissemination and orientation on the specific aspects of the curriculum implementation needs to be debated and discussed in the Resource Centres by well-trained and professionally competent resource persons.
2. Although the new curriculum has been implemented all over the kingdom, curriculum development as an on-going process on an institutionalized basis has yet to take roots in the system. Whatever feedback has been received on the new curriculum implementation experience has not yet been assimilated as a part of a sustained effort. Most of the field data are locked up in the files and cabinets of the Curriculum and Textbooks Development Unit, not yet clear about what to do with it. Although the curriculum allows room for local or regional variations in the national curriculum through the offering of elective subjects at the sub-national levels it is not clear who will take the lead, and no curriculum framework for any such elective subject or textbook has so far been developed at such a level. Similarly, on student assessment there is an outline scheme given in the curriculum, textbooks and in the materials for

teacher orientation but there is no evidence that such a scheme is widely used in the schools. This issue is complicated also by the fact that different teacher training modalities do not directly address the underlying principles and assumptions or specific pedagogy informing the new curriculum. Although Nepal has been experimenting with different curriculum models for the primary schools since the early 1950s she has yet to develop a sustainable and institutionalized process and national expertise involved in curriculum development, monitoring and evaluation.

Primary Teacher Training

1. One of the main cornerstones of the BPEP is yearly recurrent training for all primary school teachers with focus on improved classroom practice based on new curriculum and teaching materials. To institutionalize this recurrent in service training and support system it had proposed to construct about 500 additional Resource Centres. However, the goal of "recurrent yearly training for all primary school teachers" is yet to be realized because only a small percentage of 82,000 teachers have had any access to 6-9 days training. A total of 18,181 teachers of Grade I, 18,835 Grade II teachers, 19,845 Grade III teachers have completed such a training, and 17,600 Grade IV teachers have completed short-term in-service trainings of 10 days' duration in the 40 BPEP districts. An additional number of 994 primary teachers had received 12-day grade teaching, and 2,685 12-day training in multi grade teaching and 1,486 have received training in organizing extra-curricular activities. In addition to these numbers, 2188 teachers received 150-hour training and 6,300 were given 180-hour training accredited as "basic training" intended to clear the massive backlog of untrained teachers. Against this balance-sheet of achievements of the BPEP if we weigh the proposed total financial outlay in the project or projects made for teacher training it is debatable whether such a programme is cost-effective or sustainable without project funding.

**Teacher Training Status
1992-1997**

A. In-service Teacher Training: 3 times a year in (25 districts)

1. NCED (1994- March 1997)

| | |
|--|-------|
| Package I | 7,016 |
| Package II | 3,471 |
| Package III | 98 |
| Package IV | 93 |
| Unit Cost for Package I Rs. 4,914 | |

2. Distance Education Centre : Time: 5:30-6:00 pm in (10 districts)

| | |
|--|-------|
| (180 hr for these who have completed 150 hrs.) | 5,389 |
| 2.5 months | 1,400 |
| Unit cost Rs.1,106 | |

3. BPEP (40 districts)

| | |
|--|--------|
| 180 hr | 6,033 |
| 150 hr Basic Needs (1.2 days) | 2,188 |
| Grade Teaching (12 days) | 994 |
| Multi Grade Teaching (12 days) | 2,685 |
| Extra-curricular Activities (12 days) | 1,486 |
| Subject Teaching | |
| English (12 days) | 163 |
| Math (12 days) | 165 |
| Science (12 days) | 140 |
| Curriculum Dissemination (10 days) | 73,573 |
| Headmasters orientation on new curriculum and textbooks (6 days) | 15,308 |
| Master Trainers' Training (6 days) | 400 |
| District Level Trainer's Training (6 days) | 3,946 |
| Unit Cost for 2.5 month training Rs. 5154 | |

B. Pre-service Primary Teacher Training

| | |
|---|-------|
| Private Training Institutes | 12 |
| Total enrolment (Dec 1996 - March 1997) | 652 |
| HSE-Schools offering Education | 114 |
| Enrolment (2053-54) | 4,811 |
| Grade XI | 2,964 |
| Grade XII | |
| Total | 7,775 |
| Pass percentage 4% | |

A. Four-month Teacher Training Package

| | |
|------------------|-----|
| Trainers | 101 |
| Primary Teachers | 903 |

B. 2.5 Months

| | |
|------------------|------|
| Trainers | 238 |
| Primary Teachers | 6095 |

C. Headmaster Training

| | |
|-------------|------|
| Trainers | 126 |
| Headmasters | 1227 |
| Supervisors | 86 |
| DEOs | 18 |
| REDs | 5 |

D. Training Packages

| | |
|-------------------------------------|--|
| 10 month training package | Cambridge Educational Consultants and Sagric |
| 4 month management training package | |

2. For teacher training component it was proposed in the *Staff Appraisal Report* of the BPEP that the donors would contribute the following amounts:

| | |
|---|----------------|
| IDA | \$13.1 million |
| Resource Centres (500) | \$2.1 m |
| In-service training | \$ 8.9 m |
| 5100 female teachers | \$ 2.1 m |
| ADB | \$20.2 m |
| DANIDA | \$2.1 m |
| UNICEF(in-service training linked with curriculum/textbook renewal and dissemination) | \$4.1 m |
| Total | \$52.6 million |

Although teacher training is a very critical issue of the sub sector no study has so far been made on the relative strength or weaknesses of different modalities. We have nothing to base our decision or preferences other than our own "enlightened opinions."

3. The Mid-Term Review Mission of the BPEP, fielded in January 1996, has therefore, recommended in unambiguous terms that " to improve the impact of training on classroom practice the current training strategy, design, content and

materials, implementation, quality control and impacting needs to be rethought." This is a significant reflection on the state of the teacher training packages as well as the delivery mechanisms. The major dilemma before the Government is that it is trapped between the dictates of the Education Regulations which make 10-month training compulsory for certifying a teacher as "trained", on the one hand, and the ground realities of the absence of any institutionalized system of delivering such a training of long duration either as pre-service or in-service provision, on the other. The estimated average cost per head of the current modality of primary teacher training of 2.5 month delivered by the PTTCs is Rs 4,914 per package at current prices. It involves long absence of a large number of teachers from their schools. Other than the allowances, Tiffin, stationery, and trainer salary/allowances it also involves the teachers' salary for the duration of their training. So a long--duration training, involving travel or boarding and lodging expenses away from the school site, is likely to be unaffordable for as many as 40,000 primary teachers.

4. Teacher training is, indeed, a real challenge of the first magnitude before any Government. In the past decade or so the Government has, therefore, pursued an ambivalent policy or policies with no continuity or consistency vacillating between the provision of pre-service training of long duration and in-service training of a very short duration. Now it is almost clear as daylight that the Government cannot give long duration pre-service type training to the whole backlog of untrained teachers. The cost implications of such a pipe dream are staggering indeed. Therefore, the Government should not confuse the certification of teachers with the designing of in-service teacher training packages. These should, as far as possible, be flexible enough to enable the trainees to accumulate "credits" leading over a number of years to certification as "fully trained teachers". In order to make in-service teacher training cost effective, sustainable and focused on classroom teaching practice it has of necessity to be of a regular, recurrent, short, close-to-site and practice oriented closely linked with the current curriculum, textbooks and learning materials to be actually used by the teachers in real life situations. It should be delivered close to the school in Resource Centres and supported by a distance education programme closely monitored by the Resource Centres on whether the training is actually used in the classroom practice.

5. The BPEP was designed keeping the role and function of the Resource Centres as the heart of the overall national strategy for primary education reform. Yet even after 10 years of experimentation with this model the RC system is still donor-dependent and not fully integrated with the mainstream nor yet nationally funded. The Mid-Term Review Mission concluded that the extent to which the RC system has contributed to quality improvement of primary education cannot be answered. This is because, apart from a small study by the project, there is little tangible documentation of systematic assessment and evaluation of the RC activities and their visible impact on actual classroom teaching and learning achievements of pupils in primary schools. There are multifarious

activities in the RC, including the RC-based teacher training at the expense of school support and supervision. The focus of the whole RC system has been on the RC training halls than on the critical functions of the RCs as a support mechanism on which the networking of the schools in the cluster is totally dependent. The role and the functions of the RCs need to be clearly redefined and the cluster networking structure should be integrated with the regular supervision and support mechanism for the grassroots level educational goods and services.

6. Although a recent amendment to the *Education Regulations* brings in the Resource Centre structure into the main stream of educational structure its legal powers and functions have not yet been defined. Similarly, the appointment of School Supervisors as Resource Persons should be considered a positive move to regularize the position of the Resource Person. Yet Resource Centres are at present totally funded by external sources, and so far there have been no serious deliberations on the modalities of Resource Centre funding. Without an assured regular system of funding the cluster strategy has uncertain prospects. The concept as such has to be reviewed in a short-term project perspective as well as the long-term perspective of institutionalization, funding policy and sustainability parameters.
7. Of the several vexed problems and thorny issues of the sub-sector a major one is related to the modalities and effectiveness of primary teacher training. At present, teacher training is in a state of disarray partly because of the confusion between pre-service teacher training and in-service teacher training, or more accurately speaking, refresher and recurrent training which alone should be the Government responsibility. Ordinarily, it has nothing to do with certification as such. The Government's policy has vacillated from compulsory training of at least 10 months duration and optional training for holding permanent tenure in the system. During the 9month administration of the UML party, mandatory training was waived "temporarily for two years". If, on the one hand, the *Education Regulations* stipulates that 10-month training is obligatory for permanent tenure, it is not at all clear *who* gives this training, nor is it clear *where* such a training will be available or given.
8. The Government is giving the first package of "basic" 2.5-month training to the teachers in service in rented buildings paying them on an average Rs 5000 allowance per participant out of the project funds. As none of the eight Primary Teacher Training Centres will be constructed and ready before the end 1997 or 1998 one has to add the direct cost of rented buildings where the teaching/learning conditions are of a makeshift nature, nor always ideal. It is estimated that about 10,500 may have completed the first two packages, out of whom only 93 are reported to have completed all the four packages of 10-month training! As there is no documentation and database on trained teachers it is not clear whether all of them are still in the system or have opted out for something more lucrative. The Basic and

Primary Education Project has given 180-hour training to 6,033 teachers and 150-hour training to 2,188 teachers in 40 project districts through their Resource Centres. To about 165 teachers the project has also given 6-day training in English, Mathematics and Science Teaching. It has also given 12-day training to a limited number of teachers in Grade Teaching, Multi grade Teaching, and Extra-curricular Activities. The Distance Education Centre, too, operates its teacher training programmes through Radio Nepal in 10 districts, uncovered either by BPEP or by the PTTCs, by transmitting the training programmes between 5:30-6:00 pm each evening of the week-days. For those who have already done 150-hour training it is operating the programme of 180 for 5,389 teachers. For about 1,400 additional teachers it is operating 2.5-month first package.

9. As Tribhuvan University is gradually phasing out Proficiency Certificate Level programmes from its campuses, the question of identifying or approving the institutions that will deliver pre-service primary teacher training has emerged as the most serious one. At present, 114 Higher Secondary Schools are offering Education courses (i.e., 5 papers of 100 marks each out of a total package of 10 papers). The total enrolment in these schools is 7,775 but the pass percentage is dismally low, in fact, as low as 4%. So for the time being, the supply of trained teachers from these institutions is very doubtful. Besides, to streamline and track the Higher Secondary students into any specialized stream is against its basic purpose. Higher Secondary by its very nature is provision of General Education for a period of 12 years. Besides these schools there are twelve private teacher training institutions approved by the Government. The twelve private teacher training institutions have a total intake of 652 students this year. Here the basic issue relating to the private sector is quality control and the dangers of proliferation of "certification" as a vigorous industry without any commitment to quality and training.

10. In the face of these ground realities the Government is indecisive, and naturally, its policies are vacillating and based on ad hoc solutions. It is clearly unwilling to commit itself to the responsibility of providing preserves-type 10-month training to nearly 40,000 teachers who are untrained but already within the system. The cost implications are staggering: according to a rough estimate, at the current rates of direct subsidy of Rs 5000 per participant for a 2.5-month package, the Government will have to spend a substantial sum of money to train the entire backlog. Neither the relevance of the 10-month package nor its visible impact on the classroom instruction has yet been researched and documented. It is in fact unbelievable that there has so far been no serious study on the training capacities of the various institutions, programmes and modalities of primary teacher training in recent years. Informed decisions cannot be made without necessary data or evidence. On the teacher training issue both basic data and reliable evidence are missing. The only available data relates to numbers and unit costs: PTTC unit cost is Rs 4,914 (excluding rental) whereas the BPEP Resource Centre-based unit

cost is Rs 5,154. Compared with both of these modalities, the Distance Education Centre unit cost is only Rs. 1106 per participant. Though cost alone should not be a criterion for policy decision it sets the limit to the programme.

School Construction and Rehabilitation

1. A major component of the BPEP is school construction and rehabilitation which includes the construction and rehabilitation of 19,000 classrooms, rehabilitation of 6,000 classrooms, construction of 500 Resource Centres, 30 District Education Offices and furniture for all these. These proposed numbers have been scaled down and reduced to 12,849 classrooms, 5,300 rehabilitated classrooms, 270 Resource Centres and 20 DEO buildings as the donor funding was not committed at the time of project preparation and launching. One positive aspect of this component is an active participation of the local community in the construction of schools, rehabilitation of classrooms, and the maintenance of physical facilities. The project provides key design, technical assistance, supervision whereas the community contributes in the form of local materials and unskilled labour. IDA and ADB have supported the project with credit financing whereas DANIDA and JICA with grant assistance, including construction and materials and equipment. Out of the targeted numbers, 9970 classrooms have been completed, 5300 classrooms rehabilitated. A total of 231 Resource Centre halls and 20 DEO buildings have been completed so far. An estimated sum of NRs. 15,188.8 million (about 46.11% of the total project costs) have been expended on these constructions. In the current FY 30.60% of the total BPEP is earmarked for the construction component.

Physical Construction Targets and Achievements BPEP

| | Target | Achievement |
|------------------------------|--------|-------------|
| 1. Classrooms | 12,849 | 9,970 |
| 2. Physical Rehabilitation | 5,867 | 5,300 |
| 3. Pit Latrine | | 295 |
| 4. Drinking Water | | 141 |
| 5. Resource Centres | 270 | 231 |
| 6. District Education Office | 20 | 12 |
| 7. Furniture | 10,433 | 8,500 |

Source: Mid-Term Review Mission Report, January 19-26, 1996.

PEDP Civil Works Completed (Jan 1996)

| Target | Achievements |
|-----------------|------------------------------|
| Classrooms 1250 | 1125 |
| NCED | Completion Date : April 1996 |
| 6 DEOs | 15 Oct. 1997 |
| FOE Furniture | For 200 trainees |
| PTTCS | expected completion date |
| Tanahun | December 97 |
| Sunsari | April 97 |
| Rupandehi | March 98 |
| Surkhet | June 98 |
| Bara | March 98 |
| Bhojpur | November 97 |
| Dhanusha | March 98 |
| Kavre | June 98 |

Source: Primary Education Development Project Mid-Term Review Report, 16- 26 January, 1996.

2. The main educational objective of this component of the project is to create better physical facilities (larger rooms with enough light and ventilation) and teaching /learning environment in the schools and resource centres. Although the newly constructed classrooms and rehabilitated facilities have these educational potentialities "there is little evidence that they are helping to introduce new teaching practices" because in the first place, there is not much flexibility in the design: "there is no provision to hang materials on walls, desks and pupils always are facing the blackboard and the teachers; rearrangement of furniture is impossible." (*BPEP Mid-Term Review Mission Report*). Nor is it clear that the given designs are the most cost-effective ones.

3. Although achievements have been registered in quantitative terms there are a number of issues related to quality of construction and their educational potential. This may have been due to the over-rapid expansion of the programme affecting the effectiveness and availability of skilled supervision, often resulting in the non-compliance with building specifications and the use of sub-standard materials. To date, ad hoc and improvised project units have been used to carry out construction programmes. A proper mix of centralized planning and decentralized implementation and supervision of the construction component empowering and involving the DEO, DDC and the SMC is likely to bear more tangible results. The project should provide technical design and support by fielding a team of mobile overseers attached to clusters. Above all, the classroom designs need to be reviewed in the ecological context and geographical diversity of the country. At present, there is no systematically recorded data at district or central level, giving the location of school, its size, condition of its rooms and buildings or the data specifying the schools that have so far benefited from various project support. Which particular school is to be constructed and which one rehabilitated is not always an easy decision for the project management to make objectively in the absence of a proper physical mapping exercise and inventorization of the existing conditions of the primary schools in the kingdom. Consequently, local pressure and lobbying tend to have an upper hand over the most needy schools in a region.

Compulsory Primary Education

1. His Majesty's Government had set the target of universalization of primary education and education for all as the major goals in the education sector in the Eighth Five-Year Plan, quantitatively specifying the target in terms of 90% net enrolment and 121% gross enrolment. The plan had also specified that compulsory primary education would be launched on a pilot basis by the local bodies at their own initiative. According to the *Educational Statistics, 1995* released by the Ministry of Education early this year, the net enrolment figures

are 67.5 total, 76.7 for boys and 55.5 for girls whereas the gross enrolment figures are 114.1 total, 132.7% for boys and 94.2% for girls. These figures show that 32.5 % of the age-group who should have been in the primary schools are not yet in the schools. How to reach this population and stimulate demand for education among them is a real challenge for planners and educationists in Nepal.

2. Beginning from the FY 2051/52 two local bodies, the Banepa Municipality and the Ratnanagar Village Development Committee in Chitwan, have launched compulsory primary education on their own initiative. Early this year the BPEP has initiated a programme of compulsory primary education in 40 project districts on pilot basis in one municipality or VDC per district. There is a high-level committee headed by the BPEP Director. The District Education Committee selects at the district level the specific VDC or municipality to start the CPE programme. The VDC or Municipality-level committee in their turn organizes parents' meetings, interactions, discussions, pestering campaign, household visits, and cultural programmes to promote and encourage enrolment in primary schools. They will also organize teachers' meetings, compile statistics, persuade or monitor student attendance, particularly the ones who are granted scholarships, and mobilize necessary resources for school facilities. The Government has set 8 different criteria as the basis for the selection of VDC/Municipality for the implementation of CPE, such as accessibility, the existence of Resource Centre, half-an-hour distance from the learner's home, level of community support and availability of physical facilities etc. The enrollees in the VDC/Municipality will be given CPE scholarships on the basis of the quota which will, curiously enough, be decided by the BPEP/Primary Curriculum and Textbooks Development Unit. It is too early to evaluate the impact of this programme because it has hardly been a few months since it was launched amidst a function on February 27, 1997. Besides, apart from the budget amount of NRs. 5 million for the FY 2053/54 the activities and proposed programmes are not clear in the documentation available so far.

Efficiency

1. Among the system parameters of Basic and Primary Education the most visible one is efficiency. In the late 1980s' various studies reported the internal efficiency of primary education as 40%. However, the IEES (1988) reported it to be 53 %. The Grade I dropout rate was 67% and the repetition rate was 33% in 1988. A study based on sample survey shows that internal efficiency of the system has hardly improved from 43% (Bijaya Thapa). In 1994, the MOEC statistics showed a drastic change in these rates with 19% dropout rate and 45% repetition rate. The MOE 1995 *Educational Statistics at a Glance* (mimeograph) shows 20.6% drop out rate and 41.9% repetition rate in 1994. The NMIS reported only 3% weighted dropout rate for 6-10-year old children, with 2% among boys and 5% among girls. Except for Grade I, the promotion rates seem to have shown some improvements as the following

figures show: Grade I(37.6%), Grade II (70.1 %), Grade III (77.3%), Grade IV (78.2%), and Grade V (67.0%).

| | | | 1991 | 1993 | 1994 |
|----|--|-------------------------------|------------|----------------------|--------------|
| A. | Internal Efficiency | Various Studies IEES(1988) | 40% 53% | 42% (Thapa, 1996) | |
| B. | Grade I | Dropout Repetition | 67% 33% | 18.5% 45% | 20.6 41.9 |
| C. | Cycle completion rate (12.8 years for a graduate) | | 28% | 38% (Thapa 1996) | |
| D. | Promotion Rates | | | | |
| | Grade I | | | 36.4% | 37.6% |
| | Grade II | | | 69.2% | 70.1% |
| | Grade III | | | 77.2% | 77.3% |
| | Grade IV | | | 78.0% | 78.2% |
| | Grade V | | | 62.4% | 67.0% |

Source : *Educational Statistics 1994 and 1995 (Mimeo)*.

2. The *Nepal Multiple Surveillance Survey, 1996* reports.

School repetition rates in boys and girls are lower in sites with BPEP operating than in sites without, in both boys and girls. There is no difference in drop-out rates with the presence of BPEP. (p. 32).

The NMIS gives various reasons for class repetition and dropout. The perspectives of the parents and the teachers are, however, diametrically opposed: the parents blame the teachers for negligence and incompetence whereas the teachers blame the parents for not caring for their ward's future and education. The most common explanation offered, however, is that the parents are too poor and that they can't afford primary education because of its opportunity costs as well as direct costs, such as lumpsum fees, stationery and uniform. The second most important reason given is the one that can't be ignored by the educationists: the child does not want to continue school *because* it is uninteresting.

3. Some of the reliable indicators of the efficiency of the system are the gross enrolment ratios and the net enrolment ratios. In our primary schools, an estimated 14 % of the primary enrolment are underage children, the toddling who merely accompany their brothers/sisters to the school. Such population helps to report apparent enrolment growth, but they are actually a drag on the system and its resources. The enrolment ratios as reported by the *MOE Educational Statistics, 1995* are the following:

| | Gross Enrolment | Net enrolment Ratio | % of Age-group population outside the schools |
|----------|--------------------|------------------------|--|
| a. Total | 114.1 | 67.5 | 32.5% |
| b. Boys | 132.7 | 76.5 | 23.30 |
| c. Girls | 64.2 | 53.5 | 46.50 |

If these data are reliable an estimated number of about 17% of the current primary enrolment are over-aged children who are +10 years of age, i.e., those who should have been in lower secondary schools rather than in the primary schools. In fact, in the Remote Areas, only 26% of the children enrolled in the sample schools belong to the appropriate age-group. As many as 63% of the children in the schools in these areas are over-aged. The reliability and the quality of educational data are always in question in Nepal, including those relating to the literacy rates. Recently, the Central Bureau of Statistics has published the main findings of *Nepal Living Standards Survey Report, 1996*. The report gives the gross enrolment ratio of 86 % for total, 100% for boys, and 72% girls. The net enrolment ratios, too, are different: total 57%, boys 67%, and girls 46%. Because of these conflicting set of data it is almost impossible to assess the status of primary education in Nepal, particularly its systemic features such as access and efficiency.

Primary Education Development Project

1. Another important project was approved and signed in the sub-sector by His Majesty's Government on 5 December 1991 with the Asian Development Bank, (\$19.5 million with \$400,000 piggy-backed to the loan and \$1.4 million Norwegian technical assistance for institutional strengthening of the Ministry of Education) which became effective on 18 May 1992 and is scheduled to close on 30 June 1998. The objectives of the project are to improve the quality of primary education and provide more equitable access to it. The project consists of two parts: facilities development comprising civil works, furniture and equipment for the National Centre for Educational Development (NCED) and eight Primary Teacher Training Colleges (PTTCs) and the equipment for the Faculty of Education, Tribhuvan University and secondly, programme development consisting of training of teachers and education management personnel and production of training materials. According to the project status report submitted to the National Planning Commission on April 30, 1996 , the NCED building was already complete and only 6 out of 8 PTTCs will have guaranteed completion under the project by the project closing date of 30 June 1998. Eleven hundred classrooms in 547 schools in five districts of the Western Development Region have been completed and another 343 in additional six districts were constructed in 1995/96. Furniture for 200 trainees and some equipment have been provided to the Faculty of Education, Tribhuvan University. In collaboration with the Cambridge Education Consulting Firm and Sagric a ten-month teacher training package, a trainers' training package and a four months management training package, too, have been completed and delivered to the following number of trainees:

Four month management training package

| | |
|-----|------------------|
| 101 | trainers |
| 903 | primary teachers |

| | |
|------------------------------------|------------------|
| Headmaster trainer | 126 trainers |
| Headmaster trainee package | 1227 headmasters |
| Supervisors | 86 |
| DEOs | 18 |
| REDs | 5 |
| 2.5 Month Teacher Training package | 6095 |
| Trainers' package | 238 |

Major critical issues relating to these trainings are that they are currently run in rented and makeshift buildings without any academic environment by mostly temporarily recruited trainers. Secondly, in the absence of a computerized record system to register teacher and management trainings accomplished, all such information exists only as manual records. Finally, once completed it is not clear whether the PTTCs will be used only for in service training or for pre-service training as well. The average capacity of a PTTC is only 180, and even if three 2.5 month trainings are held per year in each of the nine PTTCs the total training capacity will not be more than 5000 per year ($180 \times 3 \times 9 = 4860$). As a long duration training involves absence from the classroom as well as salary/allowance this delivery system is likely to be slow and costly. The average-unit cost of the NCED model per 2.5 module is Rs. 4,914. The total average cost per participant will be Rs. 19,656 to complete all the four packages of 10 months. If we have to deliver this type of training to all 40,000 backlog of untrained. Primary teachers it will cost the Government Rs. 786 million at current prices.

Early Child Care and Development

1. The BPEP is attempting to increase the efficiency of the primary education system in Nepal through the implementation of various measures. Among these an important strategy is to socialize the underage children in the community environment away from the family though not exactly in a formal school environment. This is all the more important as a step in initiating the child into a school-like environment. At present there is an estimated 14% enrolment of underage children in the primary schools of Nepal. This syndrome has been aggravating the inefficiencies of the primary education system particularly in Grades I-II. The economies that might be gained by tapping this underaged population through a network of home and neighborhood child care centres or play groups are enormous (Meyers, 1996; Lohani, 1996), and the prospects of increasing the efficiency of the system very bright, particularly because agencies such as the UNICEF are keen to promote this strategy and to initiate parenting education by incorporating it both in the Out-of-School and Adult Literary Non formal Education classes with trained facilitators and community support. The Government, however, needs to spell out a clear policy guideline on this critical element of child-related programme in the Ninth Five-Year Plan, including a national monitoring system at the district or VDC levels.

2. A detailed curriculum related to early childhood development has been prepared consisting of activities enabling mothers/parents and caregivers to interact with children from birth to three years of age as well children from 3-5 years together with tools for assessment and evaluation of learning. Resource materials and training packages too have been prepared for 12day training of trainers. Although a considerable amount of materials (posters, pamphlets, and brochures) have been developed and disseminated the concept of early child care and development is far from clear, particularly among the teachers and parents. Despite all these efforts teachers still continue to teach the underaged children in the primary schools to read and write instead of concentrating on pre reading and writing skills or on teaching to learn while at play. The teachers alone are not to be censured as they do not really know what to do with the education kits and there is no professional support forthcoming from any quarters. There is neither any evidence of financial commitment nor of political will at any level of governance to this programme, and much of the resources and efforts that go into teaching the underage children go down the drain, irrefutably proving this as a mere drag on public resources.

Non Formal Education

1. Providing basic learning needs for the children out of school as well as adults is one of the most important aspects of the BPEP. It tries to improve access to basic and primary education and female literacy by imparting knowledge and skills relating to national development concerns. It also tries to strengthen the literacy skills of the new literates. In its first phase the BPEP has targeted an outreach group of 7,33,000 adults and 2,20,000 children out of school. However, as of the end of January 1996 the Mid-Term Review Mission, only about 86,000 adults (11%) and 45,000 (20%) children are reported to have completed the literary courses with the following rates of completion: OSP 1 62%, OSP 2 74%; WEP 1 62% and WEP 2 54%. The OSP I completers may enroll in Grades II and III. There is, however, a wide divergence in these reported figures from source to source - ranging from 97,385 in the Primary Education Sector Status Paper submitted to the National Planning Commission on April 30 1996 to 9,97,871 reported in the CERID Review of the Eighth Five-Year Plan. A national newspaper, quoting the Nepal Non formal Education Council Chief, reported that "the National Planning Commission, while setting the target, forgot to take into account the national population growth." (*The Rising Nepal*, March 21 1997).
2. The major challenges facing these programmes are the one of attracting the enrollees and once enrolled then of retaining them over the whole period of the non formal education programme. Coupled with this is also the shortage of reading materials attractive and relevant enough to sustain the newly gained skills of literacy and numeracy. Whereas these are the major concerns at the grassroots level, at the central level, where both the NFE Council and the NFE Secretariat play the critical role, there are the

problems of shortage and inadequacy of budget (2% of education sector budget), lack of coordination among the various Governmental and nongovernmental organizations, national as well as external, and above all the problem of materials and information-sharing among the too numerous agencies working in the limited areas of their own choice, as it were.

3. The major issue relating to the NFE is current supply-driven quota-based strategy modeled on "adult literacy" approach. The actual transfer and mainstreaming of the OSP graduates has also taken place on a very limited scale. There is also a wide divergence in the per unit costs of the various programme modules as launched by different agencies. In view of the fact that the financial requirements and commitments of the Government and donors are far below the needs, a realistic costing of the programme can be improved by the project by closer coordination and collaboration among the donors and field-level implementing agencies. The persisting paradox, however, is that too many agencies are spending too little to educate few children, adults and women dispersed all over the places. At the current rate in the rise of literacy rate the NFE programmes are likely to have minimal effect either on educational development in general or in the human development in particular. Unless there is a radical change in the approaches, strategies and the content of the NFE programmes they are likely to contribute marginally to economic and social transformation of Nepal.

Social Returns on Primary Education

1. Social returns on public or donor investment in the basic and primary education are likely to continue to be very low as long as there continues to be an investment policy unrelated to accountability and attainment. If the teachers can continue to draw their salary and the schools continue to get their grants-in-aid irrespective of their performance, there will be no way to ensure the best results from the increasing public financial liability in this sub sector. Already the Government is spending Rs 1999.7 million annually from regular budget on primary teacher salary and allowances, which is about 6.3% of the total government revenue. This amount will go on increasing with every rise in salary, on the one hand, and the increasing number of teachers, on the other--without any visible impact on quality and performance of the schools. Thus closely associated with the central issue of quality is the issue of the modality of State funding to the basic and primary education sub sector. Undoubtedly, increasing public investment in this sector is socially just and economically imperative. However, the question is: how to optimize the social returns on the scale of investment which is already available?
2. The answer may possibly lie with the Government's Decentralization Plan which is already on its legislative pipeline. It is great pity that the *Decentralization Act*, already circulated among the lawmakers by the previous Government, is not promulgated before the forthcoming general elections. However, the thrust of the Government policies in the direction of devolving more and more powers and authority to the local bodies--the Village

Development Committees, the District Development Committees, and the Municipalities-is a step in the right direction if our developmental process were to gain in real momentum in the future. The Decentralization Plan squarely puts basic and primary education within the jurisdiction of the local bodies--defining their role not only in day-to-day management and monitoring of the already existing schools but also in the future planning and approval of the schools to come. Such an empowerment of the local bodies will activate the School Management Committees which are at present totally ineffective and non-functional in monitoring the school programmes. It will also enable planning of professional activities at the sub-district level and the school cluster level.

BPE Expenditure by Components

Rs. Million

| Activities | July 1992 through July 1995 | | 1995/96 Budget | | 1996/97 Budget | |
|---------------------------------------|-----------------------------|--------------|----------------|--------------|----------------|--------------|
| | Amount | % | Amount | % | Amount | % |
| 1. Curriculum & Text book Development | 25.331 | 2.63 | 13.450 | 1.99 | 3.400 | 0.05 |
| 2. Teacher Training | 30.585 | 3.17 | 16.378 | 2.42 | 56.246 | 8.12 |
| 3. Curriculum Dissemination | 65.583 | 6.81 | 20.310 | 3.00 | 20.935 | 3.02 |
| 4. Recruitment of Female Teachers/WEP | 74.348 | 7.71 | 97.042 | 14.32 | 108.569 | 15.66 |
| 5. Resource Centre Development | 55.188 | 5.73 | 16.047 | 2.36 | 22.039 | 3.18 |
| 6. Non-formal Education/OSP | 105.344 | 10.93 | 54.771 | 8.08 | 70.150 | 10.12 |
| 7. Special Education | 20.420 | 2.12 | 19.141 | 2.83 | 30.665 | 4.42 |
| 8. Classroom Construction/Maintenance | 444.488 | 46.11 | 281.615 | 41.57 | 212.123 | 30.60 |
| 9. Compulsory Primary Education | - | - | - | - | 5.010 | 0.72 |
| 10. Early Childhood Education | - | - | 2.550 | 0.37 | 2.700 | 0.04 |
| 11. Village Readiness | 3.531 | 0.37 | 1.246 | 0.18 | - | - |
| 12. Procurement of Vehicles & | 12.275 | 1.27 | 8.352 | 1.23 | 20.560 | 2.95 |
| 13. Office Furniture | 0.799 | 0.08 | 0.800 | 0.12 | 1.600 | 0.02 |
| 14. Institutional Development | 14.500 | 1.50 | 31.320 | 4.62 | 42.600 | 6.15 |
| 15. Operating Costs | 111.501 | 11.57 | 114.446 | 16.88 | 96.467 | 13.95 |
| Total | 963.893 | 100.0 | 677.438 | 100.0 | 693.064 | 100.0 |

Source: Financial Status Report of BPEP for July 1992-July 1995; BPEP for 1995/96 and 1996/97 Budget. (*JICA Classroom Construction not included.*).

3. For all the grassroots-level improvement of the primary schools the kingpin is the Headmaster who should be empowered to take proper care of his school and its teachers. He and he alone can be an effective tool of all reforms in the schools. The Headmaster should be given, not only a clear set of powers and responsibilities, but also a verifiable set of indicators of performance for his school against which an evaluation of the school should take place and some form of school improvement fund should be available at the cluster level to be disbursed on competitive basis. Without developing a system of site management of the professional support, supervision, and monitoring at the cluster level the system is unlikely to perform and deliver the goods in the foreseeable future.
4. In the last decade or so the Government has pumped an enormous amount of resources, both internal as well as external, into the basic and primary education sub sector. These resources have been absorbed mostly either by grants-in-aid (62%) consisting of regular salary/allowances or by inputs such

as civil works (46.11%) i.e., training halls, classrooms, rehabilitation, DEOs. and Primary Teacher Training Centres. Because of the Government's pronounced policy of "free" primary education the community's role and responsibilities have been minimized in recent years. Except in school construction and rehabilitation where the community shares about 30-40 of resources in the form of labour or local materials. The primary schools are, for all intents and purposes, considered "government schools". This is in some sense, a very dangerous situation. It shows lack of community ownership and identity crisis for the public schools. On the one hand, the schools are theoretically free. They do charge lumpsum fee at least up to Rs 500 per session. On the other hand, despite Government grants-in-aid for teacher salary based on quota system, free textbooks, uniform, meals, and scholarships for girls and the disadvantaged, there is no fund whatsoever for quality improvements. Above all, the Government funding of primary schools is not at all related to school performance nor to teacher accountability of any kind. The teachers are ensured of their salary, allowances, and pension, no matter whether they teach good, bad or indifferently, or do not teach at all. With a weak School Supervision, weaker School Management Committee and weakest Headmaster the teacher accountability is nil. In many of the primary schools at any season teachers are never in full presence; instead they take a turn to do their farming, household tasks, or other non-academic work. No wonder that the *Nepal Multiple Indicators Surveillance* reported that:

Interestingly, parents seemed more ready to criticize the teachers in relation to their children's poor progress. Teachers were accused of teaching poorly, not attending school themselves and not paying attention to their duties.... The education they get at school is not good. There are only two teachers, and one of them does not come to school at all. If he comes one day then he won't come for another 15 days. How can only one teacher concentrate in all the areas? (p. 33)

The central paradox of the current modality of government funding is that while the State responsibilities in the sub sector are increasing year by year it has no control over the teachers nor any check on the school performance. The schools have no funds available for quality improvement activities of any kind. The schools face an identity crisis.

Future Directions

1. To attain the goal of universalization of primary education, concrete measures will be taken not only to increase access to basic and primary education by increasing the number of schools but also to increase participation and attendance by approving the schools on the basis of mapping those regions where such schools are unavailable or inadequate to serve the age-group. Net enrolment ratio rather than gross enrolment ratio should reach 90% by the end of the Ninth Five-Year Plan.

2. Emphasis will be laid on the participation of the rural poor, girls and the socially disadvantaged groups in formal schools and non formal programmes.
3. Village Development Committees, District Development Committees and Municipalities will be empowered, encouraged and rewarded for introducing compulsory primary education in their respective areas of jurisdiction.
4. Basic and Primary Education Project will be implemented in all the 75 districts to achieve cost-effective quality improvement, reduce dropouts, repetition and failure rates by implementing an enhanced curriculum, new textbooks, and continuous teacher up gradation and professional support through networking of schools within each viable geographical unit. Learning achievements and primary cycle completion rate will be increased to at least the regional level of 35%.
5. Highest priority will be given to an up gradation of primary school physical facilities (such as well-ventilated and lighted classrooms, drinking water and hygienic toilets). Cost-sharing with the community will be encouraged for school construction and refurbishing. Not only community contribution but also community ownership of the primary schools will be encouraged.
6. Detailed profile and performance indicators will be developed for all primary schools which are publicly supported. A baseline data on all the schools of the kingdom will be computerized at the sub-district, district, regional and national levels. This will be used for programming, monitoring and evaluation of publicly funded schools.
7. To upgrade the professional level of primary teachers, both pre-service and in service teacher training packages will be developed and standardized. An integrated plan and delivery modality will be nationally defined for teacher training. Only those teachers who have undergone a minimum level of training that will enable them to handle the new curriculum will be considered "trained" for the purpose of recruitment and promotion. A full use of all the available facilities will be made to clear the backlog of untrained teachers within the shortest period and in the most cost-effective modality.
8. Free textbooks, school uniform, mid-day meals and scholarships will be distributed to encourage girls and children from disadvantaged social, ethnic, cultural groups and geographically remote areas to attend schools and achieve an acceptable level of learning.
9. The appointment of at least a female teacher in each primary school will be made mandatory. In the primary schools in Remote Areas appointment of local teachers who can instruct and communicate in the local languages will be given topmost preference.

10. The 6-14 year old girls and out-of-school children graduating from the non formal programmes will be admitted on a preferential basis in the mainstream formal schools.
11. Non-formal education targets will be set by ethnic groups and geographic areas rather than in absolute numbers. Illiteracy will be eradicated within a given time-frame from social group to social group and from geographical area to geographical area on a priority basis.

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THE MANAGIEMENT OF EDUCATION

Overview

1. A highly centralized administrative structure existed in the country to administer educational institutions prior to the fall of over a century-long Rana regime. A Department of Education was created in the center which was headed by the Director General of Public Instruction, a position often given to the powerful Rana Generals. Since the development of education was deliberately restricted, there were not as many schools in the country, therefore, educational administration was rather simple.
2. Following the replacement of the Rana government by a popular government in 1951, the Ministry of Education (MOE) was established as a part of the overall public administration system to plan and execute educational programs in the country. In order to cope with the growing and changing needs of educational administration, the country was divided into seven zones with an Office of the Divisional Inspector of Schools in each of these zones. The Chief Inspector of Schools through its Divisional Inspectors and other field level officials provided some management and administration of financial grants and a measure of school inspection.
3. In 1959, Office of the District Inspector of Schools was created in each of the 28 districts of the country with complete authority over the secondary and primary schools of the district. These District Inspectors reported to the Divisional Inspectors of Schools. In 1960, a major reorganization in educational administration took place as the government divided the country into 14 zones and 75 blocks for the purpose of administration of public works. Accordingly, the MOE reorganized its inspectorate system with a Zonal Education Officer in each zone who was made responsible for the secondary schools of the zone. Each block had a Block Development Office, a field level office of the Village Development Department of the government. A school sub-inspector was appointed to look after primary education in the district, who was responsible to the head of the Block Development Office. The MOE, thus, did not have its line agency in the district. Later in 1964, the MOE created its separate office of the district school inspector in each district. Again, HMG abolished the Office of the Zonal Education Officer in 1970.
4. Historically, schools in Nepal have been created, managed, and financed by the local communities. Although the government created and maintained an organizational structure from the central to the district level to administer educational programs and distribute financial grants, school administration in Nepal largely remained localized. Each school had a management committee which was responsible for teacher recruitment and management, determination of school fees, financial management, physical development of the school, mobilization of local resources, and general supervision of schools. The role of the government was limited to giving approval to open the schools, distributing annual and occasional grants-in-aid to the schools, and inspect

whether or not schools were operating under the broader policy guidelines. Teachers were accountable to the headmaster, who, in turn, was accountable to the SMC. Each school was authorized to select textbooks within the prescribed syllabus of the government.

5. The introduction of the National Education System Plan (NESP) in 1971 brought sweeping changes in the structure and functions of different echelons of educational administration. The Plan, in an attempt to adopt a uniform system of education, nationalized the educational institutions of the country. The Plan was built on the assumptions that education is one of the prime functions of the state, and must receive support and stimulation due to it and that the educational system of the nation must be organized by the state and all educational institutions must be under its supervision. The MOE assumed the sole authority and responsibility for the management of all schools in the country, carried out through its regional and district level agencies, such as Regional Education Directorates (REDs) and District Education Offices (DEOs). The National Education Committee (NEC) was created to provide general policy guidance to the central ministry, bring about coordination between school and higher education, assist the MOE in the smooth implementation of the NESP, and carry out research and development functions. All school managing committees were abolished. School supervision system was instituted with the provision of separate cadres of secondary and primary school supervisors to carry out academic supervision of schools. Although there have been numerous efforts to restructure and reorganize educational administration in recent years, the structure or pattern of educational administration that exists today owes its existence to the NESP.

Following is the brief description of the current status of administrative organization and management in the country.

Current Status

Educational Administration at the Central Level

1. Education in Nepal has remained a state affair, particularly since the introduction of the NESP, which has led to direct involvement of the government in the planning, organization, management, and financing of educational activities in the country. The MOE is responsible for promoting educational development in the country with major emphasis on development of inherent genius and personality of the people, enhancement of supreme human values, national and social norms and beliefs, socialization and consolidation of social unity, development of human resources necessary for nation building, preservation of natural environment and national heritage, and assimilation of the backward sections of the society into the national mainstream (NEC, 1992). It is empowered to formulate educational plans, policies and programs, make resource allocations, deliver educational services, implement and monitor educational programs in the country, and supervise, control and guide the schools of the nation. The MOE has also the role of dealing with inter-ministerial coordination and international relationships.

2. HMG/N exercises its authority and puts its policy decisions regarding education into effect through the MOE. General guidelines and directives given by the government provide a basis for the MOE to set overall goals, policies, programs, and targets for the entire education sector. In addition, various educational documents and the nation's Five-Year Plans indicate national development goals and objectives which also guide the MOE's operations.
3. More specifically, the MOE has the following responsibilities:
 - To formulate and implement the policy relating to education;
 - To assist the National Planning Commission (NPC) in the formulation of periodic education plans;
 - To prepare annual plans, programs, and budgets and present them to the NPC and Ministry of Finance (MOF) for approval;
 - To formulate education rules and regulations and enact laws and by laws;
 - To prepare educational projects and mobilize external and internal resources for their funding;
 - To negotiate with donor countries and agencies;
 - To monitor and evaluate quarterly progress of various development projects;
 - To distribute grants to the educational institutions and universities;
 - To carry out personnel administration functions of the teachers;
 - To administer personnel activities regarding Nepal Education Service, including the appointment, evaluation, transfer, staff development, and promotion of the personnel belonging to this service cadre as per Civil Service Regulations;
 - To coordinate with other government ministries;
 - To collect, analyze and report educational data and information;
 - To carry out literacy and non formal education programs;
 - To develop school curriculum, textbooks, and other teacher support materials and distribute them;
 - To carry out in-service teacher training programs;
 - To conduct School Leaving Certificate (SLC) examinations;
 - To manage and administer school-level education; and
 - To administer regional and district level management of education and supervise schools.
4. In the context of management of basic and primary education, the responsibilities of the MOE are to: (a) formulate BPE policies and programs, (b) secure increased government commitment to basic and primary education in terms of resource allocations, (c) implement basic and primary education programs through the various agencies under the ministry, (d) coordinate various projects and programs related to basic and primary education, (e) carry out sub-sector analyses, (f) monitor and evaluate programs and policies related to basic and primary education, (g) make arrangements for providing staff, equipment and facilities to implement the projects, (h) take actions to

institutionalize project activities, and (i) create supportive environment for the successful launch of the basic and primary education programs.

5. Towards the fulfillment of the above functions and responsibilities, the MOE has its own organizational structure. The current organizational structure of the MOE is given in Annex A.
6. The MOE is headed by the Minister of Education. The Minister, within the context of the broad lines of policy of the government, makes the final decision and is directly responsible to the cabinet and the parliament for the implementation of the policy. Assisting the Minister and holding a political appointment is the State Minister of Education.
7. The Secretary of Education is the highest administrative authority of the MOE management mechanism. Appointed by the cabinet, the Secretary is the top civil servant who is directly responsible for implementing the government policy on education and the proper functioning of all administrative and management matters of the Ministry. The Secretary is the principal executive authority of education of the country as well as the technical adviser to the Minister on educational matters. The Secretary of Education is assisted by a Special Secretary in carrying out his responsibilities.
8. As shown in the organizational chart, the MOE now comprises three major Divisions headed by Joint Secretaries. The three Divisions of the MOE include: (a) Planning Division, (b) Educational Administration Division, (c) General Administration Division. There are altogether 14 sections under these divisions. Each section is headed by an under-secretary who in turn is assisted by one or more section officers and other support staff members.
9. The Planning Division of the MOE consists of three main Sections, i.e. Program and Planning Section, Statistics and Computer Section, and Monitoring and Evaluation Section. Major responsibilities of this Division are to prepare annual and periodic plans in line with the national education policies, carry out monitoring and evaluation activities, and collect, analyze and report information on educational activities. Specific functions of this Division are the following:
 - Assist the NPC in formulating short-term and long-term plans for the education sector;
 - Prepare annual programs and budgets for the entire Ministry and its various institutions;
 - Collect statistical information from the schools, compile, analyze and publish them to inform the general public as well as to supply the information to the policy-makers for decision-making and policy formulation;
 - Prepare necessary project plans for national education development and take necessary action for their implementation;

- Establish coordination between various projects and programs operating under the MOE;
 - Monitor and evaluate educational programs and projects;
 - Review the progress of the implementation of various projects undertaken by the Ministry and prepare progress reports.
10. The Educational Administration Division through its five major Sections, Higher Education and Scholarship, School Administration, Non-formal Education, Training and Supervision, and Women's Education, performs the following functions:
- Formulate appropriate policies for the development and extension of preprimary, primary, lower secondary, secondary and higher secondary education and enact and enforce laws, bye-laws and directives to implement the educational policy;
 - Prepare basis that are necessary for smooth operation of education institutions;
 - Formulate policies and rules relating to appointment, transfer, promotion, staff development of the teachers;
 - Make arrangements for imparting basic education through the medium of non-formal education to those who are unable to enjoy the facilities of formal education;
 - Formulate policies relating to pre-service and in-service training of teachers and other education personnel;
 - Formulate necessary policy to enable the women and girls enjoy the educational facilities in equitable manner and to implement relevant programs in conformity with the policy;
 - Determine teacher quotas for primary and secondary schools and get them distributed;
 - Develop criteria for availing financial grant for primary schools and release funds;
 - Prepare district level budget for secondary schools and arrange release of annual financial grants to the districts;
 - Act as liaison unit between the Ministry and universities;
 - Request for foreign scholarships, select and recommend the candidates and maintain their records.
11. The General Administration Division has the primary responsibility of personnel administration, financial administration, property management, legal counseling, and engineering services. The Division comprises five Sections, such as General and Personnel Administration, Financial Administration, Legal Counseling, and Engineering. The Division has the following major functions:
- Carry out personnel administration functions, such as creation of posts, appointment to vacant posts and promotion of employees in the Ministry and its subordinate offices;

- Maintain record of the employees and take necessary action to avail pension and gratuity to the employees;
 - Formulate laws and rules relating to the Ministry, take necessary action with regard to legal cases, and make legal counseling available to the educational institutions;
 - Determine minimum academic qualification for initial appointment, transfer and promotion of personnel under Nepal Education Service; Prepare general budget for the Ministry and its subordinate offices;
 - Prepare building construction plan for construction of school building for primary and secondary schools in conformity with local resources and geographical situation;
 - Formulate policies relating to preservation, repair and maintenance of school building and other physical facilities and prepare directives for their implementation.
12. The UNESCO Section, which serves as a secretariat for National Commission for UNESCO, has the following functions: (a) conduct various activities in association with LJNESCO/Paris and UNESCO Regional Offices, (b) organize national conferences prior to sending representative(s) to UNESCO General Assembly, (c) coordinate different activities conducted under UNESCO assistance, (d) avail financial and technical assistance of UNESCO for the programs that are appropriate for educational, scientific and cultural development, and (e) arrange participation in meetings, conferences, workshops and seminar organized and sponsored by UNESCO. This Section reports directly to the Secretary of Education.
13. The MOE is staffed by a total of 128 personnel, of which 40 are gazetted positions and the rest belonging to the non-gazetted and allied categories. Table 1 shows the distribution of MOE personnel according to the type of cadre and title.
14. There are four professional institutions at the central level under the MOE which enjoy status of an independent Department of the government. These are: (a) Curriculum Development Center (CDC), (b) National Center for Educational Development (NCED), (c) Office of the Controller of Examinations, and (d) Distance Education Center. A short description of functions of these institutions follows:

Curriculum Development Center (CDC)

1. The Curriculum Development Center is one of the functional units of the MOE established for the provision and development of a qualitative educational service. It is defined as an apex body which is charged with developing and revising curriculum and textbook materials for school education. The main functions of the Center are as follows:
 - Develop and revise school curricula and textbooks;

- Organize seminars/workshops for curricular improvement and textbook dissemination;
 - Conduct studies and surveys on issues and problems related to the curricular aspect of school education;
 - Prepare teacher support materials;
 - Provide the Janak Educational Material Center (JEMC) with the scripts of textbooks and targets for printing textbooks;
 - Arrange for free distribution of textbooks to primary school children; and
 - Select and prescribe reference materials for school students.
2. The-CDC is headed by a Director-General, who is assisted by two Directors, one of whom is responsible for Primary and Secondary Curriculum Division and another one for Non-Formal Education Division. There are five subject curriculum units and a Primary Curriculum Unit and a Pre-Primary Curriculum Unit under the Primary and Secondary Curriculum Division. The NFE Division has three sections: Curriculum and Materials Development, Training and Supervision, and Production and Distribution. The organizational structure of CDC is shown in Annex B.
 3. The CDC has a total of 81 staff positions, of which 52 are technical and 29 administrative (see Table I for the distribution of staff members by type and their title).

National Center for Educational Development (LACED)

1. The National Center for Educational Development (LACED) was established in 1993 as the national apex institution in the field of training of educational personnel, teacher training and educational research and evaluation. One primary task of the LACED is to provide technical support to the MOE in formulating policies related to teacher training. Following are the specific functions of the Center:
 - Carry out needs assessment of the education personnel at different levels of educational administration;
 - Prepare training curriculum, packages, manuals for in-service training of primary school teachers;
 - Organize management training programs for educational administrators, Regional Education Directors, District Education Officers, headmasters and other education personnel;
 - Carry out studies on the effectiveness and impact of teacher training and other staff development activities;
 - Collect and compile statistics relating to the programs of the Center.
2. The LACED performs the above functions through its three Sections: (a) Research and Evaluation Section, (b) Curriculum and Training Section, and (c) General Administration Section. The organizational structure of LACED is displayed in Annex C. Table 1 presents staffing in LACED.

Office of the Controller of Examinations

1. The Office of the Controller of Examinations (OCE) is another departmental level unit within the MOE. The OCE administers School Leaving Certificate (SLC) examinations and publishes the results. It is responsible for all aspects of the SLC, including test construction, printing and distribution, marking, marks processing and reporting. The main functions of OCE are listed below:
 - Carrying out the policies and decisions of the SLC Board;
 - Conducting the SLC examinations, publishing the results and awarding certificates;
 - Organizing seminars/workshops for further improvements in the examination system;
 - Maintaining records of the individual candidates; and
 - Disseminating statistical information on SLC results.
2. The work of the OCE is supervised by an eleven-member Board chaired by the Secretary of Education. The Board is able to make policy decisions for the OCE controller to implement, including financial decisions. The Controller is the chief executive of the OCE, responsible for carrying out all the policies and decisions of the SLC Board. The Controller is assisted by two Deputy Controllers. The organizational structure of OCE is provided in Annex D. The number of staff positions in OCE can be seen in Table 1.

Distance Education Center

1. For the purpose of promoting distance learning opportunities and addressing the needs of providing in-service training for primary school teachers, a separate departmental office, Distance Education Center (DEC) has been established. The main responsibilities of the center include the following:
 - To train the untrained primary school teachers;
 - To broadcast useful non formal education programs so as to involve maximum number of people from different communities in educational activities;
 - To make educational opportunities accessible to all; and
 - To provide the learners varied educational opportunities.
2. The center comprises four sections: (a) Administration Section, (b) Program Production and Broadcasting Section, (c) Research and Evaluation Section, and (d) Production Section. The center is headed by a Director. The organizational chart of the center is shown in Annex E.

Councils and Autonomous Institutions

1. With a view to reducing the workload of the MOE and limiting its role in policy-making and planning, the Government has adopted the policy of creating specialized institutions in certain sectors of educational activities. Created under special legal provisions, these institutions operate as autonomous institutions and exercise relative autonomy. These institutions are:
 - National Council for Non formal Education
 - Council for Technical Education and Vocational Training
 - Higher Secondary Education Council Special Education Council
 - Janak Education Materials Center
 - Nepal Scouts

Educational Administration at the Regional Level

1. The RED is an intermediate level of educational administration between the center and the districts. This layer of educational administration began with the assumption that implementing office should be close to the area of operation. The Directorates were also organized in part to assist in carrying out the MOE's educational and administrative functions. They are also expected to bring about uniformity and coordination in the district level education programs within the region.
2. There are five Regional Education Directorates (REDs) - one in each development region of the country. The Directorate is headed by a Regional Education Director. To assist the Director, there are two Deputy Directors. The organizational structure of the RED is presented in Annex F.
3. The main functions of the Directorates are the following:
 - Coordinate educational planning, programs and activities within the region;
 - Collect and analyze statistical information on school education;
 - Nominate members for District Education Committees and Teacher Selection Committees within the region on the recommendation of the DEOs from among educationists, social workers, and others involved in the education sector;
 - Recruit permanent teachers for the lower secondary and secondary schools of the region;
 - Provide support for conducting the SLC examinations;
 - Organize seminars/training for District Education Officers, supervisors, teachers and officials of the School Management Committees;
 - Undertake on-the-spot supervision and follow-up activities for both formal and non formal education programs;

- Oversee financial administration and recommend auditors to get accounts and expenditures of lower secondary and secondary schools audited;
 - Approve lower secondary and secondary schools; and Distribute pension, gratuity and other benefits to the teachers.
4. There are 183 personnel presently working in 5 Regional Education Directorates of which 104 belong to the technical cadre. Table 1 shows the existing pattern of staffing at the Regional Education Directorates.

Educational Administration at the District Level

District Education Office

1. In each of the 75 districts of the country, there is the District Education Office, which is entirely an implementation body charged with execution of educational programs or activities related to school level education. Officer in-charge at the district level is the District Education Officer (DEO). The DEO is responsible for the implementation of all educational programs and general administration of schools within the district. The prime functions of the District Education Offices are as follows:
 - Operate educational programs in the district as per directives received from the RED and the Ministry according to educational plans and policies of HMG;
 - Execute district level education plans after having it approved by the District Education Committee (DEC);
 - Arrange meetings or seminars of headmasters, teachers, and School Managing Committee (SMC) members with a view to upgrade the education of the district;
 - Inspect whether the schools within the district are functioning according to rules;
 - Conduct terminal examinations at the end of primary and lower secondary education;
 - Appoint teachers in schools selected and recommended by the Teacher Selection Committee (TSC);
 - Evaluate the works of the teachers;
 - Act as Chairman of the TSC and as Secretary to DEC; and
 - Approve pre-primary and primary schools.
2. The MOE has grouped the 75 districts of the country into two categories on the basis of the number of schools in the district. The districts with more than 300 schools form Category 'A', and Category 'B' consists of districts with less than 300 schools. The size of personnel is relatively bigger in the first category of districts than those in the second category. Organizational charts of the District Education Offices of 'A' and 'B' category of districts are shown in Annex G and H respectively.

3. There are a total of 2019 personnel working in 75 District Education Offices. The usual status of the DEO is Technical Under Secretary belonging to the Nepal Education Service Cadre. Table 1 presents the existing pattern of staffing at the District Education Offices.
4. Each district has a District Education Committee (DEC), which comprises nine members and is headed by the Chairman of the District Development Committee (DDC) with the DEO acting as Member-Secretary. Other members in the DEC are drawn from different cross-sections of society representing district level agencies of other line ministries, headmasters and teachers of secondary and higher secondary schools, Chairpersons of SMCs, and Teachers' Associations. The DEC has been charged with important functions mostly relating to the formulation of education plans and programs and mobilization of resources for the educational development of the district.

Educational Administration at the Local Level

The School Management Committee

1. A five-member School Management Committee (SMC) is organized in each primary school. The Chairman of the SMC is nominated by the local Village Development Committee (VDC) or Municipality. Other members of the SMC include (a) ward member of the concerned VDC or Municipality, (b) one local person nominated by the DEO in the recommendation of the school supervisor, and (c) a parent representative nominated by the SMC from among the parents. The headmaster serves as the Member-Secretary to the Committee.
2. The SMC is authorized to operate, supervise, control and manage the school and mobilize financial resources for the management of the school. Other responsibilities of the SMC are to (a) select teachers and school staff for training, (b) arrange necessary physical resources for the school, (c) fix tuition and fees of the school with approval of the DEC, and (d) approve annual budget of the school, etc. The SMC is also empowered to make periodic school inspections and make temporary appointment of teachers.
3. The headmaster looks after the general governance of the school. The DEO is authorized to appoint, reappoint and dismiss the headmaster of the primary school. Major responsibilities and functions of a headmaster are as follows:
 - Maintain coordination among the teachers, staffs, students and parents of the school so as to create mutual cooperative environment;
 - Prepare the daily routine of the classes in consultation with the teachers of the school and inspect whether the routine is being followed;
 - Enroll students, make necessary arrangements for examinations and issue transfer and other certificates to the students;
 - Submit report to the District Education Office and SMC on the character and performance of the school teachers;

- Take disciplinary action on the teacher and the staff and cut salary up to seven days if they fail to fulfill their duties;
- Evaluate the performance of the teachers and recommend to the SMC and the DEO for their transfer, promotion and award; and
- Prepare monthly, half-yearly and annual instructional plans and programs of the school.

School Supervision System

1. Although provision for administrative inspection of schools has existed for a long time, the National Education System Plan (NESP) for the first time recognized the need for providing professional support and supervision to school teachers through school supervisors. The Plan provided for separate cadre of supervisor for supervision of primary and secondary schools. One Primary School Supervisor was made responsible for 30 primary schools in the Kathmandu Valley and the Terai districts and this ratio remained 1:20 in the case of hilly districts.
2. In 1993, following the recommendation of the National Education Commission (1992), the MOE merged the primary and secondary school supervisors into one to carry out supervision of both primary and secondary schools. For the purpose of supervision, a district is divided into supervision units with a school supervisor in each unit. A B.Ed. degree is an entry requirement to be a school supervisor. The total number of school supervisors is 492. The number of supervisors posted in a district is proportionate to the number of schools existing in the district. Thus the number of supervisors varies from one district to another. Normally, the districts falling under Category 'A' have between 9 to 14 supervisors, whereas the districts categorized as 'B' have between 4 to 8 supervisors.
3. Some of the functions of the school supervisors are as follows:
 - Inspect and supervise the schools under the assigned supervision unit regularly;
 - Find out whether the schools are running regularly as per Education Act and regulations, whether the schools have adequate physical facilities and teachers, whether the available facilities are being properly utilized and whether teaching is being carried out according to the set standard;
 - Submit monthly written report of the inspection to the DEO;
 - Call teachers' meetings from time to time to discuss problems encountered in teaching and give suggestions for improvement;
 - Evaluate the job performance of teachers within the area; and
 - Give necessary directions to the headmasters and the SMCs.

Management of Basic and Primary Education Project (BPEP)

Objectives and Strategies

1. 'Education for all' being the national priority, His Majesty's Government of Nepal launched the Basic and Primary Education Project (BPEP) in 1992 with focus on three aspects: (1) improvement in the quality of education, (2) improvement in the access to basic and primary education, and (3) strengthening of the administration and management of the sub-sector. In order to achieve these objectives, the Project replicated a number of successful activities of the Seti Education for Rural Development Project (SERDP) and Primary Education Project (PEP). The Project serves as the government's major strategy for achieving the basic education goals for Nepal by the turn of the century.
2. In order to meet its three-fold objectives, the Project embraces the whole spectrum of primary education. For improving access to and participation in basic and primary education, the Project launches the following activities:
 - Expanding opportunity for basic education through non formal education and literacy programs especially for women and girls;
 - Provision of education for out-of-school children who cannot utilize the formal system of education;
 - Provision of post-literacy materials to strengthen the literacy skills of neo literate;
 - Renovating and constructing classroom facilities for primary schools;
 - Survey of physical facilities of primary schools and the preparation of computerized database of facilities;
 - Development and adoption of earthquake resistant standards for schools and preparation of simple guidelines for primary school construction and maintenance;
 - Inclusion of disabled children in mainstream educational programs through special education;
 - Recruitment of female teachers in primary schools;
 - Launching of community awareness programs; and
 - Launching Compulsory Primary Education (CEP) in selected VDCs and Municipalities on a trial basis.
3. For improving the quality of basic and primary education, activities launched by the Project are as follows:
 - Development of improved primary school curriculum and textbooks; Dissemination of curriculum materials;
 - Enhancement of teacher effectiveness and competency through recurrent and in-service teacher training;
 - Development of a system of teacher support and supervision through the creation of Resource Centers and school clustering;

- Promotion of early childhood education and care to prepare children for entry in formal schools;
 - Development and distribution of teacher support materials;
 - Development of supplementary readers to supplement school learning;
 - Improvement in student assessment system with an emphasis on surveys of learning achievement and continuous monitoring and assessment of student learning.
4. The Project seeks to strengthen the management of the formal and non formal primary education system in the following ways:
- Enhancing professional skills of educational managers, especially DEOs, program coordinators, supervisors, and Resource Persons through training, study tours, and preparation of relevant self-study materials;
 - Improvement of school level management through training of school headmasters and SMC members;
 - Improvement of the capacity for providing in-service and recurrent training and professional support and supervision to the teachers through strengthening the RC structure;
 - Improvement of policy-making, planning and monitoring capacity in the MOE through improved educational management information system (EMIS), project monitoring and evaluation system, and policy research studies;
 - Improvement of the capacity to undertake physical facilities planning; and Management, coordination and direction of the inputs of different donors into an integrated nationwide system of basic and primary education.

Project Organization and Management

1. The organizational structure of BPEP consists of three layers: (a) Policy Formulation and Coordination Committee (PFCC), (b) central level project management office, and (c) field level project operations. The Government has established a Policy Formulation and Coordination Committee (PFCC) as an apex body of BPEP to provide policy guidance for the management and implementation of the Project. The PFCC is chaired by the Minister of Education. Its membership includes representatives of the National Planning Commission (NPC) and high level officials of relevant ministries. The main functions of PFCC are to formulate the project policies, approve annual work plan of the project, establish proper coordination among different donor agencies, monitor and supervise project activities and programs, and provide policy guidelines and directives to the project director and other relevant implementing agencies. A chart showing the organizational structure of BPEP is in Annex I.
2. A central level project management office has been created to take charge of overall planning, programming, implementation, coordination, supervision, and evaluation of the project activities. The Project office is headed by a Project Director who is responsible for:

- day-to-day Project implementation and administration;
 - implementing the decisions made by the PFCC;
 - formulating annual program of the project and implementing it;
 - directing and supervising the project activities;
 - coordinating the activities of different units;
 - establishing contacts with donor agencies and coordinate with donor agencies;
 - financial management;
 - monitor and evaluate project activities;
 - preparing progress reports and submit them to the concerned agencies;
 - liaison with the sector institutions; and
 - procurement of goods and services required for the implementation of the Project.
3. The total positions that exist in the central units of BPEP are 159. Of these, 39% (62) are officer level positions. Nearly 50% of the positions are technical. Of the total central level staff of BPEP, 38 (14%) are on secondment from the Ministry of Education, the remaining being on temporary status. In addition there are a number of field level staff such as engineers (11), overseers/sub-overseers (240) and RPs (370). Except for some RPs who are on secondment from secondary schools, all other field staff have temporary status.
 4. The organizational set-up of the Project comprises the following units: (a) Planning and Programming, (b) Primary Curriculum and Textbook Development, (c) Primary Teacher Training, (d) Resource Center Development, (e) Non formal Education, (f) Physical Planning and School Mapping, (g) Women's Education, (h) Special Education (i) Monitoring and Evaluation, and (j) Administration, Procurement and Accounts. Most of the Chiefs of these units are the regular employees of the MOE who are deputed to the project on secondment, while some of them are directly hired by the Project. Each unit exercises relative amount of authority in developing and implementing programs within its area of specialization. The unit chiefs are directly responsible to the Project Director. Coordination among these units is achieved through a number of measures such as regular meetings and interactions as well as through a unified planning, monitoring and evaluation system. The following sections briefly describe the roles and functions of these units:

Primary Curriculum and Textbook Development Unit (PCTDU)

1. The PCTDU is primarily responsible for the development and improvement of primary curriculum and textbooks. The main functions of the unit are as follows:
 - Development of the primary curriculum;
 - Development and revision of primary textbooks;

- Development of teaching aids, audio-visual materials and teacher support materials to facilitate classroom teaching;
- Development and implementation of early childhood education program;
- Development and implementation of student assessment program;
- Dissemination of curriculum materials; Implementation of Compulsory Education Program (CPE) in selected VDCs and Municipalities on a trial basis;
- Development of supplementary readers for primary school children;
- Development, production and distribution of curriculum materials for children whose mother tongue is not Nepali;
- Production of materials for the development of physical and creative abilities of primary school children; and
- Evaluation and monitoring of curriculum implementation and impact.

Primary Teacher Training Unit (PTTU)

1. The main functions of the PTTU are as listed below:
 - Design, revise and implement in-service and recurrent teacher training packages for improving teaching in primary schools;
 - Develop and produce teacher training materials;
 - develop and deliver short-term training for headmasters on school management;
 - Conduct training programs for Resource Persons (RPs) and Master Trainers (MTs) to enable them to deliver the different training packages; and
 - Disseminate innovative teaching methods, materials and strategies to the Resource Persons (RPs), teacher trainers and teachers.

Resource Center Development Unit (RCDU)

1. The RCDU has been established mainly to ensure coordination among the RCs and various agencies involved in project implementation, provide guidance and support to the RPs and monitor their activities, and strengthen the institutional capacity of the RCs to deliver basic and primary education in a most coordinated way. More specifically, the functions of the unit are as follows:
 - Act as a liaison unit between central and district level agencies for implementing Project activities in a coordinated manner;
 - Establish efficient communication between central units and district level agencies;
 - Develop professional capacity of the field level staff through publication of self-study materials and conduction of seminars/workshops;
 - Provide necessary support to prepare and implement district level annual programs;

- Develop and improve school supervision system through school clustering and production of guidelines and materials to assist the RPs and school supervisors in carrying out school supervision;
- Develop and initiate activities and strategies to strengthen the RCs and enable them to function efficiently and effectively;
- Disseminate project programs and policies to facilitate smooth implementation;
- Conduct Village Readiness Program (VRP) to foster community mobilization, school-community communication, and community participation;

Non formal Education Unit (NFEU)

1. The NFEU is responsible for developing and implementing non formal education programs for adult men and women and out-of-school children. The unit prepares annual programs for NFE activities, gets them approved, informs the field level units of approved programs for their implementation, organizes training programs for NFE trainers, supervisors and facilitators, and monitors and supervises the programs under implementation. It maintains coordination with other agencies involved in NFE in the country and provides technical support and guidance to the field level offices in matters related to effective implementation of the NFE programs.

Physical Planning and School Mapping Unit (PPSMU)

1. The PPSMU is mainly responsible for carrying out (a) physical survey of schools, (b) mapping of schools, (c) physical planning of school building, and (d) preparing and implementing school construction, rehabilitation and maintenance programs in the project districts. More specifically, the functions of the unit are as follows:
 - Prepare alternative classroom designs with moderate earthquake resistant measures and suited to different climatic conditions;
 - Preparation of school construction and school maintenance manuals;
 - Prepare and implement programs for construction of new classrooms and rehabilitation and maintenance of existing school buildings;
 - Plan design for RC building construction and construct and repair/maintain RC buildings in the project districts;
 - Organize training programs for school teachers and local craftspeople on school maintenance;
 - Develop appropriate designs for school furniture;
 - Prepare programs for school furniture, pit latrine and drinking water facilities in the schools and implement them; and
 - Supervise school construction and rehabilitation activities in the districts.

Women's Education Unit

1. This unit is charged with the responsibility of developing and launching programs geared to promote girls' participation and retention in primary schools. To this end, the unit has a number of activities and strategies. These include: (a) recruitment of female teachers, (b) development and dissemination of advocacy materials to raise awareness on the importance of women's education, (c) orientation and training for female teachers to enable them to undertake the role of community mutilators, (d) follow-up and supervision of programs. This unit is housed in the Women's Education Section of the MOE and is headed by an Under-Secretary who looks after both the regular functions of the MOE as well as the activities under the Project.

Special Education Unit (SEU)

1. The SEU has been mainly organized to devise educational strategies to meet the learning needs of children with physical disabilities and learning difficulties. The activities of the unit are guided by the MOE's National Special Education Program. Integration of disable children into the normal primary classrooms has been adopted as a major educational strategy. Activities undertaken by the unit include: household surveys to identify disable children, awareness programs to make teachers, administrators, and parents aware of educational needs of disable children, non formal adult literacy classes for disable adults, basic and special training for teachers to enable them to handle children with special needs, provision of resource classes and residential facilities, development of teacher training packages and teacher support materials, and preparation of materials to assist teachers, supervisors, community members and social workers in facilitating education of children with special needs. The SEU is considering to broaden the target group for special education in view of the concepts of special needs education and the inclusive school. The unit works as secretariat to the Special Education Council under the MOE.

Monitoring and Evaluation Unit (MEU)

1. The MEU's major responsibility is to track the physical and financial progress project implementation and identify deviations and assist the project management to take corrective measures. It also carries out research and evaluation studies to measure the impact and effectiveness of project interventions. The present activities of the unit include:
 - Develop a system of information collection, analysis and reporting on a number of indicators to show physical attainment of the targets of different components;
 - Design data collection instruments and train the information providers on the use of the instruments;
 - Coordinate information collection activities for the entire BPEP operations;
 - Monitor both central and district level programs through periodic supervision and inspection visits of field activities;
 - Create an Educational Management Information System (EMIS) to inform the decision-makers on the status of primary education;
 - Conduct baseline and sample surveys to determine the status of primary education in the project districts and in new districts;
 - Conduct research and evaluation studies to determine how the different project activities are contributing to improve the access and quality of primary education; and
 - Publish annual progress reports showing the achievement of physical targets by different units of the project.

Field Level Organization and Administration of BPEP

1. In the present administrative set-up of BPEP, the Regional Education Directors (REDs) are not directly involved in the management and implementation of BPEP activities. However, in the Far-Western Development Region there is a BPEP unit which has been entrusted with the responsibility of supervising and coordinating project activities in the region. No such units exist in the remaining four development regions of the country.
2. The project is designed in such a way that the District Education Officer (DEO) assumes an active role in the implementation of the BEEP activities. Prior to the Mid-Term Review (MTR) of the Project, there was a BPEP unit in each project district, which was headed by a Program Coordinator. The Coordinator was mainly responsible for the project activities in the district: The BPEP unit in the District Education Office was given responsibilities such as preparation of annual plan, overall coordination of the district level BPEP activities, management of training programs, and supervision of activities implemented in the district. Currently, a separate BPEP unit does not exist in the District Education Office and one of the Section Officers (Technical) is designated as Program Coordinator to take charge of BPE activities. With this provision, BPEP activities have been integrated with the normal organizational structure of the government.

Analysis

Ministry of Education

Planning and Policy-Making

1. The National Education Committee (NEC) constituted in 1971 during the course of implementation of the NESP has remained non functional particularly after the restoration of democracy. This body consisted of the Minister of Education as Chairman, Secretary of the MOE, Vice-Chancellor of TU, and a member of the NPC as ex-officio members, and two educationalists appointed by the King as members. The Committee played a key role in the smooth implementation of the NESP. Its role as an advisory body to the MOE in matters relating to policy making and plan formulation was also instrumental. The National Education Commission of 1992 recommended to disband the NEC, but the National Education Committee Act under which it was constituted still exists. Many observers claim that the NEC might not be required in the changed context. However, as recommended by the National Education Commission of 1992, the need for a high level policy advisory body is strongly felt. A number of councils and committees constituted for purpose of educational policy-making function in relative isolation and have created compartmentalization and centralization.
2. The Ministry of Education was reorganized in 1993, following the recommendations of the Administrative Reforms Commission (ARC), with the principle of centralized planning and policy formulation and decentralized implementation. This principle necessarily demands that the MOE devote more attention to principal functions such as broad policy planning, designing policy implementation strategies, monitoring the consequences of policy implementation through observation, testing, and evaluation, and adapting policy in the light of its evaluated impact. Several studies have shown that planning functions have not been effectively performed in the MOE (IOE, 1991; IEES, 1988; NEW ERA, 1989; MOEC, 1991). Planning ability of the MOE is restricted due to lack of adequate accurate and reliable data and absence of professional staff having planning and analytical skills.
3. The development of long-range educational goals and plans is facilitated by utilizing appropriate data and the findings from related research studies. Research is essential to identify problems and needs and to provide a basis for making policies and programs. The MOE does not have the personnel or resources needed to undertake significant research studies. Nor it has a mechanism for summarizing, synthesizing and interpreting the research findings in such a way that they will be of maximum benefit to educational decision-makers in the MOE. Research studies conducted outside the MOE rarely feed into educational policy-making and planning processes since the findings are not properly organized and documented.

4. Major policy decisions without doing policy analysis. An educational information collection system is in place in the MOE which is able to collect, compile and report multitude of school-based information. However, increased educational data has not resulted in increased use of data in planning, policy making and management. There exist no processes for providing information to decision-makers in a way that will help them make informed choices. The work of the planning and data analysis staff is not well integrated with the policy making process. The lack of professional staff, information, and resources in the Planning Division has reduced this Division to the status of statistics collection office. The Division is not able to use available information to generate a wide range of policy options for review or to monitor - and thus learn from the implementation of policy decisions.
5. Although an educational monitoring and evaluation (ME) system is in place in the MOE, it is not fully operational and effective. The ME Section of the MOE is weak in terms of resources and expertise, therefore, cannot undertake many of the tasks expected of it. The importance of ME as a management tool is yet to be understood and appreciated by the decision-makers and managers. Existing ME activities in the education sector are largely confined to donor funded projects. A large number of regular programs of the MOE do not get monitored. The ME practice suffers from the 100 percent achievement syndrome. There is too much emphasis on physical and financial targets of the projects.
6. There is a lack of reliable Educational Management Information System (EMIS). The credibility of the data generated through the existing data collection procedure is greatly impaired due to a number of limitations, such as fluctuations in enrollment figures, inconsistent records at data sources, inflated reporting of enrollment figures, and errors in data processing. Interestingly, even the senior officials of the MOE doubt the credibility of the data reported by the Statistics and Computer Section of the MOE. There are delays both in arriving data collection forms up to the intended information suppliers and in responding to requests for data. Although the District Education Offices are collecting and compiling school-based information, the indication is that they are mainly collected to satisfy the requirements of the MOE and NPC rather than being used for day-to-day decision-making and district level educational planning. The so-called decentralized data collection and compilation policy of the MOE has not resulted in decentralized data use in local educational planning. Educational data are available only in a highly aggregate form and therefore provide information on average values. There is over-riding concern for input-oriented data, and they do not support the planning of output-oriented educational development strategies. The school level personnel who provide data and those who assist in the collection of data are generally untrained for such functions.
7. While the MOE has instituted a national school-based information collection system, the BPEP has its own system of collecting data from the project districts, creating a parallel system of data collection, much to the

disappointment of the data suppliers and at the risk of creating chances for discrepancies in the two sets thus produced. Poor arrangements made at the school level for data storage make the task of supplying data rather burdensome.

8. The Program and Planning Section of the Planning Division simply processes a number of projects that deal with basic and primary education. In the absence of a plan to guide the development of the entire sub-sector, the MOE has been implementing 'Project-led Plans.' In the past, a few efforts were launched to make sectoral assessments mostly with external assistance, such as IEES (1988), formulation of Basic and Primary Education Master Plan (1991), Perspective Plan for Secondary Education (1997). There has been limited involvement of MOE personnel in such exercises. The training of MOE personnel has never been objective of these exercises. These past activities in sector assessment have not been institutionalized.
9. Although budgeting exercises are performed within the MOE, the National Planning Commission and the Ministry of Finance actually make the allocation of funds. The budget items that are often cut are those relating to important functions such as monitoring and evaluation, research and policy analysis, statistics collection, staff development.

Staffing and Division of Work

1. The Administrative Reform Commission of 1992 emphasized the need for introducing clear-cut and well-defined job descriptions in the civil service. Accordingly, there is job description for each division or section of the MOE. Likewise, each Gazetted officer receives a sheet that tells his or her duties. However, these job descriptions are too vague and imprecise. Ironically, job descriptions are of little help because managers at all levels are not given the resources and authority to do their jobs effectively. Moreover, personnel evaluation is not linked to expected roles and responsibilities.
2. Staffing decisions are made without identifying individuals with specific managerial and technical skills. Key positions in the Ministry of Education are filled by individuals with no relevant training, academic background and experience. It is very natural to find someone with no background in test and measurement working as an evaluation expert in the OCE. Frequent staff turnovers in key positions also contribute to unstable policies and practices. There are no standard criteria to evaluate managerial performance. Those who perform poorly are not provided any feedback and coaching. Nor are they removed from their positions. One will remain in a position so long the superior authority wants him or her to remain there.
3. Some sections of the MOE and personnel in them are sitting there without any specific program and resources. The Engineering Services Section and the Training and Supervision Section are good examples. There is unequal division of work between and/or among the many sections. The School

Administration Section and the Personnel Administration Section have heavy work burden compared to that of other sections. While there are staff shortage in one section, there may be staff members in other sections without anything to do.

Organizational Mechanism for Management of BPE

1. There is considerable degree of compartmentalization in the management of basic and primary education. Responsibility, especially for primary education is divided between a number of agencies. Separate agencies are often responsible for activities which should be closely related. For example, one agency is responsible for budget and program development, another for the design of curriculum and textbooks, another for the production of textbooks; one for pre-service teacher training of the teachers; one for the employment and conditions of teachers, another for those of the supervisors and yet another for the provision of scholarships. As a result of this fragmented administration of primary education, a well-coordinated approach to solving the basic problems of primary education has not evolved.
2. The 1993 reorganization of the MOE, which was guided primarily by the recommendations of the Administrative Reforms Commission, abolished the Primary Education Division. The reorganization was based on the assumption that central ministry should be slim and lean and that it should mainly concentrate on policy-making, planning and monitoring functions. As a result, there does not exist a specific division or section in the existing organizational structure of the MOE to plan and guide the development of primary education. Thus, educational services and programs related to basic and primary education are not organized under one administrative machinery, but are dispersed among various organizations. There is a lack of an institution to ensure overall coordination among the several institutions that deal with basic and primary education.
3. Although the new reorganization envisages a new role for the MOE, particularly that of a policy-making and planning agency, but the management of primary education has lost the focus as a result of the abolition of the Primary Education Division. At a time when the nation has accorded a very high priority to basic and primary education and is preparing to implement Compulsory Primary Education (CPE) throughout the nation by the end of the Ninth Five-Year Plan, there does not exist an institution with the mandate to formulate plans and policies related to basic and primary education, coordinate the various efforts, explore appropriate financing strategies, devise appropriate measures to cover the hard core groups not served by the existing educational strategies, and evaluate and monitor the programs.

Technical versus Administrative Cadre

1. The MOE, having been converted into a technical ministry, has technical cadre personnel right from the central level to the field level agencies, with prospects

for career advancement under the Nepal Education Service cadre. Most of the MOE officials have a general background in general education. This has the advantage of having administrators who have some training and prior knowledge of education, but a great disadvantage is that these administrators have little training and orientation as administrators. Although those recruited under the Education Service cadre have a B.Ed. degree, it seldom means that they have any prior knowledge, aptitude and specialized training either in the pedagogy or administration of primary education.

2. While almost all the key positions in the MOE have been filled by personnel of technical cadre, it is reasonable to expect from them functions of technical/professional nature such as educational planning, research, monitoring, policy analysis, data analysis, assessments, training, development of professional materials, evaluation of educational programs etc. There is temptation to undertake line functions rather than to perform staff functions in that the former category of functions provides one with decision-making authority and access to resources. The pressure to be involved in day-to-day trivial matters restricts one in undertaking tasks of developmental and professional nature. There are doubts as to whether professionalism can be enhanced within the normal government bureaucracy.

Managerial Competence

1. If the MOE is to undertake a more professional and technical role, as envisaged in the report of the Administrative Reforms Commission, managerial competence is essential at all levels of educational administration. The existing management capacity in the MOE and its subordinate institutions is very limited and inadequate to manage the complex tasks of planning, managing, implementing, and monitoring programs like basic and primary education. There does not exist a long-term perspective for human resources development within the MOE system. The managerial and professional skills and competencies needed at different levels of educational administration are largely unknown. Isolated instances of foreign study tours, overseas training programs and in-country in-service training programs do indeed occur. However, management training is not linked to clear, long-term strategies for organizational development. Unlike other ministries, job entry training is not mandatory in the MOE for those who enter the Nepal Education Service cadre after passing the Public Service Commission (PSC) examination.
2. The training of educational planners, managers and administrators has not received as much attention as teacher training. There was no permanent arrangement for this purpose before NCED was established in 1993. It is a new institute and is not adequately staffed for catering to the training needs of educational planners, managers, and administrators. The NCED was originally conceived as a mini-staff college with specific responsibility to conduct training programs for educational administrators and undertake research studies in the field of education. Contrary to its originally conceived role, this agency is deeply involved in primary teacher training.

3. There are a number of professional institutions in the country outside the Ministry of Education, such as Nepal Administrative Staff College (NASC), Faculty of Education (FOE), Local Development Training Academy (LDTA), Center for Educational Research, Innovation and Development (CERID) etc. A brief survey reveals that these institutions can potentially contribute in many ways not only in the training of educational managers but also in the overall development of basic and primary education. No attempts have been made to establish institutional linkages with these national institutions.

Centralization versus Decentralization

1. The history of governance in education shows swings, both rhetorically and actually, between centralization and decentralization. Public schools were originally created and governed by a broad base of local people, but during the NESP period it became increasingly controlled by the state bureaucracy and in recent years there have been conflicting pressures toward both centralization and decentralization. It is indeed tempting to oversimplify the normative issue who should govern public primary schools. There are observers who favor government by experts, such as DEOs, School Supervisors (named school inspectors at times), and RPs. It is often claimed that experts know the best and that education should be kept out of politics. On the other hand, it is argued that the local community should have control over education through SMCs. Some, however, argue that the community should control its schools. This position ignores the many ways in which local decision-makers have been able to perpetuate politics in education. What kind of division of labor in school governance will make sense is not yet clear.
2. The MOE functions as an integral part of the total government bureaucracy, and, therefore, cannot be expected to operate its administrative affairs and organizational arrangements in an entirely different way. It is, however, possible to create an organizational structure and an administrative procedure within the broad guidelines provided by the existing laws, rules and regulations to suit the unique nature of educational administration.
3. In general, it has been the policy of the government that the Ministries should concentrate mainly on policy making, planning and monitoring functions and that implementing powers and functions should be decentralized to the lower levels. This principle has been strongly pronounced in the report of the Administrative Reforms Commission (1992). In line with this principle, a large number of administrative functions previously performed at the central level, have been delegated to lower levels of educational decision-making. However, in reality, efforts towards decentralization so far have taken the form of deconcentration, known to be the weakest form of decentralization, which is no more than the shifting of management responsibilities from central to regional or other lower levels in such a way that the central ministry remains firmly in control. This type of decentralization does not allow the local units adequate freedom to take initiatives and decisions without the consent of the central authority. As a result of rigid centralization, the flow of information

and decisions is often blocked, schools are alienated from their local environments, and the ability of the schools to respond to local needs and resource opportunities is limited.

Donor Coordination

1. The donor interest to continue their support through the second phase of the Project is evident. The BPEP management states that apart from the present donors some other donor agencies have expressed their commitment to extend their assistance to BPEP. At present, the project level donors coordination is handled by the PIU. However, the donors have felt the absence of peritoneum section/unit in the MOE which can guide them in identifying the required assistance.
2. A number of educational projects funded through external support have been implemented in project discrete management structures. The Planning Division is little involved in coordinating the efforts of these efforts. These projects function in relative isolation from each other and also with the MOE. Consequently, the successful experiences and strategies of these projects do not get consolidated in a meaningful way.

Management of Non formal Education

1. The management of non formal education programs is rather fragmented and uncoordinated. There are four institutions delivering NFE programs: (a) NFE Council, (b) Non formal Education Section under the Educational Administration Division of the MOE, (c) Non formal Education Division under CDC, and (d) Non formal Education Unit under BPEP. With a fragmented organizational structure arise severe problems in implementing NFE projects and programs. There is a need for an institutional set-up that would deliver NFE programs in the most coordinated way. Currently, none of these institutions is in a position to take up the responsibility of national non formal education program.
2. The Non formal Education Council, created in 1992 with the mandate to formulate national goals and policies for non formal education, operates merely as a Section of the Ministry of Education. Although a committee structure has been devised from policy level to the implementation level, this structure has not been very effective owing to lack of genuine interests on the part of members and political nature of committee formation. The Council rather functions as an implementing body than as a policy-making body.
3. The supervision of NFE classes is carried out in a most unsatisfactory way. A local supervisor is recruited to supervise 15-20 classes who is more often appointed on the basis of personal influence at the district level than on the basis of professional skills and interest. Reports from the field indicate that these supervisors are inadequately trained to carry out supervisory functions, hence, cannot provide professional guidance and support to the NFE

facilitators. Although school supervisors and RPs are expected to pay supervisory visits to the NFE classes, they do not normally visit such classes due to their general feeling that supervision of NFE classes is not their area of responsibility. The Supervision and Training Section under the Non formal Education Division of the CDC no role in the recruitment, training and follow up of NFE supervisors and facilitators. That is true for the Non formal Education Section of the MOE as well.

School Supervision

1. School supervision has largely remained a weak link in the Nepalese school system. Studies show that external supervision by DEOs and school supervisors occurs in a random manner (METCON, 1996; CHIRAG, 1996; CERID, 1997). It is reported that the focus of school supervision is more on routine functioning of the school; often the visits are too short for examining the academic dimensions of school functioning. Supervisory visits are often carried out to gather school-level data required by the MOE. It is clearly felt that external supervision as it happens in the schools can hardly create the necessary environment that can ensure the daily functioning of the schools in an efficient manner, let alone professional growth of teachers.
2. Studies on school supervision report that school supervisors spend most of their time in the district headquarters (CHIRAG, 1996). Several District Education Officers and supervisors interviewed during the field visits also confirmed the above situation. Individual supervisors are expected to oversee far too many schools in a country in which the main means of travel is walking. It was reported that lack of means of transport, inadequate travel allowances, difficulty in finding lodging and fooding facilities in remote areas, lack of field equipment such as sleeping bags, flash lights, and backpacks hinder one to go to school visits away from the district headquarters. It so happens that a supervisor would not pay a visit to the school unless there is an urgent need or a crisis situation.
3. At the central level, there is a Training and Supervision Section under the Educational Administration Division of the MOE. This Section has the mandate to design and execute activities to improve the supervision system and assist to improve the teaching learning in schools by mobilizing school supervisors. Ironically, this Section does not have anything to do with the appointment, promotion, training and transfer of supervisors. Nor has it any resources and professional expertise to initiate any supervision development program. The Section has remained virtually nonfunctional following the establishment of the National Center for Education Development with the mandate to train supervisors, educational administrators and teachers.
4. Although the number of supervisors has increased in recent years, it has not kept pace with the tremendous increase in the number of schools. The supervisor-school ratio is as high as 1:100 in most instances.

5. Currently, there is a mis-match between the job specification of the supervisors and the reality of their work. There is lack of clarity in job description of the supervisor. Two problems can be derived from the analysis of the supervisor's job responsibilities. First, there is an overload of tasks placed on the shoulders of the supervisor. It is, therefore, not surprising that some of the tasks get the least priority and attention. It is often the task of visiting schools which suffers the most. Second, their jobs relate to both administrative control and pedagogical support. When a choice has to be made between these two conflicting jobs, the supervisor is most likely to choose administrative control functions rather than pedagogical support functions. Because most school supervisors lack adequate teaching experience and appropriate qualifications and have not received any special training, they find themselves most incompetent to undertake pedagogical support functions, such as helping teachers improve the quality of classroom teaching.

Management of BPEP

1. The management of BPEP is carried out through three organizational layers: (a) at the highest level, Policy Formulation and Coordination Committee (PFCC) is created to provide policy guidance and ensure effective project implementation, (b) at the central level, there is a Project Implementation Unit (PIU), including a number of functional units, and (c) at the district level, the existing administrative machinery of the MOE, namely the District Education Officer, acts as the implementing officer.
2. BPEP was created not only to suit the requirements of donor agencies which often demand a separate organization to disburse aid funds rather than channeling them through ministries and other regular governmental agencies but also due to the need to coordinate the multiple donors involved in the financing of BPEP and to develop and launch activities for formal and non formal education in a coordinated way.
3. Project approach to educational improvement has a number of strengths. It provides a coherent and harmonized approach in the overall design, implementation, and monitoring of the basic and primary education sub-sector. The management is result-oriented and there is a clear-cut chain of command and reporting relationships. It allows the growth of strong shared values and understanding among the staff and fosters dynamism and professionalism. Decision-making is rather efficient. Unlike in the normal bureaucracy, it is possible to make prompt and timely decisions. There is smooth flow of information both horizontally and vertically. Rigidity often found in the bureaucratic structure is simplified by establishing flexible working procedure. The personnel have well-defined job descriptions and enjoy relative autonomy in making decisions. Organizational assessment of BPEP does reveal that BPEP management structure and processes embrace many of the elements of development management. Such a management structure has remained instrumental in the successful launching of a complex program like BPEP in that it provided a unity of command, better coordination, autonomy, control over resources and access to policy making. What is to be emphasized here is

that BPEP employs regular personnel of the MOE in key positions who come on secondment, which can be expected to ease the process of institutionalization of the project.

4. Although existing mechanism of BPEP management and implementation has numerous strengths, it has, however, a number of weaknesses as well. A separate project organization has created dualism due to undesirable separation of project activities from the regular ones. Under the present network of project administration, many of the central units of BPEP function almost independently of the MOE and its subordinate institutions. There exist a number of units within BPEP which overlap with the various sections and institutions of the Ministry of Education. Apparently, such a separate and parallel management and organization structure of BPEP in some cases, has created some sort of dual administration in the basic and primary education sub-sector. A separate and parallel structure is wasteful and less cost-effective because of duplication of resources and efforts. Administrative complexity and confusion is likely to increase. Since central units under BPEP have more resources than the regular ones, the MOE personnel find themselves in a relative disadvantage compared to their counterparts in BPEP. This inevitably creates some demoralization, low morale, resentment and jealousy among the regular staff.
5. There exist a number of management problems in BPEP. The tasks are divided into several specific units which often function independent of each other. A study noted inadequate communication and cooperation across the organizational units (NASC, 1995). As many as 62% of the total BPEP personnel working at the central level are still on temporary status. There exists a heavy supply-driven approach rather than a demand-driven approach. BPEP is often criticized for excessive use of monetary incentive. The overall impact of many of the interventions has remained largely unknown due to lack of systematic and periodic evaluation of the project. Existing Project Monitoring Information System (PMIS) in the Project is not effective and efficient in terms of gathering, analyzing, and reporting information about project performance, resource use and impact. A weak monitoring and supervision system prevails at the field level. There exists a top-down prescriptive nature of planning and programming mainly because of the absence of full participation of the local implementation bodies in planning and programming exercises. Such a centralized system has certain limitations: their limited reach of effective services, their inability to promote sustained local-level action, their limited adaptability to local circumstances, and the creation of dependency through their activities rather than self-sufficiency.
6. The existence of PFCC has indeed given BPEP easy access to policy-making. As noted in a policy paper of BPEP (Restructuring BPEP Management, 1996), the PFCC gave the project energy, unity of purpose, flexibility, autonomy, visibility, access to policy formulation, control over resources, and independent administrative and financial authority often needed to undertake externally funded large scale educational reforms. According to the same

paper, the project's high level of achievement of physical targets and high rate of disbursement are direct outcomes of the existence of the PFCC. While the paper emphasizes the indispensability of this high level policy-making body, senior officials of the MOE feel that the MOE is, by and large, bypassed due to the existence of PFCC. It is the contention that when project-related decisions are taken at the highest political level, it weakens the normal bureaucracy of the Ministry of Education. The MOE officials often feel that their authority has been undermined.

7. There are doubts as to whether any meaningful reform in primary education is possible through the bureaucratic operations of the MOE. However, if many reform strategies, innovations and gains of BPEP are to be sustained, many believe that a process of institutionalization should begin immediately, at least with the start of the second phase of project. The only way to achieve institutionalization is to utilize the existing national and local institutions. It may however require capacity building of these institutions. The utilization of national and local institutions in project implementation is particularly important in the context of nationwide expansion of the project. A PIU in the center may find it difficult to launch the existing programs nationwide without the support and mobilization of the existing national and local institutions.
8. Any externally funded educational change program must meet four conditions to achieve institutionalization (Verspoor, 1989). They are: (a) provision of hard money (local resources) to replace the soft money (external grants), (b) survival of key staff, and (c) passing of the program through the regular budgetary cycle, and (d) an effective organizational framework established on the basis of enactment of legal and administrative measures to create an institutional foundation for the program. BPEP falls short if the degree of its institutionalization is judged using these four criteria. During the first phase of BPEP, little attention was given to its institutionalization. However, the prospects for institutionalization of BPEP are assuring for a number of reasons. First, the objectives of the project are relevant to overall national needs. Basic and primary education is a national priority and has secured firm commitment of the government. The project is consistent with the strategy of the government. Second, there exists an institutional set-up within the MOE, though weak and incapable of undertaking all project activities all at once, where BPEP's components can be integrated. Third, most of the employees of the project come on secondment from the Ministry and there are regular positions in the regular system.

Regional Education Directorates

1. The RED is an intermediate level of educational administration between the center and the districts. This layer of educational administration began when most DE Offices were small and communication was slow and *difficult*. The need at that time seemed to be for an agency to oversee DE offices, to enforce certain regulations, to gather information, to direct the distribution of funds within the area, and to provide certain services for the districts. The

Directorates were organized in part to assist in carrying out the MOE's educational and administrative functions.

2. As the number of schools in the districts began to increase, the DE Offices became larger in size and the scope of authority of the DEOs became expanded. With the wave of decentralization, several attempts have been made to strengthen the district educational administration. Due to the improved communication network in the country, both the center and district offices find it much easier to communicate with each other directly, often ignoring or bypassing the intermediate level unit. Thus this intermediate layer has been predominantly an organization for limited control of and service to districts and also for service to the ministry. In some instances, the intermediate organization is resisted as an unwanted arm of the ministry. The ability of the RED to provide meaningful leadership in educational administration as well as in educational improvement is in question.
3. The role of the RED has not been clearly defined and, perhaps for this and other reasons, the limited financial support has made it impossible for them to provide much more than routine services.
4. The REDs, though broadly conceived in the National Education System Plan (1971), have been exercising a very limited role in the overall management of education. Their current activities are limited to administration of pension and gratuity of the teachers, administration of SLC examinations, and teacher personnel administration. Their ability in planning, implementing, and monitoring educational programs at the regional level is constrained due to lack of resources and authority. REDs are being treated as a CC office of the MOE and DE Offices. This has often raised the question of whether the REDs are really needed in the overall administration of education of the country. Should the REDs be reorganized to play a larger role in the context of educational decentralization? Or should they as now be by-passed? These questions are yet to be answered.
5. The typical RED Office operates as a mail-box, transmitting central decisions and rules to lower levels. There are no incentives to report mismanagement, poor performance, or, on the other hand, good performance to the higher authorities in the central ministry. During field interviews, the REDs made some telling remarks. It was stated that the powers delegated to the REDs are only found on paper, but they are exercised by someone else at some higher place. The DEOs, during the course of our field interviews expressed similar statements. It is clear that central interference and severe lack of resources come in the way.

District Level Educational Administration

1. The establishment of District Education Offices represents an attempt to decentralize authority and administrative functions especially in the field of primary and secondary school administration. The decentralization is not fully

accomplished, however; the District Education Offices still have to refer to higher authorities for final approval and sanction in many matters such as teacher recruitment, school approval, formation of SMCs, textbook distribution, teacher training. As a result, the high officials are busy with administrative duties and can devote too little time to providing the kind of educational leadership that is expected of them. The tradition of central highhandedness on matters of program development and resource allocation has curbed the likely growth of the self-management and self-governance spirit at the district and grassroots level. As a result, there is heavy center-dependency on the part of district educational administrators.

2. In recent years, there has been dramatic increase in the number of schools in every district. As a result, the quantum of work has increased manifold and is likely to increase more in coming years. This requires the judicious use of delegation and decentralization. Given the increasing volume of educational administration at the district level and inherent difficulties of stimulating educational improvement and providing school supervision from district levels, which are often far removed from the level of individual schools, there is a need to create an administrative organization closer to schools. Because of its distance from schools and its limited staffing, the District Education Office is less likely to address the growing complexity of educational administration and supervision. More particularly, educational administration in urban and semi-urban areas is increasingly becoming complex due to the rise in the number of schools. However, the status of DEO is uniform in all categories of districts.
3. The very nature of centralized administration has gone to make the District Education Office a weak entity to undertake and monitor educational development activities in the district. The DEO's involvement in formulation, implementation and monitoring in BPE activities has remained minimal. Even BPEP treated the districts as executors of centrally formulated/prepared plans and programs. Practically speaking, the District Education Office lacks manpower with adequate exposure and expertise to do the planning tasks, including those related to basic and primary education.
4. As a result of frequent transfer of DEOs, the districts often face with leadership vacuum and discontinuity in educational leadership. There are instances that a DEO is transferred three or four times a year. The frequent transfer of DEOs and other personnel is partly responsible for reducing operational efficiency of the District Education Offices and for severely affecting the field level implementation work. It also contributes to insecurity, loss of sense of responsibility and accountability.
5. The District Education Offices are often occupied with activities and issues related to secondary education and other routine matters. Issues of literacy classes, girls' enrollment and retention, schooling of disadvantaged children, professional upgrading of primary school teachers, etc. are matters of less concern than matters related to the administration of SLC examinations,

teacher personnel management, formation of SMCs, and approval of schools. A specific unit responsible for handling issues related to the development of basic and primary education does not exist in the District Education Offices.

6. Although DEOs are now appointed from the ranks of technical cadre, they are more crisis managers in petty educational problems of the districts and more of a public relations officer than a professional and a technician to lead the education sector of the district to the path of development. No matter how technically competent and professionally sound a DEO is, he often fails to attend to his duties due to competing and conflicting political interests and interference.
7. The line-plus-committee structure at the district level, which requires the DEO to share the locus of decision-making and remain in consultation with the District Education Committee, not only diffuses accountability but also diminishes the DEO's authority and discourages his/her initiative. The DEO is not completely independent to make decisions without having to accept the directions of the consultative body, the District Education Committee.
8. Thirty-five of the 75 District Education Offices have their own buildings, including 16 new DEO buildings constructed under BPEP and 6 under PEDP. Altogether 44 District Education Offices are operating in rented buildings without adequate space for efficient operation. Inadequate secretarial services, poor physical facilities and logistical support hamper efficient work.
9. A majority of the District Education Officers are young, inexperienced and unconfirmed in their positions. In most cases, they are Gazetted Class III (technical) personnel belonging to the Education Service Cadre who are handpicked by the Ministry to assume the post of the DEO, a Gazetted Class II position. Since most of them come from the rank of school supervisors, they have little experience in district educational administration. There is no provision to provide orientation training soon after one assumes the post of District Education Officer.
10. Although there has been nearly 38% increase in the number of personnel in the District Education Offices in consonance with the recommendations of the ARC (1993), the operational efficiency of these offices has remained the same owing to the absence of proper system of delegation of power, coordination and division of labor.

School Management

1. The origin, legal status and functions of the SMC appears to be very fragile subject to MOE's regulation and control. The District Education Officer has the authority to dissolve the SMCs of primary schools according to the fourth amendment of Education Regulations (1996). Each time there is change in the government, attempts are made to change the composition of the SMC, which as led to the absence of the SMCs in the schools. There are basically four models of local school governance (Glatter, et.al.; 1988). These models are (a) the accountable governing body model, (b) the advisory governing body model, (c) the supportive governing body model, and (d) the mediating governing body model. The purpose, amount of authority, representation, membership, style of work and relations between the teachers and governing members differ from one model to another. A number of factors such as the level of institutional development of the school, extent of teacher professionalism, teacher accountability, school culture, and headmaster leadership determine the type of governing model most appropriate for a school. The existing constitution of SMC is not consistent with the spirit and norm of decentralization and empowerment of major stakeholders.
2. There is no democratic process of election to the SMCs. SMC members are appointed by VDC chairmen or mayors which often takes the form of political nomination. The members appointed in this manner are answerable to those who make the appointments. For the most part, SMCs have not been insulated from rough-and-tumble partisan politics. There have been some attempts to make SMC members aware of their roles and powers by BPEP in the project districts. In most instances, persons simply do not receive proper orientation when they become SMC members. SMC members are thus largely unaware of their roles and responsibilities. As a result, the powers and authority delegated to the SMC are either unexercised or have not been judiciously used. There is no proper information flow from the members of the SMC to the stakeholders. Studies report that SMCs have largely remained inactive and have not fulfilled their responsibilities, which have occurred due to their lack of understanding about their responsibilities or due to lack of genuine interest in the school since most members are either appointed or are politically elected officials (Metcon, 1996).
3. SMCs are understood to be fund-raising bodies, not as management and/or decision-making bodies. The roles given to the SMCs are rather promotional and motivational in nature than managerial and supervisory. Although there are members from the community in the SMCs, they represent only the minority elites who are rich and knowledgeable. Socially disadvantaged groups have nothing much to contribute since they are not represented.
4. Effective primary schools are the result of the activities of effective headmasters. A well-managed primary school can maximize its human and material resources for the benefit of student learning. Primary school headship is largely a clerical function in that the role of the headmaster is limited to

traditional functions such as collecting pay checks from the District Education Offices, distributing teachers' salaries, preparing school routines and overseeing day-to-day affairs. The role of the primary school headmaster does not include management and leadership functions. That the headmaster should play a leadership role in the instructional improvement of the school appears to be an unrealistic expectation for a number of reasons. First, a headmaster in a primary school is typically a classroom teacher designated to be in charge with full-time teaching responsibilities. Second, the power of the headmaster is restricted administratively and financially by the DEO and the SMC. The headmaster does not hold effective authority over teachers' behavior and instructional practices in primary schools. Third, the headmaster is inadequately prepared and trained to assume the management and leadership functions. Fourth, the selection process is not competitive to allow competent persons get selected for the position of the headmaster.

5. Schools are not seen as organizations which need constant support for change, dynamic leadership, and supportive management structures. The mere provision of physical resources or even the recruitment of more teachers have left the basic fabric of the school unchanged. Training programs go in isolation from the reality of the schools. Teachers and headmasters do not receive any support to enable them to make conscious effort to diagnose their organizations thoroughly and initiate essential changes with their own initiative.
6. That the role of the headmaster is crucial in setting the context for instruction, how to enhance the managerial, supervisory and professional capacities of the primary school headmaster is a major challenge. Given the fact that the SMC members take little or no interest in the internal management of the school and that the school supervisors rarely supervise the schools, the role of the school headmaster needs to be further strengthened.
7. The management of public primary schools for the most part is district-based. The headmasters in these schools report that they have limited powers and authority and enjoy limited autonomy in a number of areas of school administration, such as teacher discipline, personnel management, selection of curriculum materials, selection of staff personnel, finance etc.
8. Nomination by DEO is the procedure normally adopted in the selection of headmasters. Lack of standards for selecting and certifying headmasters result in inappropriate appointments. Because headmasters are selected from among tenured teachers, the persons who are selected are not always the most senior or best teachers. It is thus seen that school administration has not been recognized as a professional field, requiring special talents, skills, training and qualifications on the part of the incumbents.
9. Primary school headmasters occupy, as stated earlier, the position without any training or preparation for the job. Learning on the job what usually happens in most schools today. Programs to prepare teachers for administrative

positions are non-existent. As a result, being effective in the role of school leadership is more of a chance happening. School headmasters, by and large, are inadequately equipped in the theory and practice of school management. The end result is that headmasters cannot exercise professional authority. One derives professional authority from his or her command of the professional skills, knowledge and understanding of the job that subordinates are doing. The length and variety of experience enhances this type of authority. It is the type of authority that all headmasters should possess which can be acquired only by study and training.

10. The headmasters have been , assigned numerous responsibilities by the Education Regulations (1990). For these responsibilities, they receive only a small amount of money as headmaster allowance over the salaries of teachers that is, Rs. 65 a month.
11. Studies have shown positive relationship between the percentage of female teachers and the percentage of girls enrolled in school in each district (IEES, 1988). That is, more girls are enrolled in schools where there are more female teachers.. In view of this positive relationship between the presence of female teachers in the school and girls' enrollment, the MOE has adopted a policy of recruiting at least one female teacher in each school. By the same token, the presence of female administrators can be expected to make a positive impact both in girls' enrollment and retention of female teachers. National statistics on school headmasters do not exist. However, statistics gathered from the following districts show that women are alarmingly under-represented in administrative positions.

| District | No of Primary Schools | Female HMs | % |
|-----------|-----------------------|------------|------|
| Illam | 278 | 5 | 1.8 |
| Bardiya | 184 | 4 | 2.2 |
| Pyuthan | 166 | 2 | 1.2 |
| Gulmi | 353 | 9 | 2.5 |
| Kalikot | 118 | 3 | 1.5 |
| Achham | 241 | 1 | 1.4 |
| Doti | 125 | 7 | 5.6 |
| Lalitpur | 132 | 17 | 12.8 |
| Bhaktapur | 89 | 15 | 16.8 |
| Total | 1,686 | 63 | 1.7 |

12. Local support and community mobilization are key to educational development. Historically, communities played a major role in the development of education. In recent decades, the traditional link between the schools and local communities has weakened. As educational plans and programs are centrally prepared and resources centrally distributed, there are few incentives and opportunities for local communities to develop their own capabilities to manage and improve their schools. The so-called free primary and secondary education has further contributed to discourage local initiative. Community members do not see the school as an integral part of the

community. The community does not respond to the school's problems, such as teacher absenteeism, collapsing school buildings. Community participation has been a rhetoric rather than a reality. The nature of community participation is extractive, that is, it is limited to the provision of occasional donations in terms of resources or physical labor. Participation in terms of management, decision-making and control is seriously constrained. There is disinterest and resentment on the part of teachers to community or parental control. Parents remain as an unorganized body in the absence of a structure that allows them to be a part of the schooling process. The system has thus rendered them powerless.

13. There is mounting evidence which shows that there is an association between parental interest in and attitude towards education and children's achievement in school. In the Nepalese public school system, parents form the captive audience, with virtually no role in school decision-making. Parental representation in the SMC is merely a tokenism because only one parent is included in the SMC by way of nomination. There are no formal or informal structures within the school system to allow parents to be part of their children's schooling. Home-school communication is non-existent. Often parents are blamed for poor performance of their children in the schools. Educators do not seem to have recognized the potential role of parents in the education of their children, Parents' role is limited to sending their children to schools and paying fees. They have not been educated about how they can provide a supportive environment at home to their children and how school management can be improved through their participation.
14. There is no valid practice of evaluating the entire school system to determine the effectiveness and efficiency level on the basis of availability of physical facilities, academic achievement, student enrollments, retention, instructional quality, teacher quality, teacher performance, time-on-task, extra-curricular activities, school-community relations, mobilization of local resources, financial management and administration. With virtually no system of school evaluation and monitoring, schools are not accountable for instructional quality and outcomes. The deteriorating standard of education in most public primary schools in the country, as is perceived today, can be greatly improved by having a fair and simple system of school evaluation.
15. There is difference in purpose between primary and secondary education which should be reflected in the different ethos of separate primary and secondary schools. The climate of the primary school should reflect the function of personal and social development of individual children, with child centered and activity-based learning of the basic skills. The school community is usually small, local and friendly. On the other hand, secondary schools are properly concerned with the subject-specific teaching, foreign language instruction and higher order cognitive skills. These different functions are better catered in separate primary and secondary schools. Where primary and secondary classes are combined in the same school, the age-range of students is very wide, and the more 'academic' atmosphere of the secondary

school is likely to dominate the whole school, to the detriment of the basic education in the primary grades. In combined primary and secondary schools, younger children get least attention and services provided for primary grades go for the benefit of children attending secondary grades.

Teacher Management

1. Temporary selection of primary school teachers is done by the SMC, while a Teacher Selection Committee (TSC) headed by the DEO administers written examinations and interviews to select teachers for permanent appointment. Normally, the SMC does not follow any selection procedure to appoint a teacher on a temporary basis. It is relatively easy to become a primary school teacher and even easier to receive tenure as there are no licensing or certification requirements to be met by the candidates. Lax requirements have weakened public confidence in the quality of teachers. The ability of the DEO and RED to administer teacher personnel policies, including teacher recruitment, appointment, evaluation and promotion is in question. The DEOs are overly occupied with the tasks related to teacher personnel management, with little or no time for being involved in professional and development activities. For these reasons, an appropriate administrative mechanism for conducting a teacher recruitment and selection is in order.
2. A ladder-based teacher promotion system exists in public primary schools. In the absence of a proper system of continuous teacher evaluation and assessment, there are doubts as to whether teacher promotion will be carried out in a fair manner. In the present teacher evaluation system, the supervisors and DEOs have been designated as primary evaluators of teacher performance, with little or no role of the school headmaster. There exists plenty of vagueness in the criteria of judging the work of the teacher.
3. Teachers' role in school decision-making does not seem to be well recognized. There is no representation of teachers in the SMC of a primary school. Staff meetings are infrequent and primarily designed to schedule school events, assign tasks or make announcements of the decisions made elsewhere. Non-participation of teachers may contribute to teacher isolation and withdrawal.
4. Since teacher personnel administration has been a government responsibility, a scientific system of records keeping needs to be established to facilitate in making personnel decisions as well as in providing pension, gratuity and other benefits to the teachers. There are over 80,000 teachers at the primary level alone. Presently, the School Administration Section of the MOE maintains teachers' personal records. The Administration Sections of the Regional Education Directorates and District Education Offices have only partially maintained these records. These records are not up-to-date because of ever increasing number of teachers working in the schools throughout the country. In the absence of a separate institution to maintain teacher personnel records and distribute teacher benefits, the Ministry is unnecessarily involved in

clerical types of job at the expense of other planning, developmental, and coordinating functions.

Private Education

1. Privately managed schools have played a key role in improving the access to and the quality of primary education. In recent years, there has been significant growth of private schools. In their management and administration, privately managed institutions -have little direct relation with the MOE and its subordinate agencies. However, the Government lacks the appropriate regulatory framework and policies for promoting the development, providing assistance and monitoring the private schools. There exists distrust between the government and the private schools.
2. Government influence or regulation related to private schools is exercised through the REDs and DEOs but these agencies do not have any implementing authority. There does not exist in the MOE a unit to coordinate the activities of private institutions and to advise the highest policy-making body for education governing private education institutions.

Problems and Issues

From the analysis of the present status of management of education in general and the management of basic and primary education in particular, the following problems and issues have been identified.

The Ministry of Education

Planning and Policy Making

1. There is absence of an advisory body to advise the MOE on policy matters. Policy decisions are made without making proper analyses. Key educational issues are not debated and discussed in forums of professionals, policymakers, and practitioners. Policy changes are made rather frequently without adequately studying all implications.
2. Research and evaluation functions have received the least priority.
3. The MOE lacks a core group of professional staff with planning and analytical skills.
4. Planning exercises are carried out outside the MOE, with little or no involvement of the MOE personnel.
5. The MOE is involved in implementation more than in policy making and educational planning.

6. The capacity of the MOE to plan, monitor and evaluate educational programs, including the programs related to basic and primary education is very limited.
7. The ME Section has limited resources and professional expertise and therefore is not able to supervise, monitor and follow up educational projects and programs, let alone the evaluation of the effectiveness and impact of educational interventions. This Section is engaged mainly in the routine task of compiling quarterly progress reports submitted by the development projects.

Data Management

1. The credibility of the data generated by the SC Section is impaired due to repeated fluctuations in enrollment figures, inconsistencies at data sources, inflated reporting of enrollment figures, and errors in data processing. There is an increasing want of timeliness, reliability and accuracy of data.
2. Data collection takes place in a ritualistic manner. Educational information collected are not translated into meaningful indicators to show the status and progress of the educational system
3. There is over-riding concern for input-oriented data. Output-oriented are largely missing.
4. Data suppliers are largely unaware of the importance of educational data.
5. There are duplicative efforts in collecting data, which often create disappointment to the suppliers.
6. In the absence of appropriate data storage, there is high risk of discrepancy in the data supplied.
7. The practice of keeping longitudinal data has not been initiated. It is often seen as an irrelevant and burdensome job. In the absence of such a practice, it is difficult to get a longitudinal set of data flows in prompt and efficient manner and to help estimate the trends and plan accordingly.

Donor Coordination

1. There is an absence appropriate mechanism to coordinate the many international donors. Coordination among donors is necessary to prevent parallel funding or even perceived competition among donors.

Staffing

1. Staff job descriptions are vague. They are too broad and general and do not provide a framework for action.

2. Job descriptions have not made any contributions in raising work efficiency because the resources and authority needed to do the jobs effectively are not often provided.
3. Staff placements are done without identifying individuals with specific managerial and technical competencies. There is always mismatch between the skills required by a certain position and the skills and experience that one brings to the job.

Decision-making and delegation

1. In the present management system, the Minister of Education and the Secretary of Education exercise the ultimate decision-making authority. Although certain functions may be delegated, but such a delegation depends on the personal judgement of the person who has the authority.
2. One general principle in decision making is that, ideally, decisions should be taken by those closest to the level of action or implementation. It is often frustrating when even senior MOE officials are prevented from making decisions within their area of jurisdiction.

Division of Work and Staffing

1. The division of work across the different sections and divisions of the Ministry is not appropriately made. Sections like School Administration, Personnel Administration, and Financial Administration are overloaded with work, while others like Property and Store Management, Engineering Services, and Training and Supervision have less work commensurate with the staffing arrangements.

Administrative Mechanism for the Management of BPE

1. Educational services and programs related to basic and primary education are not under one administrative machinery. There is considerable amount of compartmentalization in the management of basic and primary education. With the abolition of the Primary Education *Division* in 1993, the MOE does not have a separate institution to deal with issues related to planning, policymaking, *monitoring* and evaluation of basic and primary education programs.

Technical Functions

1. The MOE personnel who now belong to the technical cadre are tempted to do line functions rather than staff/technical functions. There is a heavy pressure to be occupied with day-to-day routine operations which often restricts one in undertaking developmental and professional functions.

Training of MOE Personnel

1. Most of the MOE personnel do not have adequate knowledge, aptitude and specialized training either in the pedagogy or administration of primary education.
2. There does not exist a long-term perspective for human resources development within the MOE. Existing managerial competence is inadequate to manage the complex tasks of planning, managing, implementing and monitoring programs like basic and primary education. Training events are rather isolated, not linked to clear, long-term strategies for organizational development.
3. Job entry training which is mandatory for new section officers in other ministries is not made mandatory for those who join the Nepal Education Service.
4. The NCED which was initially to function as a mini staff college to train the education service personnel is heavily busy in training the primary teachers.
5. Institutional linkages have not been created between the MOE and a number of professional institutions in the country. Their role and potential to the development of basic and primary education has not been recognized and utilized.

Decentralization

1. An obvious source of tension is the approach being adopted to educational governance, particularly that which devolves the implementation of decisions to regional and district level offices while maintaining the policy-making and prime decision-making functions at the center. It can be argued that if a system has decentralization of delivery but centralization of educational policy in areas of resource allocation, curriculum and textbooks, teacher personnel management, teacher training, construction and development of schools, this enables those in central administration to maintain a form of tight control, both centrally and at the local school site. Such a centralization does not allow to preserve and develop an adaptable, flexible and rapidly responsive model of school governance.
2. Past decentralization efforts have taken the form of deconcentration, a mere shift of management responsibilities from central to regional or other lower levels in such a way that the central ministry remains in firm control. As a result, many decentralization efforts in the past instead of promoting decentralized planning and decision-making contributed to increased centralization.

Management of Non formal Education

1. Non formal programs are being carried out in a fragmented manner. There are four agencies delivering NFE programs simultaneously, often causing duplication of efforts and waste of resources.
2. The NFE Council, a high level policy making and coordinating agency, has chosen to be an implementing authority.
3. Supervision of NFE programs is very disorganized.

School Supervision

1. School supervision is in a state of great disarray. The way supervision is being carried out in the schools can hardly create the necessary environment that can create the daily functioning of the school in an efficient manner, let alone professional growth of teachers.
2. Despite a significant increase in the number of school supervisors, schools are rarely visited. The supervisors tell their part of the stories why they are failing to make school visits. Chief among them are too many schools to visit, lack of means of transport, inadequate travel allowance etc.
3. The central Training and Supervision Section has remained nonfunctional due to want of resources and adequate authority to command, guide and support the supervisors.
4. The supervisor's job description lacks clarity and the system has made unrealistic expectations of the supervisor. To expect the supervisor to undertake both administrative control functions and pedagogical support functions has created role conflict.

Management of BPEP and other Education Projects

1. The MOE implements through PIUs a number of educational projects often prepared by the donor agencies. Such projects are implemented outside the normal management structure of the MOE in discrete management styles. There is an absence of a mechanism to coordinate the various projects. The Programming and Planning Section is simply a unit to carry out administrative processing of these projects.
2. The present organization and management of BPEP have created some dualism in the center due to undesirable separation of project activities from the regular ones. Separation is not only physical but also psychological.
3. The existence of PFCC has remained beneficial to BPEP in many ways. However, the normal bureaucracy feels left out by the Project. The PFCC

makes direct decisions on the BPEP, with the MOE only peripherally involved in the decision-making process.

4. Primary education has been left to a tenuous existence as a 'Project,' without integrating it eventually into the mainstream of the nation's overall education effort under the MOE. There are no long-term strategies for merger of BPEP components into the regular structure of the Ministry of Education.

Regional Education Directorates

1. The Regional Education Directorates have been predominantly an organization of limited control and service to districts and also for service to the Minister. In some instances, this intermediate organization is being perceived as an unwanted arm of the Ministry and as an excessive layer of hierarchy in the management of education. They are too far removed from the districts and are being by-passed for most purposes.
2. The existing capacity of the RED to provide meaningful leadership in educational administration as well as in educational development of the region is in question.

District Level Educational Administration

1. As a result of central high-handedness in matters of program development and resource allocation, decentralization of educational administration has not occurred in true sense.
2. More than half of the District Education Offices do not have their own buildings and are not provided with adequate physical facilities and logistic support.
3. The ever increasing number of schools in the districts has made educational administration at the district level further complicated. Because of the distance from schools and limited staffing, it has been extremely difficult to handle all administrative, supervisory, financial and development functions from the District Education Offices based in the headquarters.
4. Under the existing system of educational management, the central ministry is to prepare plans and programs and the district level is to concentrate on implementation, without planning or programming initiatives or creative/innovative responsibilities working out the quality improvement activities or to undertake "bottom-up" decentralized planning. The District Education Offices lack the adequate exposure and expertise to do the planning functions. So long as the tradition of attempting to solve micro level educational problems through macro plans continues, there is little hope that educational plans and programs would evolve from the district level.

5. Frequent transfer of the DEO and other personnel has not only reduced the operational efficiency of the District Education Offices but also has severely affected the field level implementation work. Such a practice tends to create leadership vacuum and discontinuity in educational leadership.
6. The planning, programming and monitoring of basic and primary education does not get as much attention of the DEOs as other activities such as administration of SLC examinations, teacher personnel administration, formation of SMCs, public relations, and approval of schools.
7. As a result of the line-plus-committee structure at the district level, the DEO is limited to exercise his or her authority independently.

School Management

1. The origin, legal status and functions of the SMC appear to be very fragile, subject to MOE's regulation and control.
2. Key stakeholders of local primary schools are not adequately represented in the SMC. The formation of the SMC is inconsistent with its purpose, functions, and roles.
3. The management of primary schools is not school-based. The growth of educational bureaucracy and obtrusive state regulations have undermined the authority of local parents, teachers and community members. The schools' responsibility toward students and parents is blurred and teachers' attention from central tasks of teaching and learning has deflected.
4. The role of the headmaster as leader and manager has not been recognized.
5. The headmasters have limited powers and authority and enjoy limited autonomy in a number of areas. As a result, they have little influence in the smooth operation of the school system.
6. The headmaster selection procedure is faulty and it prevents the selection of competent persons.
7. Female representation in administrative positions is insignificant. No measures have been taken yet to increase the number of female headmasters.
8. Parental participation in school decision-making and in the education of their children is underestimated. There are no formal or informal structures in the schools to promote parental involvement. Little efforts have been made to educate the role of parents as to how they could provide support to their children.

9. Local communities do not have a sense of "ownership" of the school located in their own neighborhood. The schools are far too detached from the local communities.
10. A significant number of secondary schools operate both primary and secondary grades. In such combined schools, the academic atmosphere of the r secondary school dominates the whole school to the detriment of basic education in the primary grades. The services and facilities meant for primary children and teachers are often taken away by the children and teachers at the secondary level.
11. There is no tradition of conducting systematic evaluation of school quality. Statistical information is collected in an isolated manner, which does not help to carry out a thorough and correct evaluation of schools. In the absence of a practice of system-wide evaluation, the effectiveness and efficiency of schools do not get monitored.

Teacher Management

1. The hiring of teachers is not governed by meaningful standards. The government takes too much interest in recruitment rather than effective management and performance of teachers. Political standards rather than professional standards dominate the teacher selection process. Public schools are crowded with captive labor force of poorly educated and unprepared, transient job seekers who are denied other opportunities.
2. Lax requirements for entry into the teaching profession have weakened the public confidence in the quality of teachers. There are no licensing or certification requirements one has to meet prior to becoming a teacher. Entry into the work of teaching is abrupt with first-year teachers assuming the full responsibilities of the classroom from their very first day. Little distinction is made between newcomers and others. The abrupt entry into teaching conveys the impression that teaching can be mastered in a relatively short period without any organized programs and support and assistance.
3. The ability of the District Education Offices and Regional Education Directorates is limited to administer teacher personnel policies.
4. The ladder-based teacher promotion system is not supported by a proper system of continuous teacher evaluation and assessment. The DEO and school supervisors who have been given the role of carrying out teacher evaluations cannot evaluate a primary school teacher because they have little or no knowledge of the teacher's performance. There is a trait-based approach to teacher evaluation which involves identification of traits of so-called ideal teacher and administrative rating of teachers from a distance. Teacher evaluation is not linked with standards of school outcomes and effectiveness. There is lack of career stages that serve to advance learning.

5. Teachers' records keeping and management often keeps the MOE too busy. There does not exist a teacher management information system which has posed difficulty in the distribution of teacher benefits such as pension and gratuity.
6. Teachers' participation in national educational policy-making, be it related to teacher management or curriculum and teacher training, is minimal. In recent years, teachers are organized in associations and unions. The main scope of these unions has been to improve the working conditions of their members. National policy-makers are least bothered about involving these unions or associations in organized educational decision-making forums. There exists strong rivalry between the government and these unions because of little or no access of the teachers in national policy-making. Educational policies, regulations and reform measures face strong opposition and rejection by the teachers because they are often conceived, designed and implemented without adequate participation of the teachers and their unions. Teachers are seen more as subordinates of the MOE rather than as professionals.

Private Education

1. The Government lacks appropriate regulatory framework and policies for promoting the development and monitoring the private schools.
2. There is no section/division in the MOE to formulate policies and programs governing the privately managed schools.

Recommended Principles and Policies for Efficient Management System of Primary Education

1. Inefficiency in primary education (See Chapter on Financing *of* Primary Education for details) has been documented in a number documents and study reports (IIES, 1988; The Basic and Primary Education Master Plan, 1991; Report. of the National Education Commission, 1992). Educational indicators such as (a) student dropouts, (b) student repetition and a high proportion of over-age and. under-age students, (c) poor student and teacher attendance, (d) short school terms, (e) short school hours. (f) low level of academic achievement show thee low efficiency level of primary education in Nepal.
2. In a nutshell; an efficient management of basic and primary education should be, guided by the following major considerations:
 - an appropriately structured educational organization from the Central Ministry of Education to the local administrative unit;
 - a Central Ministry whose functions are limited to matters such as formulation of educational plans and policies, coordination, monitoring and evaluation of educational programs, generation of resources both internal and external, and technical support.
 - an administrative mechanism to coordinate the various *efforts* and resources;
 - improved planning, policy making, monitoring, research and evaluation capacity within the Ministry of Education;
 - provision of adequate authority and resources to educational managers at all levels to do their jobs effectively;
 - an accountability system that holds all agencies, individuals, and schools accountable for performance;
 - a system of educational assessment and monitoring that will continuously assess and monitor the quality of basic and primary education and identify areas for improvement;
 - devolution of authority down to the operation level;
 - effective participation of key stakeholders in educational decision making;
 - strong headmaster leadership who has a clear vision, can set goals, lead the faculty, has adequate administrative, professional and supervisory authority to influence teachers' behavior, and guide the school operations;

- an effective teacher personnel system that ensures selection of competent personnel and has a prospect of career advancement upon demonstration of required professional competence;
 - an effective balance between capacity-building approach and an accountability approach;
 - an efficient educational delivery system;
 - a system that gives teachers and managers an opportunity to grow professionally on an on-going basis and a professional support system; and
 - optimum utilization of the resources and expertise available to national and international institutions through partnerships and proper institutional linkages.
3. Guided by these principles and premises, the Master Plan Update Team offers the following recommendations for improvement in the management of basic and primary education. It should, however, be noted that some of the recommended actions and policy measures go beyond the primary education sub-sector because the management of primary education is closely interlinked with the overall system of educational management.

Recommendations

Organization and Administration of Education at the Central Level

1. In the *Immediate Term*, the Master Plan Team proposes reorganization of the Ministry of Education in the following way (see organizational chart in Annex J):
 - 1.1 Establish a self-contained Department of Primary Education to take overall responsibility of planning, program formulation, implementation and administration of primary education. The Department will be headed by a Director General who will be assisted by two Deputy Director Generals. There will be two Divisions within the Department of Primary Education, each having the following sections:

The first Division will have the following sections:

- Planning and Programming
- Women's Education
- Special Education
- Pre-Primary and Primary Education
- Resource Center Development

The second Division will consist of the following sections:

- General and Personnel Administration
 - Physical Planning and Engineering Services
 - Financial Administration
 - Educational Materials Development
 - Monitoring and Evaluation
- 1.2 With the adoption of free secondary education policy, the Government's financial responsibility towards secondary education has substantially increased. The secondary education system has expanded within a short period of time as a result of ever increasing number of secondary schools. This calls for a more effective management system both at the central and district levels than currently exists. In view of this, it is felt that the MOE should consider creating management structures both at central and district levels to address the management needs of the secondary education sub-sector. It is recommended that the MOE should establish a full-fledged Department of Secondary Education to take overall responsibility for planning, budgeting, implementing, monitoring and coordinating programs related to lower-secondary and secondary education. This department will have the following sections:
- Lower-Secondary and Secondary School Administration
 - General and Personnel Administration
 - Financial Administration
 - Planning, Programming and Monitoring
 - Secondary Education Development Units (SEDUs) Coordination and Support
 - Training and Supervision
- 1.3 Restructure the existing Planning Division with the following sections: (a) Planning, Programming and Budgeting Section, (b) Educational Management Information System (EMIS) Section, (c) Foreign Aid and Projects Coordination Section, and (d) Supervision, Monitoring and Evaluation Section. The proposed nomenclature of this Division will be Planning, Programming and Monitoring Division.
- 1.4 Restructure the Educational Administration Division with sections such as (a) Higher Secondary Education, (c) Higher Education and Technical/Vocational Education, (d) Private and Boarding Schools Coordination and Support, and (e) International Exchange and Scholarship. The new nomenclature of the Division will be Higher Education Division.
- 1.5 The General Administration Division be reorganized with the following sections: (a) General and Personnel Administration, (b) Fiscal Administration (c) Institutional Property Management, (d) Educational Legislation.
- 1.6 Create a National Non formal Education Development Center (NNEDC) by amalgamating the existing four institutions which are presently delivering NFE

programs in a rather fragmented and uncoordinated way. The Center will be headed by an Executive Director, who will act as the ex-officio Member-Secretary of the Non formal Education Council. There will be two major Divisions in the Center, each headed by a Deputy Director (see organizational chart in Annex K).

The Planning and Program Implementation Division will have the following sections:

- Planning and Programming
- Monitoring, Evaluation and Research
- Adult Education
- Women's Literacy
- Out-of-School Program
- Special Focus Groups

The Curriculum Development and Training Division will comprise the following sections:

- NFE curriculum and materials development
- Training
- Supervision
- Post-literacy program

There will be four other sections which will be directly supervised by the Executive Director:

- Coordination
- General administration
- Financial administration
- NFE materials production and distribution

- 1.7 Reorganize the Curriculum Development Center with three Divisions: (a) Primary Curriculum and Textbooks Division, (b) Secondary Curriculum and Textbooks Division, and (c) Curriculum Management Division. The existing Non formal Education Division of CDC will be removed. The CDC will be headed by a Director General as it exists now. To assist the Director General, there will be three Deputy Directors. Annex L displays the organizational chart of CDC.

The first Deputy Director will be responsible for the development, revision and improvement of primary curriculum and textbooks. This Division will have the following sections:

- Pre-primary Curriculum and Reading Materials
- Primary Curriculum and Textbooks Development and Revision
- Teacher Support Materials Development
- Local Curriculum Development and Bi-lingual Education

The second Deputy Director will be mainly responsible for secondary education and it will consist of the following sections:

- Language
- Social Studies
- Math and Science
- Health and Physical Education
- Pre-Vocational

Under the third Deputy Director will be responsible for tasks relating to curriculum management. There will be following sections under this Division:

- Curriculum Monitoring and Evaluation
- Curriculum Dissemination
- Student Assessment
- Co-curricular Activities
- Editing and Publication
- Audio-Visual Materials

There will be three other sections directly under the Director General:

- Financial Administration
- General and Personnel Administration
- Documentation and Library

- 1.8 NCED be strengthened in terms of manpower and physical resources to enable it to undertake three essential functions: (a) in-service training of primary and secondary teachers, (b) training of educational administrators, and (c) educational research and evaluation. This Center will have three Divisions: (a) Teacher Training Division, (b) Management Training and Development, and (c) Research and Development. The Secondary Education Development Units (SEDUs) operating under the Secondary Education Development Project (SEDP) should be merged within Teacher Training Division of NCED. Likewise, the Primary Teacher Training Unit (PTTU) of BPEP should also be merged into this Division. The proposed organizational chart of NCED is shown Annex M.
- 1.9 Nine PTTCs be developed as Regional Centers for Educational Development with responsibilities such as in-service training of primary school teachers, training of trainers, training of RPs, supervisors, and headmasters, management support to the District Education Offices, RCs, and schools, and problem - oriented educational research.
- 1.10 Create a Teachers' Records Management Department (Sichhyak Kitab Khana) at the central level to maintain teachers' records and manage the distribution of teachers' pension, gratuity and other benefits. The Department will have the following specific responsibilities:

- Update teacher' posts and the service records of teachers working in public primary and secondary schools;
- Fix up pension gratuity and other allowances and distribute pension certificates to the personable teachers;
- Issue certificate of family pension, life-long family allowance, education and children's allowance;
- Authenticate service period, date of birth of the teachers and maintain their up-to-date records in line with the existing rules and regulations;
- Make necessary corrections or revisions in the personal records of teachers as requested by the concerned agencies; and
- Issue prior notification to the concerned agencies regarding the teachers' retirement from the service on grounds of age and service period.

The Kitab Khana will be headed by a Director who will be assisted two Deputy Directors. There will be three sections: (a) Teachers' Records Section, (b) Pension, Gratuity and Allowances Section, and (c) Administration and Finance Section.

- 1.11 Create a high-level National Education Policy Council to advise the MOE on policy matters. The Council should consist of eminent scholars, representatives of the NPC, representatives of relevant ministries, representatives of national political parties, representatives of teachers' and university professors' unions, representatives of various educational institutions, representatives of businesses, representatives of Federations of District Development Committees, Municipalities, and Village Development Committees and representatives of universities and parliament.

This Council should provide a platform for a nation-wide cross-section of representatives hailing from various sectors of education and public life. The Council will help the MOE in the formulation of sound educational policies and programs. Education in recent years has been a hot-bed of nasty politics. Such a body will help to come to national consensus on some key policy matters. This body will provide a much needed forum for policy debates among the major stakeholders of national education.

The Minister of Education will be the Chairman of the Council. The Government will appoint a Secretary from among the scholars and educationists who will work as full-time executive head of the Council.

Disband the existing councils and committees, such as Special Education Council, Non formal Education Council, Curriculum Development Coordination Council and Teacher Training Coordination Committee. Constitute the following committees within the broad umbrella of the National Education Policy Council:

- (a) Pre-primary and Primary Education Committee
- (b) Secondary Education Committee
- (c) Non formal Education Committee

- (d) Technical and Vocational Education Committee
- (e) Teacher Training Committee
- (f) Curriculum Development Committee
- (g) Educational Research and Evaluation Committee
- (h) Human Resources Development Committee
- (i) Private Education Committee

- 1.12 In the long term educational change will be dependent on a new cadre of better qualified teachers. Such a cadre in turn may depend on how the system of teacher recruitment, evaluation and career advancement is organized. Create a National Teacher Service Commission, a separate independent body, to handle all matters concerning appointment, promotion and service of teachers. The Commission will be empowered to determine the principles and procedure to be followed in the recruitment to the teaching posts, advertise the vacancies of primary and secondary level teaching posts, examine the candidates, draw up the merit list and recommend for appointment.

The Commission will be composed of a full-time Chairman and two other members, who will be nominated by His Majesty's Government for a period of four years from among retired educational administrators, teachers, university professors and educationists. There will be a Secretary (Special Class) who will work as the executive head of the Commission secretariat. The Commission will consist of three major Divisions, each headed by a Joint Secretary (Technical): (a) Curriculum, Evaluation and Testing, (b) Policies and Regulations, and (c) Examinations Administration.

The Commission will have a Regional Directorate in each of the five development regions, headed by a Regional Director (Class I Gazetted Position). The Regional Directorate will be authorized to handle matters relating to the recruitment and promotion of primary level teachers.

- 1.13 Table 3 displays personnel requirements of the MOE to implement the recommended management reform.
2. In the Medium Term, *i.e.*, before the completion of BPEP II (1998-2002) the following structural changes should be made in NCED.
- 2.1 NCED be developed as a National Institute of Educational Management Development and Research (NIEMDR). The primary purpose of this institute should be to assist the working efficiency and effectiveness of the MOE and its subordinate agencies as well as the schools through management training, support and research. The rationale behind this proposal is that in order to maintain sustainable managerial competence throughout the educational system, there is a need for developing specialized institution for training managers at all levels (see organizational chart in Annex N). Further details on management training can be seen in the Chapter on the Training of Educational Personnel. Specifically, the functions of this center will be as follows:

- To develop training curricula and training packages for the training of educational personnel (except teachers);
- To organize training programs for educational planners and managers to improve their capabilities in the key areas of educational planning and management;
- To organize training programs for educational personnel such as curriculum developers, textbook writers, school supervisors, test and measurement experts, data managers and analysts with a view to develop their capabilities in respective areas;
- To contribute to the development of education by making management of educational institutions efficient and effective through management guidance and consultancy services;
- To undertake comprehensive and systematic research and development studies on educational programs;
- To disseminate information relating to innovative experiences and new advances in the field of educational planning and management through publication of relevant materials and conduction of workshops/seminars.

There will be a Governing Council under the chairmanship of the Secretary of Education, with representation of the institutions like the NASC and the FOE. The NIEMDR will be headed by an Executive Director, who will be assisted by two Deputy Directors, each heading Management Training and Development Division and Planning, Research and Follow-up Division.

The Deputy Director of Management Training and Development Division will have the following functions:

- Management training needs assessment
- Management training Curriculum and Materials Development
- School management training
- Senior management training

The Deputy Director of Planning, Research and Follow-Up Division will have the following responsibilities:

- Planning and programming
- Educational research and evaluation
- Documentation and publication
- Monitoring and evaluation

- 2.2 Create Central Institute of Teacher Training to carry on the primary teacher training functions of NCED and in-service training of lower-secondary and secondary teachers. This Institute will be responsible for developing teacher

training curriculum, preparing teacher training materials, coordinating the various teacher training centers, supervising and monitoring both privately managed and government-run teacher training centers, conducting examinations and awarding teaching credentials. The chapter on Teacher Training provides details on the management of teacher training.

Organization and Administration of Education at the Regional Level

1. The REDS have been exercising a very limited role in the overall management of education. In the context of decentralization, the districts will have a key role in the management of education. The Report of the Decentralization Commission (1997) has vested the responsibility of primary education management to the VDCs and Municipalities and that of secondary education is vested to the DDCs. In this context, the role of REDs is likely to be further diminished. From the experience of BPEP, it is clear that many of the educational programs can be implemented even without the cooperation or involvement of the REDS. In the Medium Term, therefore, the following actions should be taken:
 - 1.1 The REDs, principally, are supposed to undertake departmental functions as there are no central departments to deal with primary and/or secondary education. Once one single department of primary education is to be created at the central level, it makes little sense to have department level agencies in the five development regions. Therefore, this level of educational administration can be phased out and its functions re-integrated back into the District Education Offices. Any additional layer between the districts and the Central Department of Primary Education would further complicate the administrative process.
 - 1.2 Alternatively, the RED can be converted into the Office of the Regional Controller of Examinations (ORCE). At present, the OCE is heavily burdened with the tasks related to the administration of SLC examinations. The RED has no direct responsibility for any examinations, whether secondary level examinations or primary level examinations. In recent years, a few tasks of the OCE have been delegated to the REDS, such as arranging the distribution and marking of the answer books, correcting dates of birth and issuing provisional certificates. Much of the burden of administering SLC examinations still rests with the OCE. As a result, the role of the OCE has been primarily administrative at the expense of development and analysis functions. Therefore, it is recommended that many of the functions being now performed by the OCE should be given to the ORCE. These functions will include: handling all registration and application matters, supervising the conduct of SLC examinations in the districts, coordinating the work of the District Education Offices in fixing examination centers and assigning superintendents, assigning examiners and head examiners and supervising their work, maintaining regional SLC data file, distributing marksheets and certificates, and re-totalling the marks of candidates who appeal.
 - 1.3 If the RED is converted into the ORCE, it can undertake the total responsibility of administering Grade 8 examinations, which is now done by the District

Education Offices. These offices are already burdened with terminal examinations of Grade 5 and are not adequately equipped for undertaking such a huge job. Therefore, it is suggested that the locus of control of administering Grade 8 examinations be shifted to the region. Increased regional control of Grade 8 examinations would enhance the credibility or utility of this examination. It may be relatively cheaper to produce question papers at the region rather than producing them in every district. A study has shown two weaknesses of the current district level Grade 8 examination (SEDP, 1995). First, the results are not reliable because it is conducted by the school, with little or no supervision of the District Education Office. Second, there is evidence of variability of content from district to district which may affect the value of the result. In this situation, comparison of student performance across the districts cannot be made.

Organization and Administration of Education at the District Level

1. In the *Immediate Term*, the following actions have been proposed to strengthen educational administration at the district level:
 - 1.1 To make the growing complexity of district level educational administration more simpler and further decentralize educational governance, districts should be classified into two categories on the basis of population.
 - 1.2 Appoint Gazetted Class I level officer as District Education Officer in the districts that fall in the A category of districts. In these districts, the DEO will be assisted by a Class II Assistant District Education Officer (ADEO).
 - 1.3 Each District Education Office will have a Basic and Primary Education Unit (BPEU), headed by a separate District Basic and Primary Education Coordinator with exclusive responsibilities in matters of primary education management and development in the district.
 - 1.4 The committee structure that exists at the district level (District Education Committee) should be retained. However, it should be emphasized that its role should be mainly that of developing educational plans and programs and provide general policy guidelines to the District Education Officer. All executive authorities relating to primary and secondary school administration should be vested to the District Education Officer. The Committee in any way should not restrict the DEO in exercising his powers and authorities.
 - 1.5 As the REDs will be phased out, the DEOs will be given authority both for primary and secondary education.
2. For the *Medium Term*, the following actions have been recommended to strengthen district-level educational administration:

- 2.1 Make provision of adequate physical facilities in the District Education Offices. Construction of buildings for 40 District Education Offices which are now operating in rented buildings should get priority.
- 2.2 Over 80% of the DEOs are now under acting appointments. In such a situation, they are likely to feel insecurity for fear of being replaced or removed. Strong leadership cannot be expected from such people. Therefore, the MOE should discontinue the practice of making acting appointments in these positions.
- 2.3 Divide the district into four or five sub-districts for purpose of educational administration. Convert the post of school supervisors Field Coordinators (FCs), making them responsible for general primary school administration, monitoring and administration supervision of schools, coordination of RCs/RPs, and secondary school supervision. Each FC will be responsible for about four or five RCs and about 80 to 100 schools. This level of management can be a crucial mediator and channel of communication between the top and the bottom of the system. As an agency for the administration of school clusters, it can monitor cluster activities, push them to be active and facilitate collaboration between clusters.
- 2.4 Each District Education Office should be required to maintain and update teachers' records to facilitate the appointment, tenure and promotion of the teachers and to ease the process of providing pensions and gratuities to the teachers. To this end, establish Teachers Personnel Service Unit in each District Education Office to maintain detailed personnel records of the teachers.
- 2.5 The role of the District Education Office must shift from that of implementation of centrally prepared programs to that of planning, monitoring and evaluation of educational development programs at the district level. The DEOs have not developed essential planning capacities, partly because such functions have not been given to these offices. The planning units of the District Education Offices should be strengthened through training and provision of staff positions to carry on planning functions.
- 2.6 Reorganize the structure of the District Education Office. The proposed structure of the District Education Office is shown in Appendix O.
- 2.7 Create a separate unit dealing exclusively with lower secondary and secondary education in each District Education Office.

School Level Administration

1. In the *Medium Term*, take following actions to improve school administration:
 - 1.1 Create Parent Teachers Association (PTA) in each school through election, and ensure their representation in SMC. A breakthrough in student learning is unlikely to come about without more parent involvement in schools or their children's schooling. Yet most parents have no responsibility and little say about how their schools should work. In some countries, PTAs have been a very

effective strategy for promoting parent involvement, especially in fund-raising and promotional activities. The aim of this administrative reform is to strengthen parental influence in school. There will be 9 parent members on the PTA elected from among parents for a period of four years.

- 1.2 Each school will have a SMC, consisting of real stakeholders, i.e., parents, teachers, and community leaders. All political appointments and nominations should be stopped. The SMC will be locally constituted, with parent representatives, teacher representatives, and representatives of local VDC or Municipality. The composition of SMC in a typical primary school will be as follows:

| | | |
|-------------------------------------|----|---|
| Parents | | (Elected from among PTA members) |
| School headmaster | 1 | (Ex-officio) |
| VDC representatives, | 2 | (Ward Chairman of the concerned ward- and one other member from among VDC members) |
| Teacher | 1 | (Selected by the teachers themselves) |
| Donation providers/ School founders | 2 | (Nominated by the above 7 members) |
| Female social worker | 1 | (same as above) |
| Community member | 1 | (One member representing disadvantaged ethnic groups nominated according to - the same procedure) |
| Total Members | 11 | |

- 1.3 This body of representatives will then co-opt a Chairman, a Vice-Chairman, a Secretary and a Treasurer from among themselves (except teachers). The tenure of SMCs should be four years. The PTA Chairman and school headmaster may act as ex-officio Chairman and member-secretary of the SMC.
- 1.4 Alternatively, one school one SMC formula may be abandoned. Instead, one single Village Education Committee may be constituted for the administration and supervision of the entire schools located within a VDC. In this case, the composition of SMC will be as follows:

| | | |
|--|---|--|
| VDC representatives | 2 | (Elected by VDC members) |
| Headmasters | 2 | (Elected by headmasters) |
| PTA Chairpersons | 2 | (Elected by PTA Chairpersons) |
| Teachers | 2 | (Nominated by the above 6 members) |
| Female social worker | 1 | (same as above) |
| Community member, representing disadvantaged ethnic groups | 1 | (same as above) |
| DEO Representative | 1 | (Nominated by the DEO from among school supervisors/RPs) |

- 1.5 These members will then select from among themselves (except DEO representative) persons to hold the positions of Chairman, Vice-Chairman and a Secretary.
- 1.6 The restructured SMC will, thus, allow for all key stakeholders like teachers, parents and representatives of the local elected bodies to take part in the management and decision-making in schools. It should be empowered to monitor and even discipline teachers for poor performance, low attendance, abuse of students, and poor examination results.
- 1.7 The concept of headmaster-as-manager has to be clearly recognized. The level of authority vested in a primary school headmaster has not in any way been matched by a comparable degree of financial and supervisory responsibility.
- 1.8 Create a permanent post of full-time school headmaster in for primary schools with more than 100 students or more than three teachers. The head mastership should be at least a Level II position of the Teaching Service.
- 1.9 Empower school headmasters through higher qualifications, training on school management and supervision, higher status, incentive system, greater administrative and financial authority. The supervisory role of the HM to be emphasized (including the effective powers to deal with teacher irregularity and absenteeism). It is recommended that minimum qualification to be a primary school headmaster be made Intermediate Level (Grade 12). The headship allowance should be fixed at 25% of the basic salary of a primary teacher.
- 1.10 Select HMs through competition involving written and oral tests rather than by nomination of DEOs. Include a requirement of at least five years as a teacher with satisfactory performance. Completion of 2.5 months' of training should be another requirement. Appointments should be made by a selection committee rather than by the DEO alone. In order to increase the number of female teachers in administrative positions like the head mastership, provisions should be made through reservation of female quotas, special coaching etc.
2. For the *Longer Term*, the actions suggested are as follows:
 - 2.1 Institute school-based management, guaranteeing greater autonomy, authority and responsibility to individual schools. Site-based management flows from several assumptions about school improvement: (a) meaningful change is likely to occur at the school level rather than the district level; (b) for any change or improvement to occur, individual schools need flexibility and autonomy with regard to regulations; and (c) broad representation of the community members and parents in the decision-making process produces a level of commitment necessary to bring about a sense of ownership. The following conditions will have to be met to institute the school-based management structure:
 - Decentralized budgeting procedures,
 - Provision of discretionary funds, permitting alternative uses of resources,

- Expanded basis of decision-making through wider participation of parents and community members,
- Allowing personnel decisions to be more site based,
- Freedom to make curricular decisions,
- Accountability in the form of an annual report detailing progress.

Planning and Monitoring

1. Strengthen the existing Planning Division in term of its professional capacity to formulate, monitor and evaluate educational plans and programs. This Division should have staff officials with relevant background and training in educational planning, statistics, economics of education, policy analysis, information science and program evaluation.
2. Make provision of an interdisciplinary team in the Planning Division with statisticians, economists, educationists, policy analysts, political scientists, and information specialists. This team will carry out sectoral assessments, formulate educational projects, and supervise, monitor and follow up educational programs and projects. Create Class I and Class II Gazetted positions to work as technical officials in the Planning Division.
3. Create a separate service cadre of educational planning and research within the Nepal Education Service to carry on technical functions such as educational planning, monitoring, evaluation, research and statistical analysis. Arrangements be made for career advancement for personnel appointed under this service.

Teacher Personnel Management

1. The process of becoming a teacher should be strengthened by replacing the existing open' entry system with a teacher licensing system. All prospective teachers, whether trained or untrained, must pass a professional teacher examination which will test subject matter competency, basic teaching skills, general understanding and aptitude. Candidates who pass the examination will be issued teaching license and then be eligible for applying for teaching positions. Teacher licensing is required to assure high professional standards and ensure high quality teaching force. This examination will also influence the content of teacher preparation, and the Faculty of Education campuses and teacher training centers could also be judged by how well their graduates perform on the examination. Teacher licensing will protect the public schools from indiscriminate selection of incompetent teachers by the SMCs.
2. The purpose of licensing is to determine whether or not an individual has minimum competence to teach. In a way, licensing provides a certificate of competence. There was a time when such authorization was not required for teachers due to teacher shortage. Licensing of teachers is an idea emanating from the belief that there is a need to set minimum standards for teachers as teaching has become more specialized requiring subject matter competency,

certain attitudes and skills. One does not derive these competencies with the acquisition of a SLC pass certificate. Degree requirements are set by colleges school boards and universities; certification requirements are established by the government which employs teachers in the best interest of the nation to **sac** children from ill-prepared teachers.

3. A person with a teaching license will be able to seek teaching positions. However, he will not be made permanent in his position if he does not successfully complete the required training. Thus, those who have completed their teacher training course will apply to the Teacher Service Commission for permanent employment in the teaching profession.
4. As part of the teacher licensing system, each district will administer a testing program. Create an appropriate teacher licensing agency in each district which will be responsible for coordinating and administering teacher licensing procedures, developing and updating the test contents and awarding teaching license for initial job assignments.
5. The three-tiered teaching system as it exists now should be strengthened by instituting a system of rigorous evaluations of teacher performance. The present rating system suffers from the fact that almost all the indicators of teacher competency are subjective. It offers an illusion of objectivity. Therefore, the present system of teacher evaluation that rates teachers against a fixed scale of standards on a subjective basis should be abandoned in favor of objective, formative and output-oriented evaluation system. It is proposed that the following indicators be used as measures of teacher effectiveness:
 - Test scores earned by students on final examinations
 - Percentage increase in student achievement
 - Preparation and use of instructional materials
 - Use of reference materials, curriculum and teacher support materials
 - Teacher engagement in instructional tasks Instructional planning
 - Instructional planning
 - Participation in staff development activities/faculty meetings
 - Frequency of homework and student assignments
 - Amount of academic support provided to the students
 - Rate of course completion
 - Participation in school development activities
 - Participation in co-curricular and extra-curricular activities
 - Teacher interaction with parents
 - Teacher attendance
6. Train District Education Officers, school supervisors and headmasters in measurement, observation, and evaluations of teacher performance.
7. In the present system of teacher evaluation, the supervisory and evaluative functions of the headmasters have been undermined. The headmaster, being the immediate observer of the teachers' work, should be given a major role in

teacher evaluation. Revise the system of teacher evaluation by giving 50% weight age to the primary evaluator, i.e., the headmaster, 25% to the reviewer, i.e., the ADEO, and the remaining 25% to the Teacher Evaluation Committee. The committee shall consist of the DEO as Chairman and ADEO and RP of the concerned area as members.

8. In the absence of a practice of giving job descriptions to the teachers, they remain largely unaccountable for performance. It is therefore recommended that specific job descriptions be prepared for teachers and their performance be evaluated against the jobs expected of them.
9. Considering that educational policies, regulations and reform measures have higher chances of being accepted and implemented if conceived and formulated with teacher participation, the MOE should give adequate representation to teachers' unions in formal decision-making structure at the national level.

Training of Educational Personnel

1. Formulate a Human Resource Development (HRD) program which will guide both long-term and immediate-term activities for the professional development of educational administrators, supervisors, curriculum developers, educational planners, data managers, textbook writers, test and measurement experts, and other educational personnel.
2. Introduce mandatory job induction training for those who enter the Education Service after passing Public Service Commission (PSC) examinations as in other ministries.

Educational Management Information System

1. Create a system of a coordinated nationwide data collection system eliminating the existing duplication, data inconsistencies, unnecessary data demands and waste of resources. The proposed EMIS Section (presently Statistics and Computer Section) should collect the core educational data using a single data collection instrument.
2. Introduce data register system at the data sources whereby each school will maintain a data register to record data and information required at different levels of educational management.
3. As has been indicated in the Analysis Section that the educational information collection system is largely dominated by input-oriented data, such as numbers of schools, numbers of teachers, student enrollments, repetition and dropout rates etc.. These data are not adequate for planning the quality of education. With the exception of the results of level-end and year-end examinations, available information on what the primary education system has actually achieved in terms of students' learning is largely unknown. Education managers need three types of information for making informed decisions (Lockhead,

1996). These include: (a) general information on how well the schools are doing with respect to achieving the curricular goals, (b) specific information about the performance of individual schools or groups of schools, for example, districts or regions, and (c) analyses of the implementation of effects of interventions adopted to improve schools. Information about achievement outcomes provides the objective measures of the state, quality and performance of the education system. More specifically, such information can be used to (a) inform the policy-makers, (b) monitor changes in achievement over time, (c) set realistic academic standards, (d) identify factors of high student achievement, (e) promote school and teacher accountability, (f) increase public awareness, and prompt political debate (Greaney and Kellaghan, 1996). The test scores obtained from the national assessment program should be desegregated on a district basis which will enable central authorities to monitor the progress of the districts.

4. In view of the importance of information on outcomes of schooling, it is recommended that the MOE should develop a plan for national assessment to systematically and continuously gather information about achievement outcomes of primary school children so as to assess the quality of primary education. This kind of approach provides information to the public on the strengths and weaknesses of primary education system and its quality. Here we have an example of a system checking on the quality of what is doing, rather than the system checking on an individual school or individual children. This is a way of taking quality assurance in measurement of educational outcomes seriously.
5. BPEP has already made a headway toward this direction by sponsoring a baseline study on achievement of Grade III students. Nation-wide assessment of student achievement should be a regular feature of the education system. Students of other grades may be assessed in subsequent years. BPEP should retain this task until a national institution is created. To start with, assessment may cover only a few districts and it may be expanded to a sample of schools in every district in the subsequent years.
6. Form a National Steering Committee to plan and implement national assessments and to take actions designed to disseminate results and maximize the impact of the assessment. This committee should essentially include members from CDC, NCED, FOE, OCE and high level policy makers.

School Supervision

1. Delink teacher support and assistance from individual teacher management and inspection. Mechanism for both administrative and professional supervision to be created.
2. Divide tasks between a school supervisor and a Resource Person (RP), the former taking charge of administrative control and support and the latter taking charge of pedagogical support and control. When the same person is to carry out

both administrative control and pedagogical support, the latter is most likely to suffer.

3. It should be recognized that the first responsibility for instructional supervision should rest with the headmaster. Localize supervision by making HMs responsible for both administrative and academic supervision. Occasional visits by RPs and school supervisors are not enough to solve the basic problems facing schools.
4. Parents and community members who are normally kept away from what are considered professional matters of teaching processes may also have a role in school supervision. They can monitor and supervise a number of a school activities, such as regular opening of the school, the attendance and behavior of students and teachers, and adequacy and use of school facilities.
5. Supervision and support should be provided to teachers from a number of sources, such as administrators, SMC members, PTA members, parents and RPs. Because many agents are involved in supervision, good communication will be an essential component of efficient supervision. Those involved in supervision should work together or inform each other of the results of their visits and of their reports. Make supervision reports available to the local school community, especially to the parents.

Involvement of Local Bodies in the Management of Primary Education

1. The Fourth Amendment of the Education Regulations (1996) made the legal provision for allowing the VDCs or Municipalities to operate public schools within the conditions set forth by the Ministry of Education. The Report of the Decentralization Commission (1997) has also emphasized that management of primary education should be the responsibility of local VDCs and Municipalities. Under a special arrangement between the MOE and Banepa Municipality, the MOE has allowed the latter to conduct Compulsory Primary Education (CPE) on an experimental basis. A similar scheme is underway in Ratna Nagar VDC of Chitwan district. Under the Decentralization Action Plan (1996), teachers' salaries are being channeled through VDCs on a trial basis in 252 VDCs. Although in-depth studies on the functioning of these experiments have not been carried out, limited evidence available suggests that local bodies can significantly contribute to promote primary education and their role in the management of primary education can be instrumental in raising school accountability.
2. It does seem from all the subjective information available from local authorities in a few VDCs and Municipalities that the potential for increased local participation in the administration and financing of primary education is great and should not be ignored. It is proposed that the government should gradually transfer both the authority and responsibility to the Municipalities and VDCs relating to primary school administration. This will include approval or closure of schools, teacher personnel administration, supervision of schools,

development and maintenance of physical facilities, and all other functions related to the operation of schools. However, the MOE should retain responsibilities for curriculum development, school standards, instructional supervision, and various educational services.

3. In order to encourage the local bodies to undertake the responsibility of operating and managing primary education within their territorial jurisdiction the following initiatives are deemed to be necessary on the part of the MOE:
 - Development and dissemination of detailed procedure as to how local bodies may be involved in the operation and management of primary schools, preferably through manuals, booklets, and meetings;
 - The VDUs or Municipalities will have freedom to create their own administrative and supervisory structure;
 - Teachers' salaries and other benefits will be paid for by the MOE, but those who are directly appointed by the VDUs or Municipalities outside the MOE-approved teacher allocations will be paid for by the concerned agencies themselves; and
 - Such VDUs or Municipalities will not be barred from raising any additional contributions for the purpose of quality improvement and prescribe additional textbooks approved by the Government.

School Accountability

1. At present, the schools are neither accountable to the bureaucracy above them nor to the community below. The District Education Office should set performance goals for the schools in the district, measure how well the schools are meeting these goals, institute ways to hold schools and teachers accountable for performance, and intervene in chronically low performing schools. It is proposed that a school accountability scheme should be established to enhance the ability of schools to perform their tasks effectively and efficiently. As part of school accountability scheme, the performance of schools will be monitored and evaluated against a set of educational indicators. These indicators may include:
 - Average Daily Attendance (ADA) of students
 - Rate of teacher attendance
 - Dropout and repetition rate
 - Student enrollment
 - Girls' enrollment
 - Enrollment of children of low-income families
 - Achievement level of students
 - Number of teaching days per year
 - Proportion of women teachers on staff
 - Proportion of trained teachers on staff
 - Regularity of staff meetings
 - Regularity of staff meetings

- Provision of physical facilities
 - Level of community participation
 - Frequency of extra-curricular and co-curricular activities
 - Frequency of school-based staff development activities
 - Frequency of parent-teacher meetings
 - Utilization and maintenance of available facilities
 - Participation in community development activities
 - Preparation and use of teaching materials by teachers
 - Use of curriculum and teacher support materials
2. Periodic evaluation of the school as a whole by a team of inspectors/evaluators covering all aspects of school functioning from financial management to pedagogical practices. The team to be fielded by the DEO, which will consist of DEC members, FCs, RPs, SMC chairmen and education experts.
 3. Based on their performance on the above indicators, the schools would be categorized into three classes - Class I (high or adequately performing), Class II (inadequately performing) and Class III (chronically low-performing or failing).
 4. These designations would be made public through School Performance Reports. Performance profile will be prepared for each school which will be reported to the parents.
 5. In judging the performance of the school, no absolute standards will be used which compares a school's performance with some fixed, pre-determined standards. Instead, comparative standards will be used which judges a school's performance only against those schools serving similar student bodies and operating in similar socio-economic conditions. In severely disadvantaged communities, however, improvement standards should be used, which judges the school's performance against its previous performance.
 6. While teachers' salary will be paid according to the prescribed formula, any other school improvement funds or government assistance should primarily be based upon the accountability record of the school. Funds may be created at the district, regional or national level to reward the best performing schools. Details on school financing may be found in the Financing of Primary Education Section. A distinction should be made between school improvement funds and regular budgetary support. Resources under the school the school improvement funds should be used to support local initiatives and meet instructional improvement needs. Such funds may cover expenses such as supplementary materials, teaching materials, school-based staff development activities.

Management and Coordination of Educational Projects

A number of externally funded educational projects operate in relative isolation from each other. In the basic and primary education sub-sector alone, there are three projects: BPEP, PEDP, and Nutrition Project. These three projects function independently, each

with a separate project office. In order to ensure effective management and coordination of these projects, the following recommendations have been made:

1. In the Medium Term, a single Projects Coordination Board should be established to coordinate the activities and programs under these projects and oversee their implementation.
2. Create a Foreign Aid and Projects Coordination Section in the Planning Division of the MOE. The PIUs should remain engaged in activities such as fund release, preparation of financial reports and monitoring and evaluation of project implementation.
3. Appoint a project coordinator in the Foreign Aid and Projects Coordination Section for each individual project.
4. Current staffing practices in projects are not transparent and often cause operational and morale problems. Adopt a job rotation policy whereby selection of regular MOE personnel would be made according to defined criteria for placement in the projects. Rotate jobs so that employees with required level of qualification and experience would be able to gain normal administrative experience as well as experience of managing educational projects.

Management of BPEP

1. Long-term institutionalization of achievements of the Project is to be ensured through appropriate placement of the Project in the total context of MOE. In line with the MOE's Merger Plan and BPEP's policy paper on restructuring, it is recommended that a two-pronged approach should be adopted comprising organizational and procedural changes at the central and district levels. At the central level, it is recommended that a Department of Basic and Primary Education should be created to undertake the overall responsibility of managing basic and primary education. At the district level, increased decentralization of program planning and implementation responsibilities should be vested to the districts and local bodies such as SMCs, VDCs and DDCs should be empowered so as to ensure accountability and sustainability.
2. It is proposed that the MOE should adopt a policy of evolutionary absorption or gradual merger of BPEP components into the regular structure of the Ministry. There is a need to draw up both immediate-term and long-term strategies for merger of BPEP into the regular system.
3. The innovative nature of BPEP requires a management structure with good policy access, substantial authority, a high degree of flexibility, and strong professional competence, and access to good information on program activities, accomplishments and problems. PFCC has remained instrumental in successfully carrying out BPEP activities. This committee should be continued through the Second Phase of the Project with broad functions such as (a) recommend policies in regard to BPE, (b) consider annual work plans and budgets, (c) approve changes in norms for new program components and

activities which emerge over the course of implementation, (d) review progress of BPE implementation on a quarterly basis, and (e) provide guidance to BPE/DU management.

4. A Project Technical Committee (PTC) should be established to oversee the policy issues, procedural matters, and implementation status of BPE. Key agencies of the MOE will be represented on the PTC and will be responsible for implementing their respective components and for coordinating their activities with other agencies. The PTC should consist of the Secretary of Education as the Chairman and the Joint Secretary of the Planning Division as the Member Secretary. Others to be represented include: Director General, CDC; Executive Director, NCED; Director, Non formal Education Development Center. The rationale behind the creation of this Committee is to promote coordination among the various sections/agencies of the MOE that are directly or indirectly related to basic and primary education. The object of the PTC is not to supplant the BPE/DU but to enhance its work by ensuring that information and ideas are exchanged on a frequent and regular basis.
5. As proposed in the BPEP Restructuring Paper, the present PIU should be converted into BPE Development Unit which will concentrate on functions such as coordination of donor inputs and assistance, coordination of services and activities of the various entities, monitoring and evaluation of project activities, fund release, maintenance of accounts and reporting on finance to concerned agencies, and pilot-testing of innovative educational programs. More specifically, the BPE/DU will be mainly responsible for the following functions:
 - Liaison with directing and regulating bodies, such as PFCC, PEC;
 - Financial administration, including release and reimbursement of funds, financial control, management and supervision of procurement, proper maintenance of accounts and compliance with the procurement norms of the funding agencies;
 - Negotiation, co-ordination, monitoring and support for the work of implementing institutions;
 - Planning, implementing and supervising school construction and rehabilitation programs;
 - Developing and testing various innovative educational programs in areas such as curriculum, textbooks, teacher training, teacher support and supervision, assessment with a view to improving the quality of primary education;

- Liaison, contracting, regulation, support and monitoring of the work of national resource team and resource institutions;
 - Support, co-ordination and monitoring of technical assistance received from donor communities;
 - Administering institutional linkage program to be launched with Danida support to upgrade the professional capacity of the MOE personnel;
 - Conducting national assessments, evaluation studies and surveys to determine the quality of basic and primary education and measure the effects of the various inputs and efforts.
5. In view of the merger of BPEP components into the regular structure of the MOE, it will be necessary to develop a new approach to the existing PIU and redefine its roles accordingly. The PIU, with its redefined roles, should be a technically and professionally competent administrative and educational unit able to provide immediate and effective assistance to those MOE sections responsible for component implementation.
 6. The BPE/DU will be headed with by a Project Director who will be appointed by the Government for a period of five years. The Unit will have the following sections: (a) Planning and Programming, (b) Financial Management & Procurement, (c) Monitoring and Evaluation, (d) Educational Research, Innovation and Development, (e) School Construction and Rehabilitation, (f) Administration (see organizational chart in Annex P).
 7. There will be a phased integration of BPEP components into the regular structure of the MOE. The first phase should essentially be that of orientation to the Divisions and Sections on BPEP components, policies, implementation strategies, the role of each executing agency, and the relation of these executing agencies with the BPE/DU, especially relating to program development, fund release, procurement, progress reporting and evaluation. The first phase should be followed by an intensive training program to train MOE personnel who will be involved in BPEP both at central and decentralized levels. Also, training will be necessary to develop professional competencies in areas such as curriculum development, textbooks writing, recurrent training, development of teacher support materials, preparation of supplementary readers, assessment, school supervision and RC management, etc.
 8. There are two critical considerations that will have to be kept in mind in the merger exercise. First, there is the need to continue to use the services of many of the competent and experienced personnel in BPEP who are not regular staff of BPEP but in whom the Project has invested abundance of resources and training. Second, BPE/DU should be staffed with officials from the regular units of the MOE as far as possible.

9. The Action Plan for merger should detail out the role of each Division and Section which is to take over the BPEP components. Each such Division or Section will do the following:
 - Develop time-bound programs and targets with respect implementation of the component concerned;
 - Specify the specific activities to be undertaken and prepare a plan of action;
 - Establish required resources and inputs;
 - Prepare a financing plan specifying both contribution from the Government and from the donors' side;
 - Get the funds released from the Project;
 - Make staffing arrangements;
 - Report to the Director of BPE/DU periodically on project status and progress;
 - Make disbursements as per the established criteria and procedure; and
 - Submit statements of expenditures to BPE/DU.
10. In the final analysis, institutionalization of BPEP will depend on the capacity of the institutions at the district and sub-district levels to take on BPE-related responsibilities such as planning, management and administration, financial management. Curriculum modification, training, management of non formal education programs, civil works supervision, and supervision and monitoring of educational development programs. It demands that the process of planning and implementation of the delivery of educational interventions is decentralized. A decentralization plan be prepared with the following considerations:
 - Roles and responsibilities of each level of educational organization and local bodies such as DDCs, Municipalities, and VDCs;
 - Administrative and financial authority to be delegated;
 - Technical assistance needed to support the decentralized structures;
 - Formation of district educational planning teams;
 - Extensive training of DEOs and other district-level personnel in decentralized and participatory planning;
 - Guidelines on how to prepare district plans and budgets;
 - A mechanism to coordinate planning activities at the central level; and
 - Schedule of implementation of decentralization plan.
11. Apart from other responsibilities, one major responsibility of BPE/DU would be to ensure that the qualitative issue is kept in constant focus both in project activities and at all levels of MOE operations in the field of basic and primary education. The Unit will utilize the professional and academic strengths available in the country to provide technical back-stopping to all BPE components. The BPE/DU should establish a strong professional base to support the strengthening of the agencies implementing BPE programs. It will monitor the achievement level of students through national assessments and sample surveys on an on-going basis. The Unit will act as a catalyst for academics, educational planners, administrators and project personnel and will

provide executing agencies with professional expertise on a specific needs basis. In this connection, two specific proposals have been made:

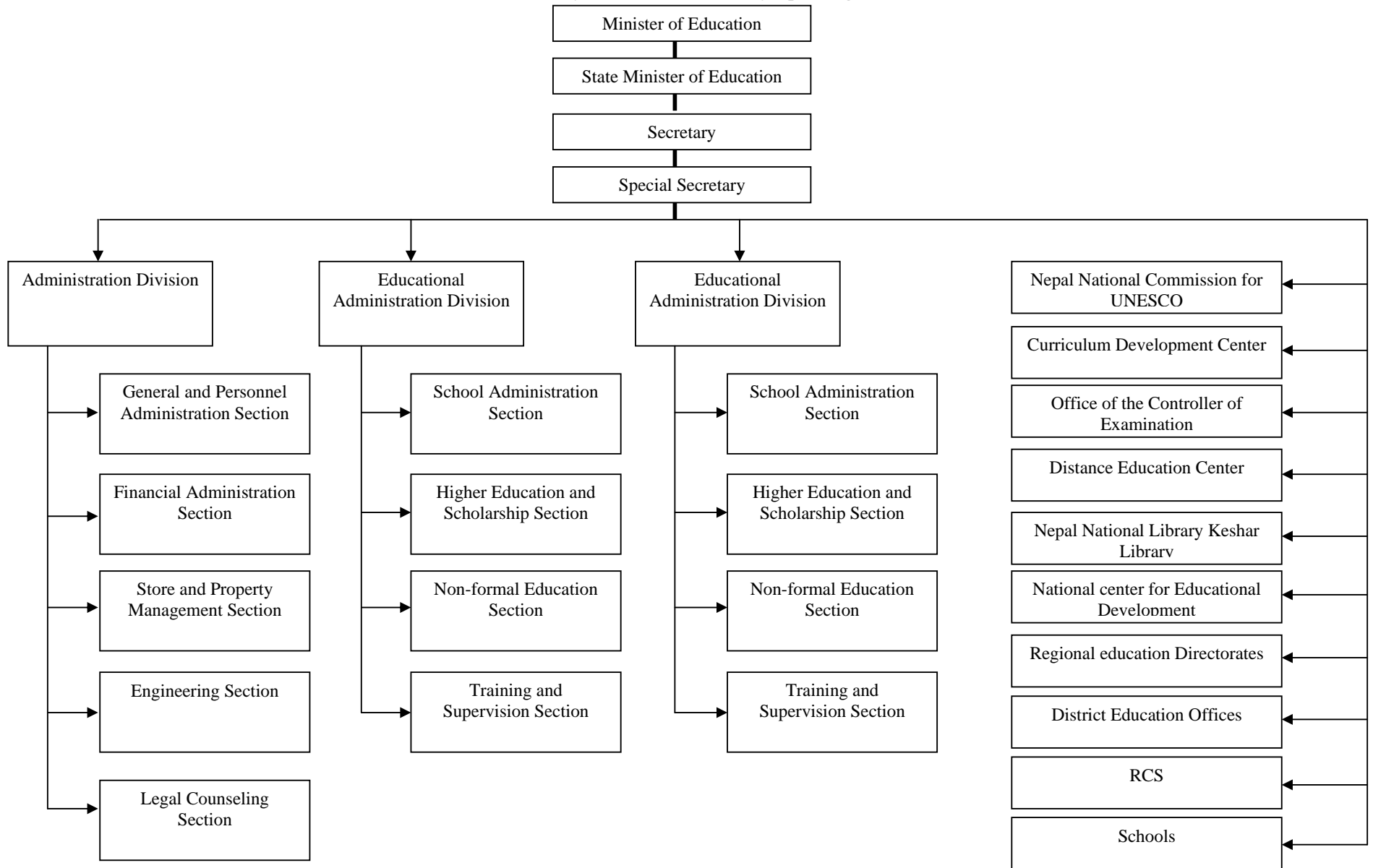
- Create a national resource team with persons drawn from a wide range of institutions, such as FOE, CERID, NASC and NGOs.
- Establish institutional linkage with national resource institutions, such as HSEC, FOE, CERID and NASC which will closely work with BPE/DU as counterpart organizations so as to utilize expertise available in these agencies for the development of basic and primary education A figure showing the operational links of BPE/DU with other institutions is presented in Annex Q.

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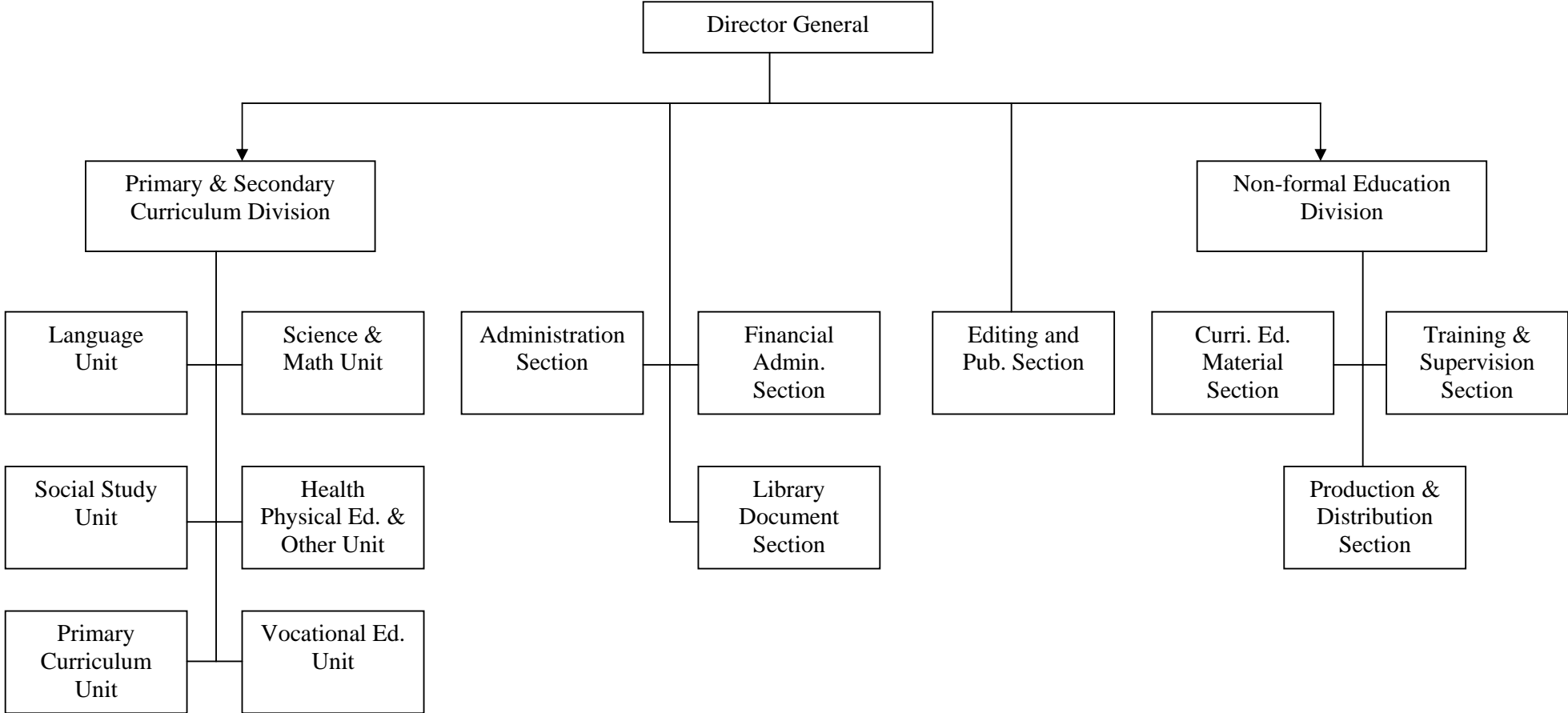
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| NASC | 1993. <i>A Draft Report on Management Systems Audit of Basic and Primary Education Project (BPEP)</i> . Kathmandu. |
| NEC | 1992. <i>Report of the National Education Commission</i> Kathmandu: Ministry of Education and Culture. |
| NNEPC | 1956. <i>Education in Nepal</i> . Kathmandu: Ministry of Education and Culture. |
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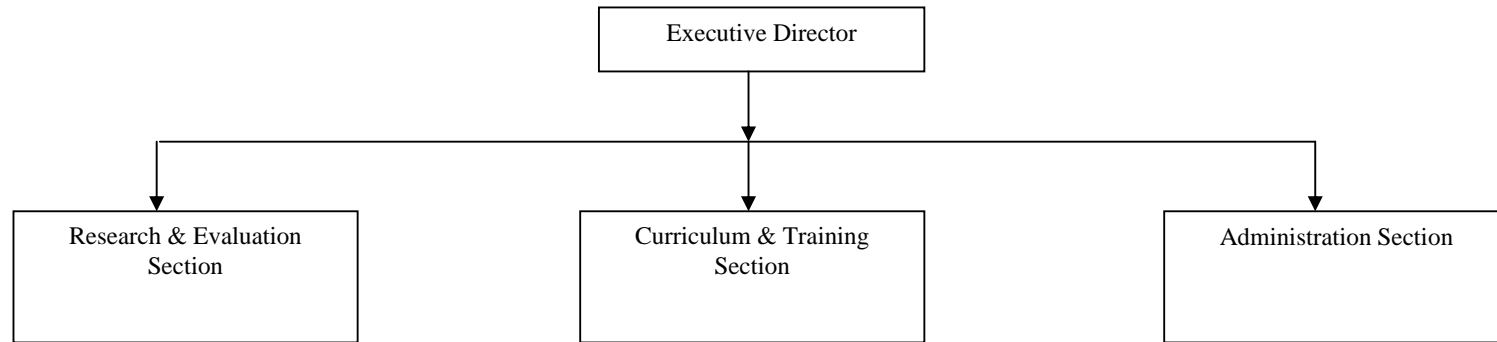
Annex A
Ministry of Education (Presently Operating)



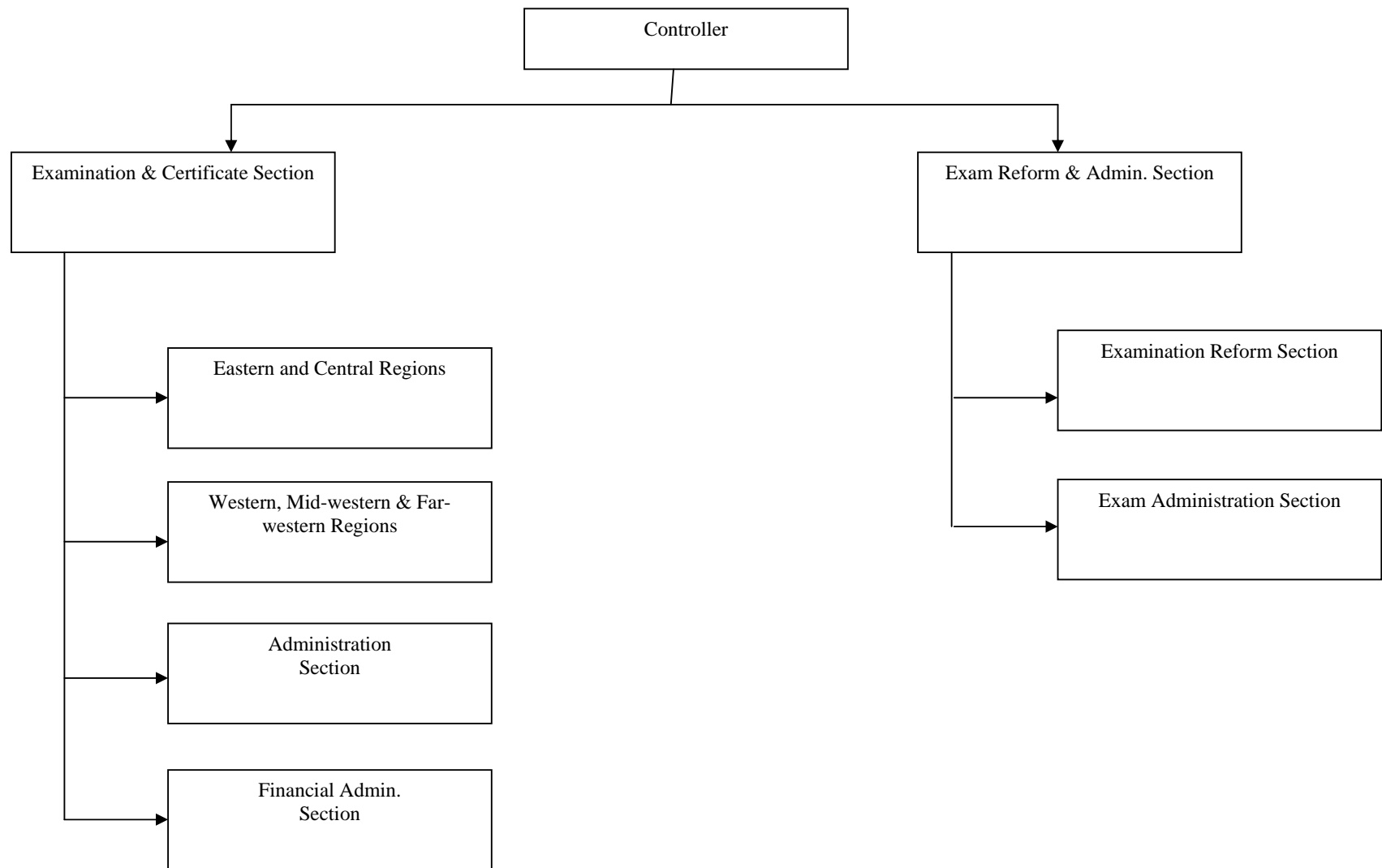
Annex B
Curriculum Development Center



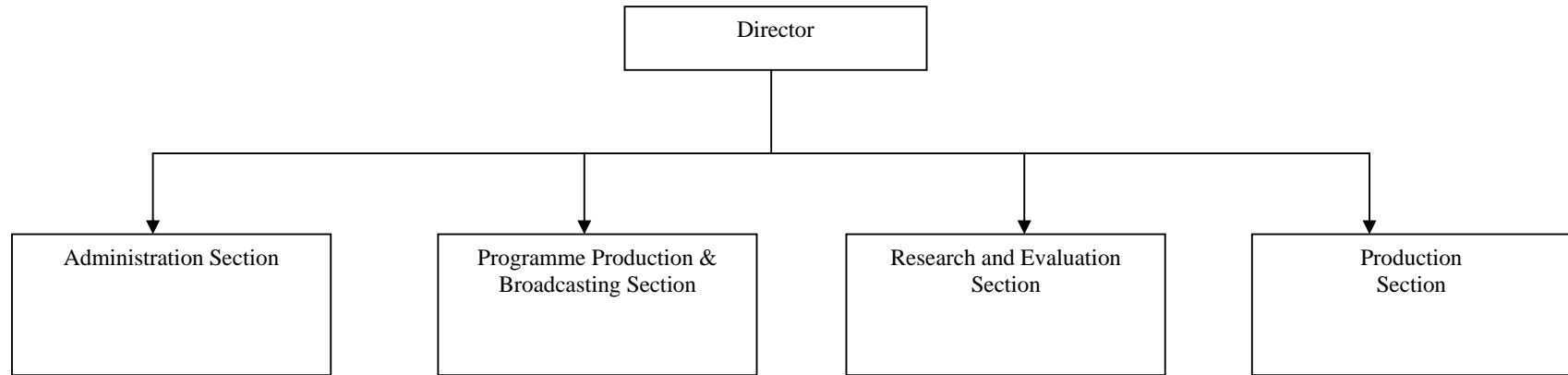
Annex C
National Center for Educational Development



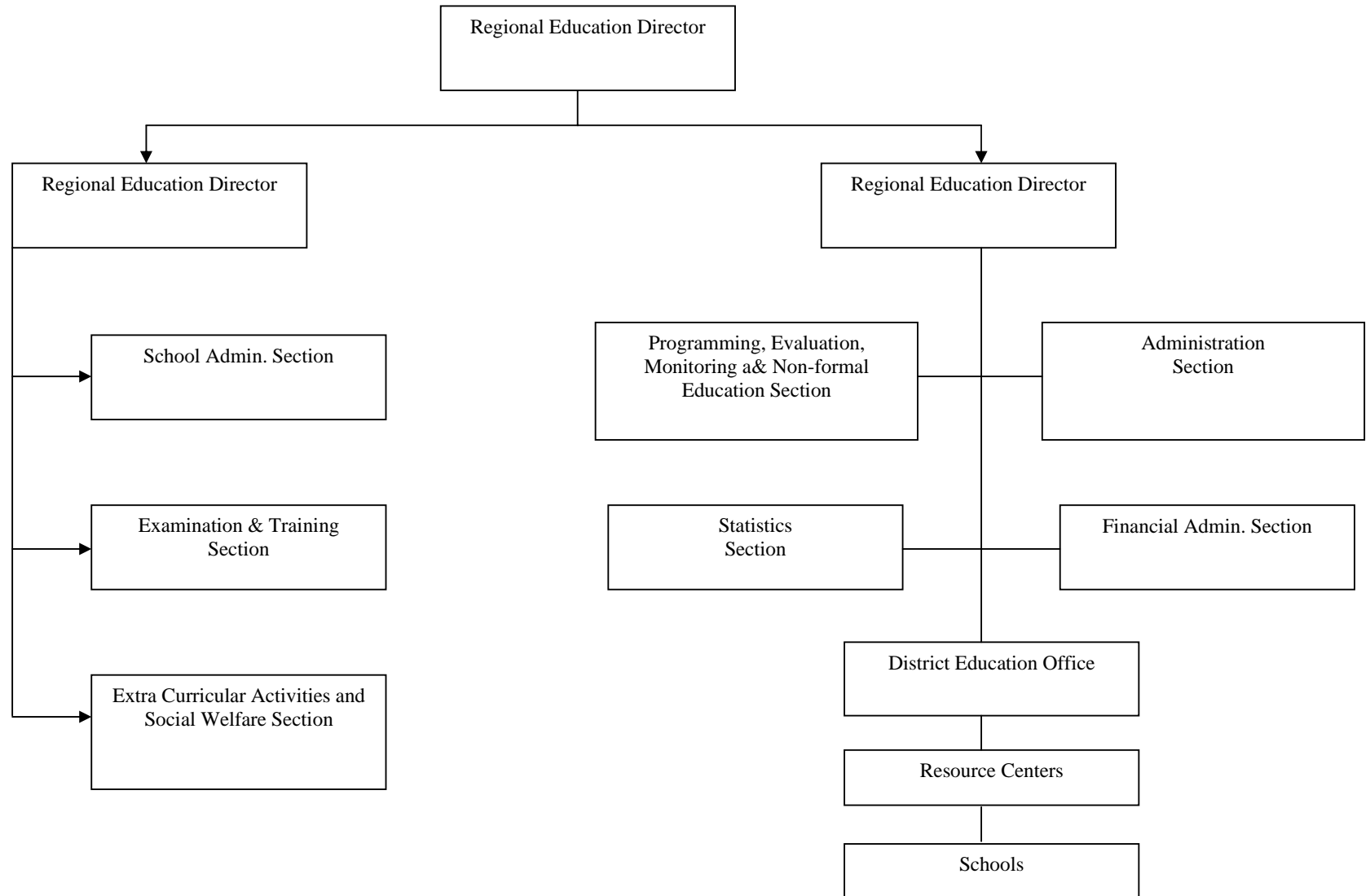
Annex D
Office of the Controller of Examinations



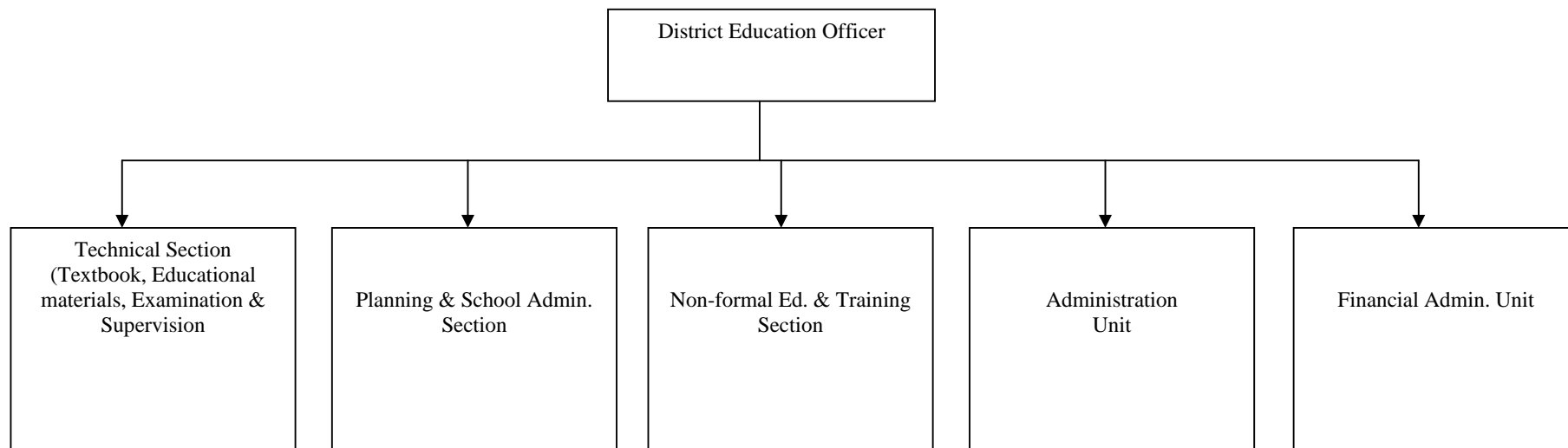
Annex E
Distance Education Center



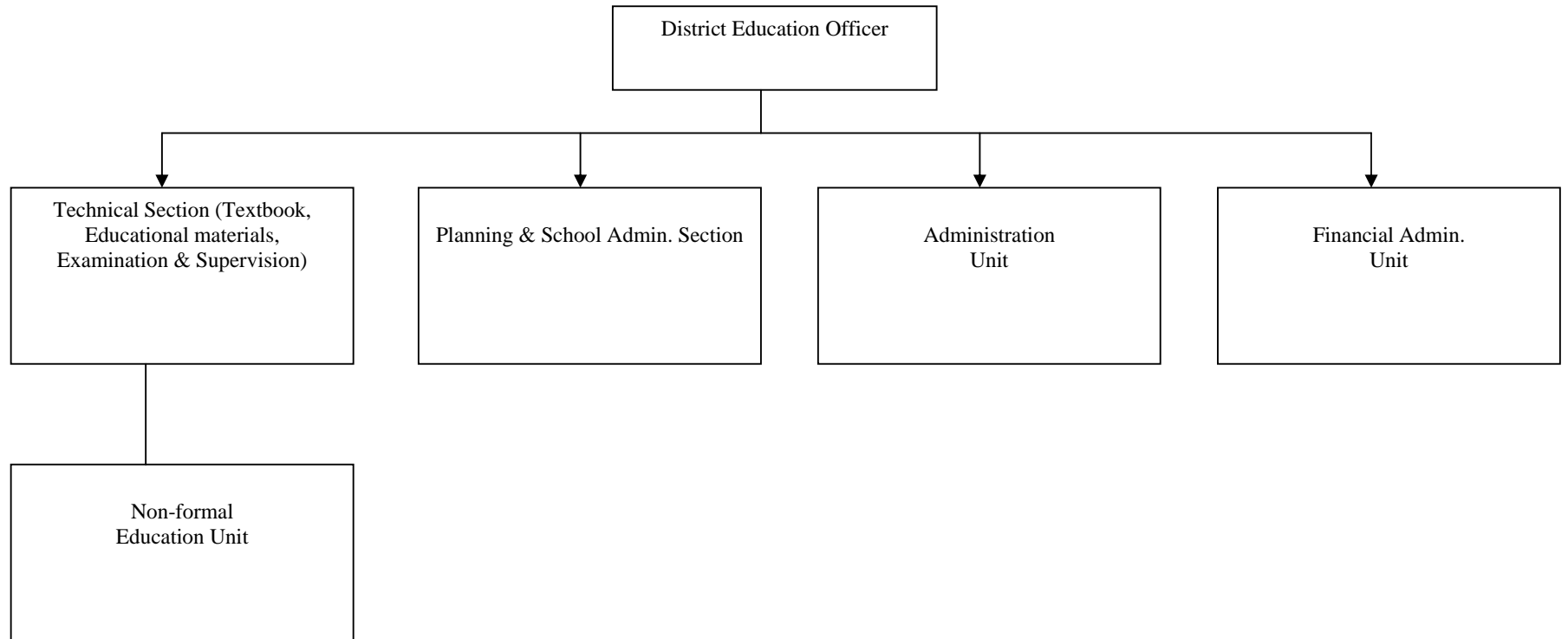
Annex F
Regional Education Directorate



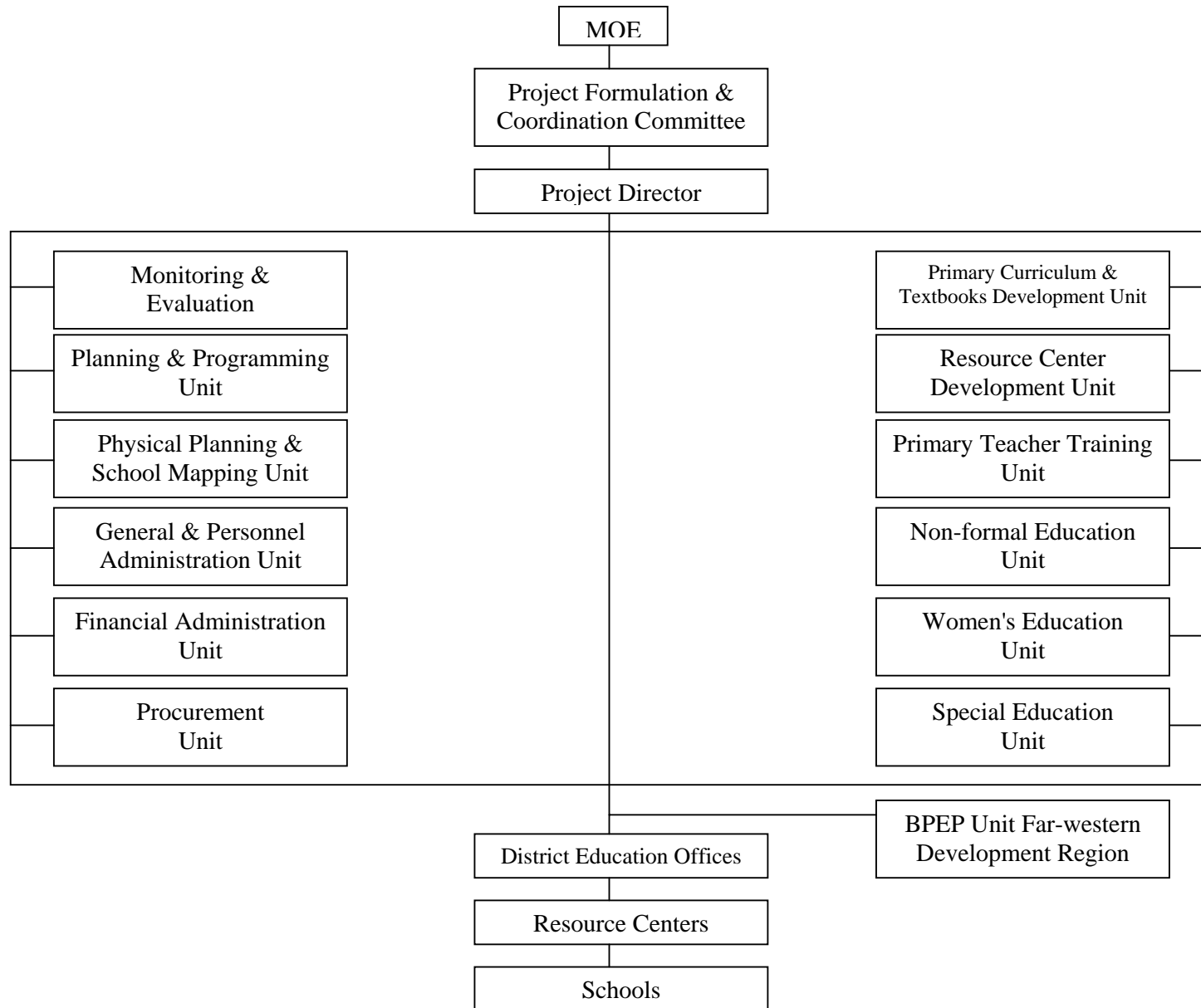
Annex G
District Education Office
Category A District (17 Districts with more than 300 Schools)



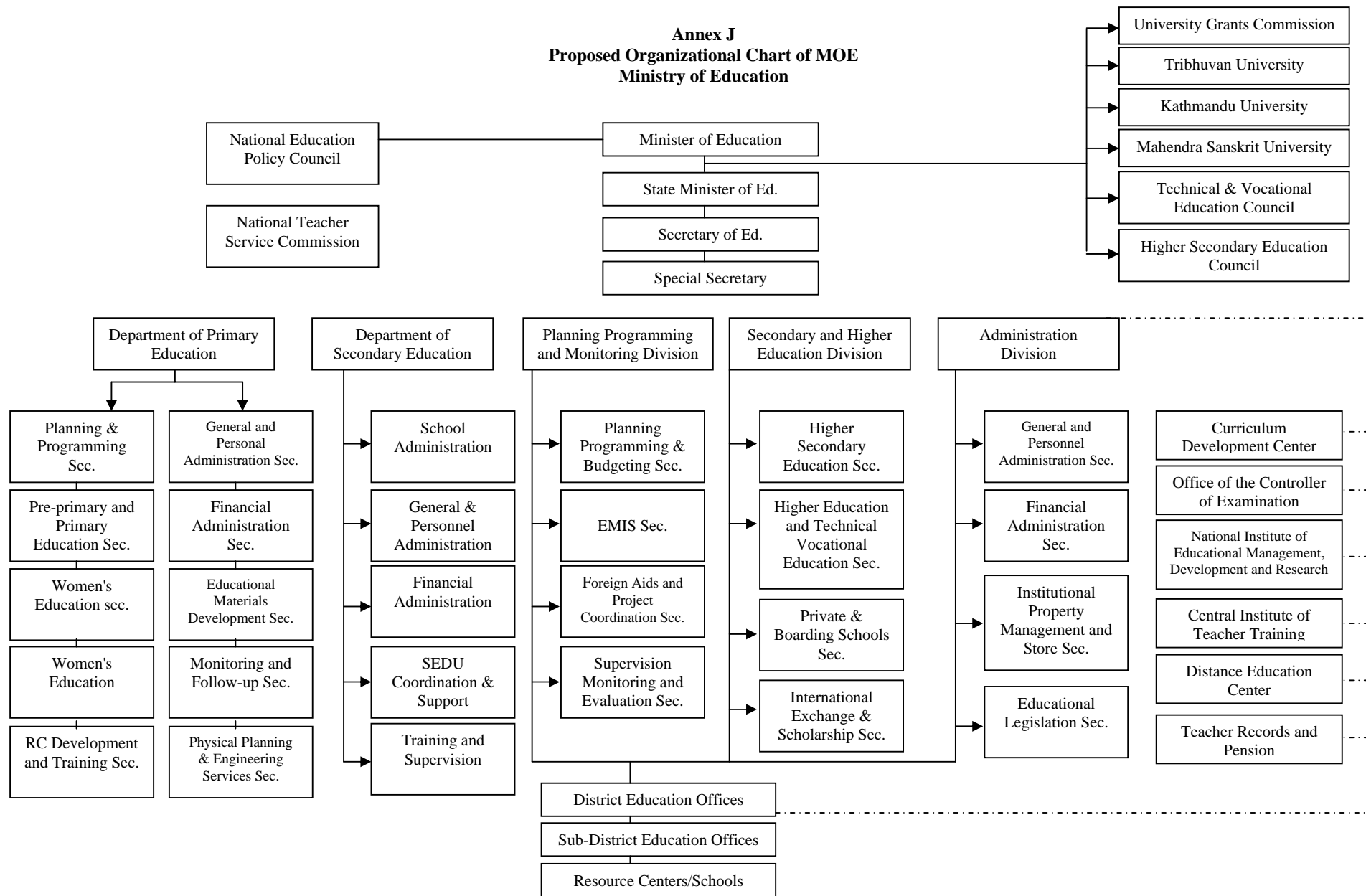
Annex H
District Education Office
Category B District (Districts with less than 300 schools)



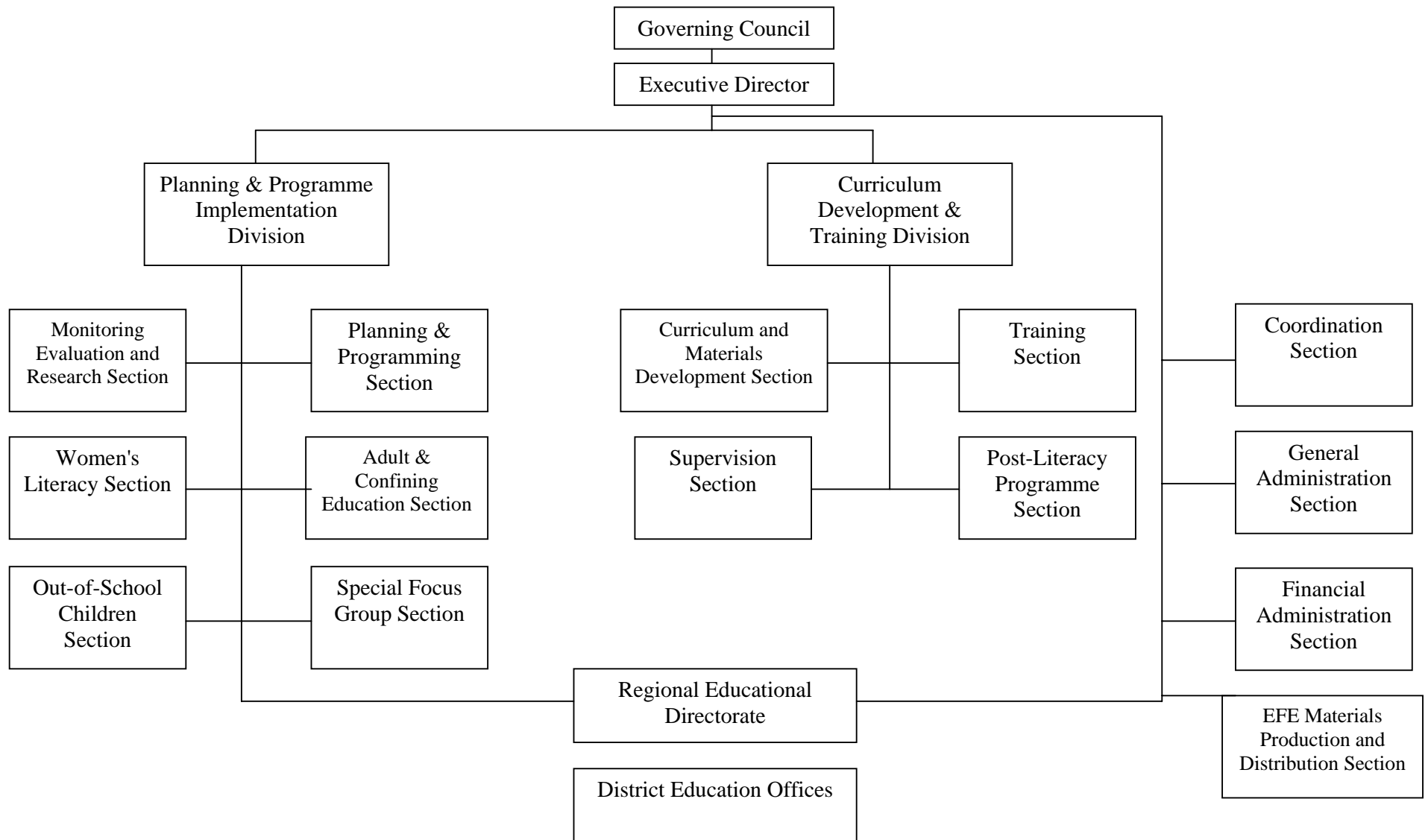
Annex I
BPEP Organizational Chart (as functioning)



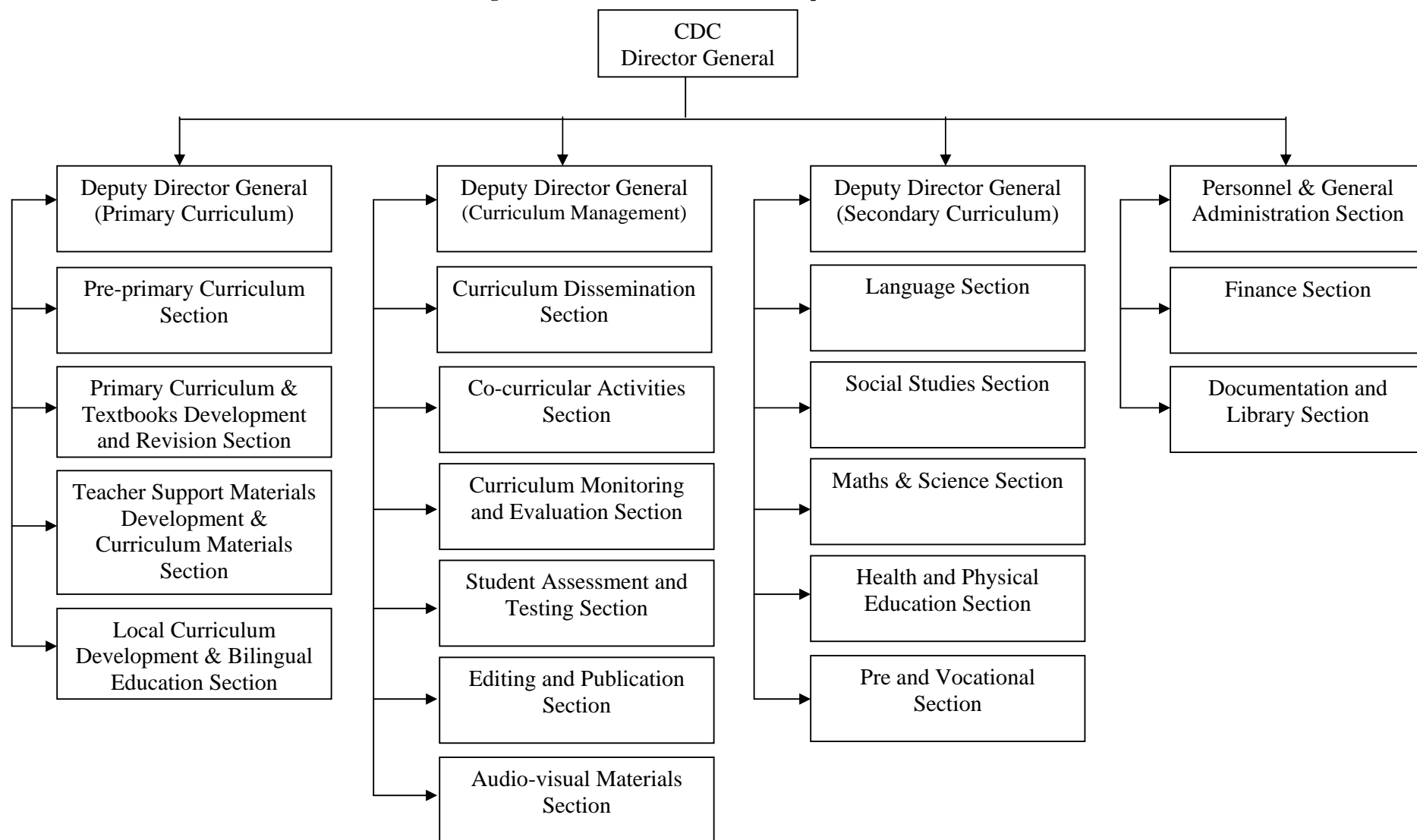
Annex J
Proposed Organizational Chart of MOE
Ministry of Education



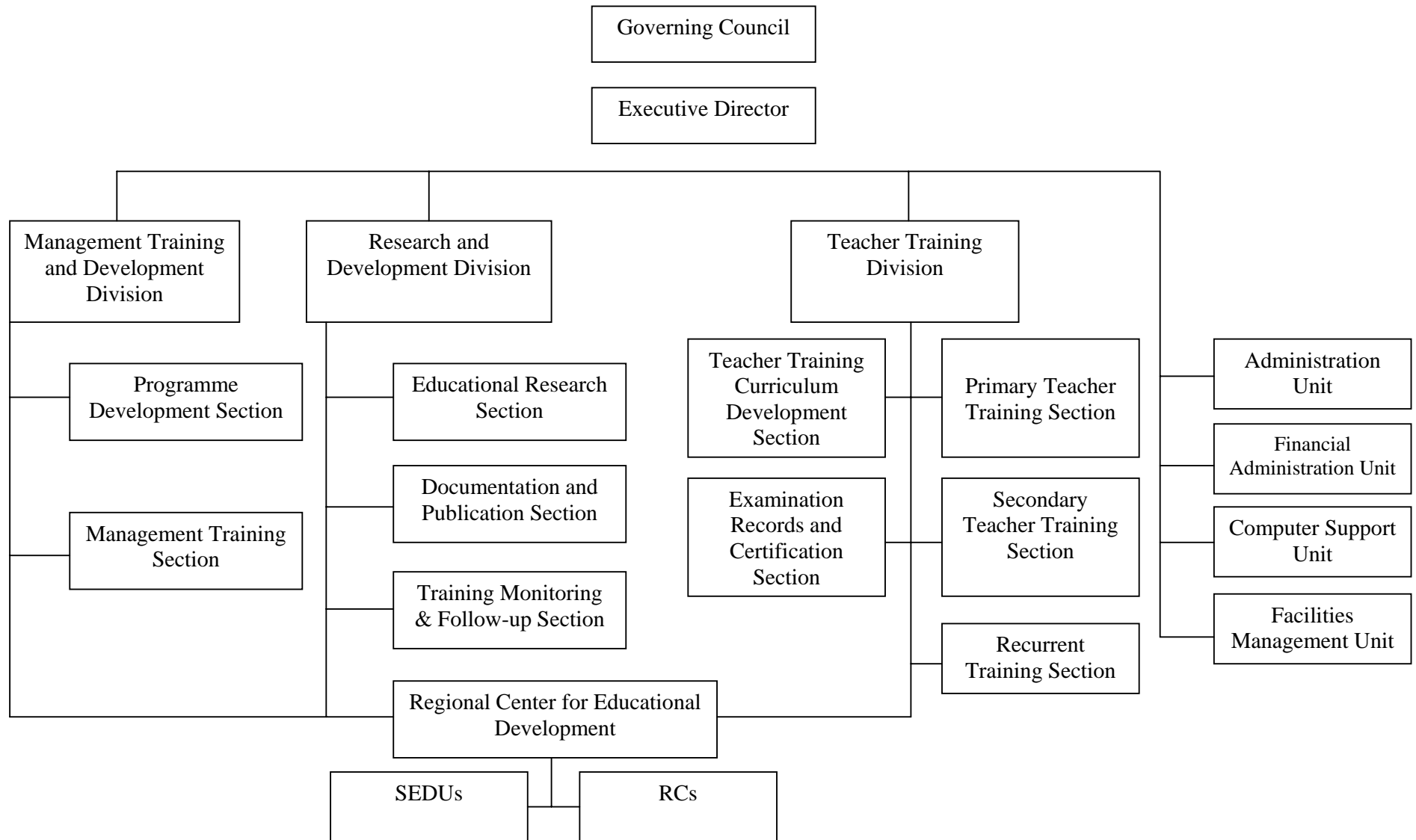
Annex K
Proposed Organizational Chart for National Non-formal Education Development Center



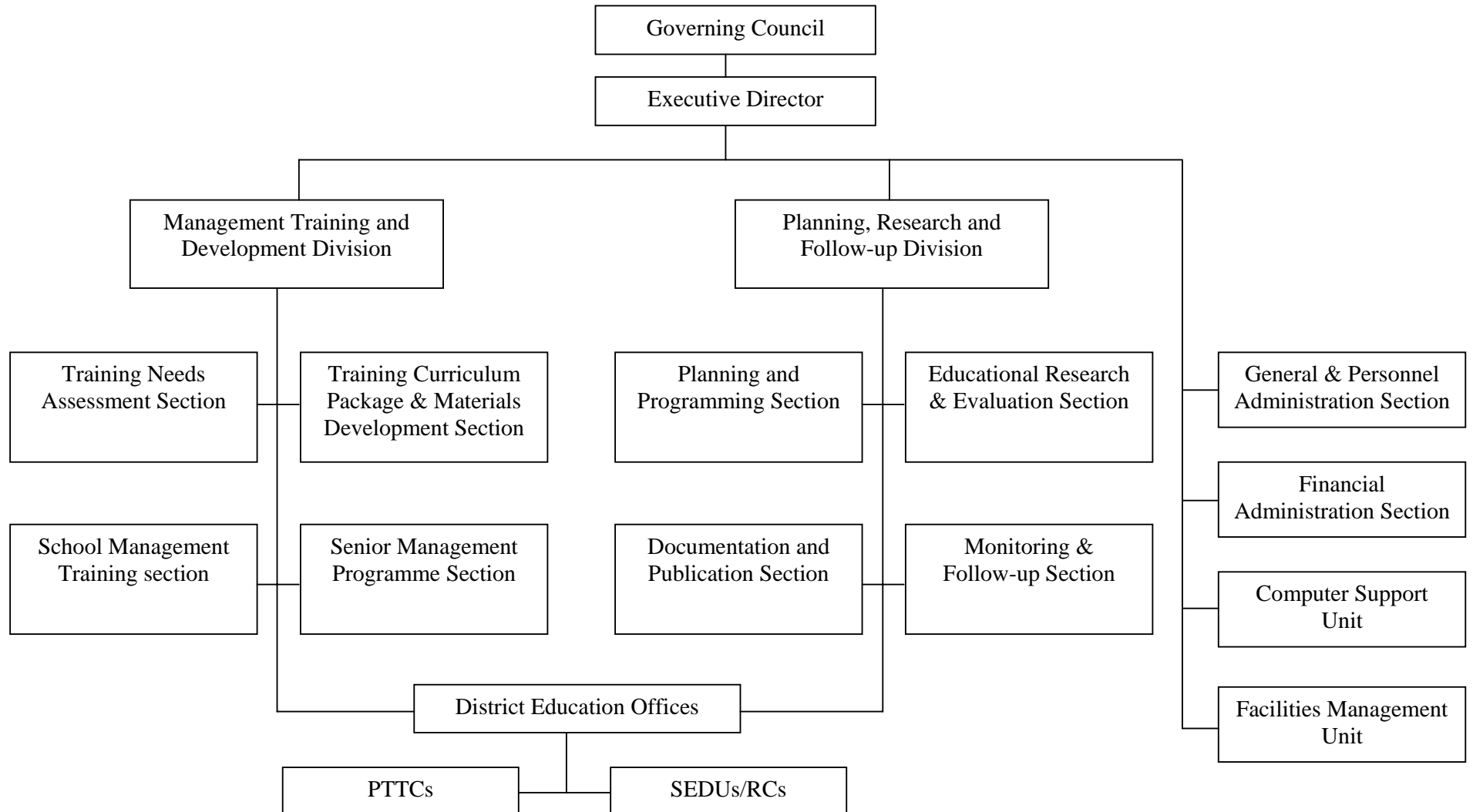
Annex L
Organization Chart of Curriculum Development Center



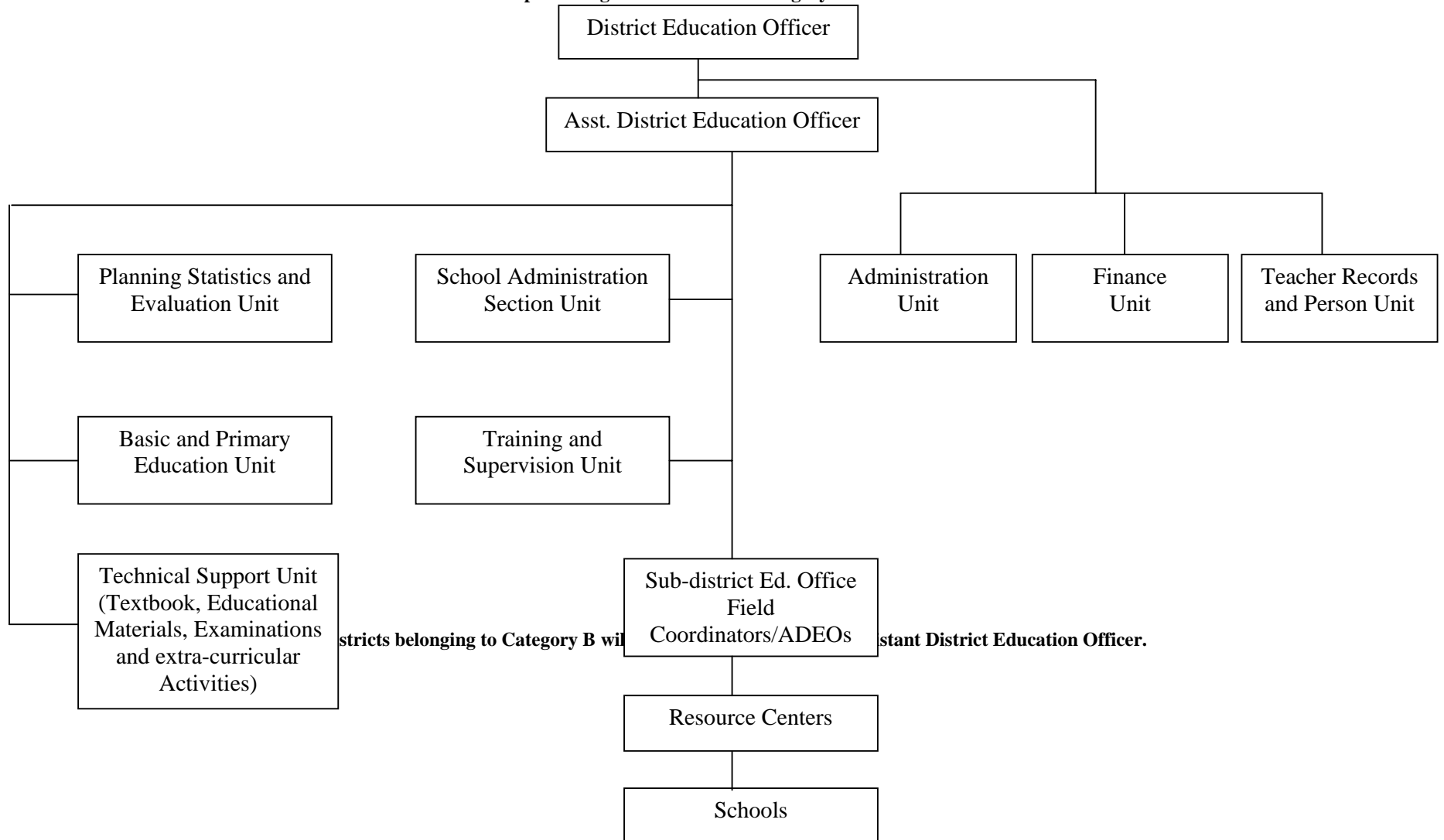
Annex M
Proposal Organizational Chart for National Center for Educational Development



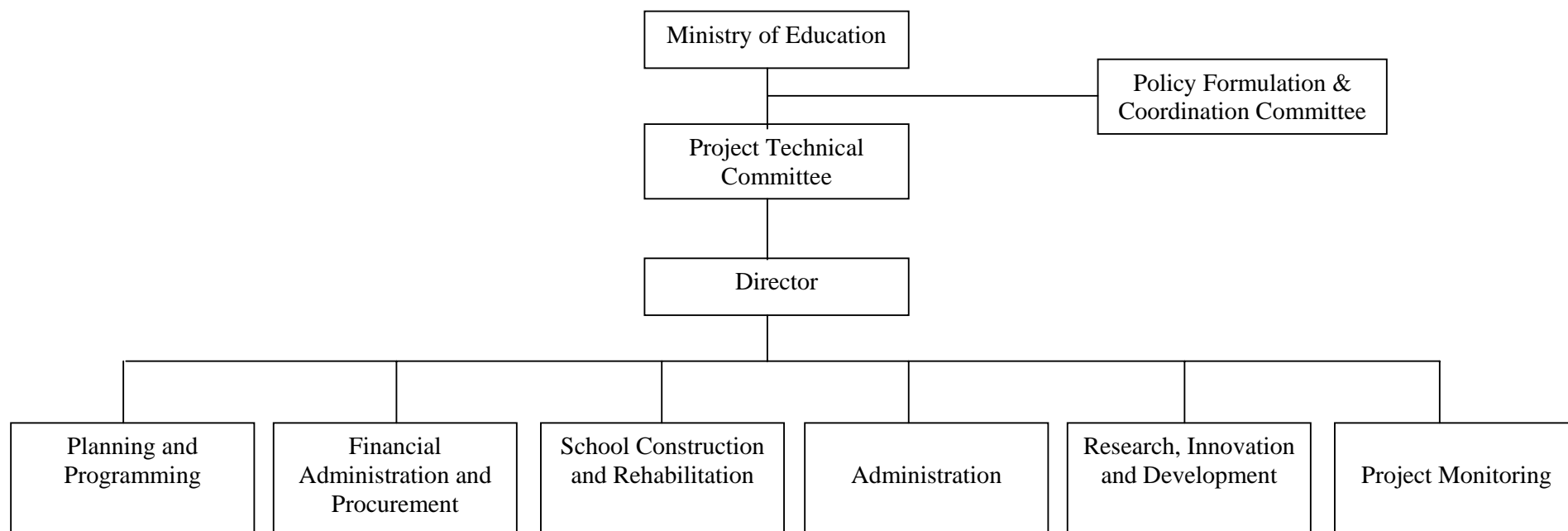
Annex N
Proposed Organization Chart for
National Institute of Educational Management Development & Research



Annex O
Proposed Organized Chart for Category A Districts



Annex P
Proposed Organizational Chart of
Basic and Primary Education Development Unit



Annex Q
Operational Links of the Basic and Primary Education Development Unit

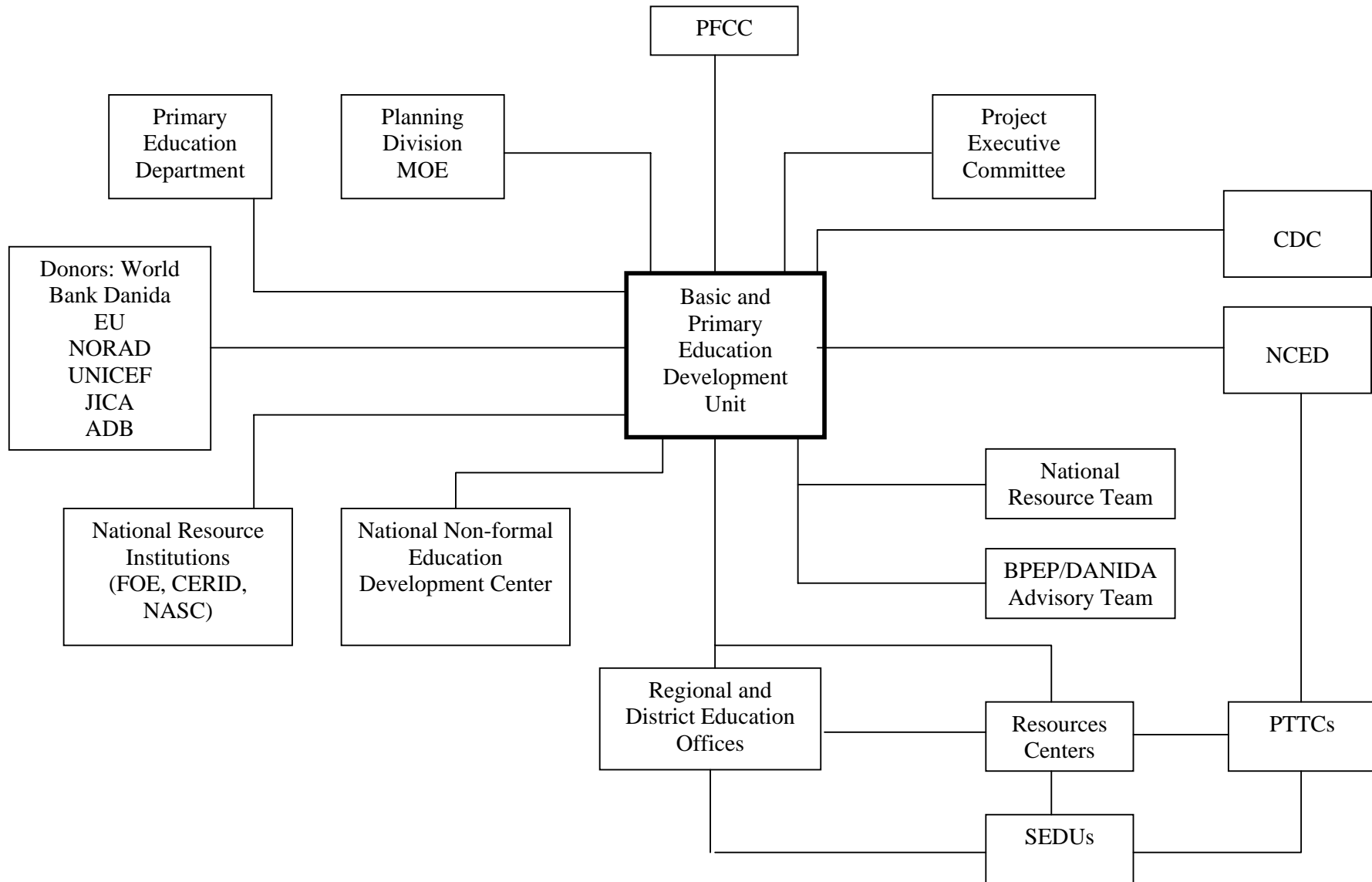


Table 1
Ministry of Education
Personnel Chart of MOE (Existing)

| Name of the Office | Special class | | | Gaz. I | | | Gaz. II | | | Gaz. III | | | Non-Gaz. I | | | Non-Gaz. II | | | Non-Gaz. III | | | Typist | Driver | Peon | Grand Total |
|--|---------------|-------|-------|--------|-------|-------|---------|-------|-------|----------|-------|-------|------------|-------|-------|-------------|-------|-------|--------------|-------|-------|--------|--------|------|-------------|
| | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Tech. | Total | | | | |
| Ministry of Education | 1 | 1 | 2 | 1 | 2 | 3 | 4 | 12 | 16 | 10 | 20 | 30 | 25 | 14 | 39 | | 2 | 2 | | | 0 | 10 | | 21 | 128 |
| Curriculum Dev. Center | | | | | 3 | | | 8 | 8 | 2 | 25 | 27 | | 12 | 18 | 1 | 1 | | | | 0 | 8 | 3 | 12 | 81 |
| Controller of Examinations | | | | | 1 | | | 2 | 2 | 2 | 7 | | 9 | 7 | 16 | 4 | | 4 | | | 0 | 2 | 3 | 8 | 45 |
| Distance Education Center | | | | | 1 | | | 3 | 3 | 1 | 9 | 10 | 3 | 8 | 11 | | | 0 | | | 0 | 3 | 2 | 6 | 36 |
| National Center for Ed. Development | | | | | 1 | 1 | | 5 | 5 | | 9 | 9 | 2 | t | 3 | 1 | | 1 | | | 0 | | | | 19 |
| Primary Teacher Training Centers | ~ | | | | | 0 | | 9 | 9 | | 27 | 27 | 9 | | 9 | | | 0 | | | 0 | | | 27 | 72 |
| Regional Education Offices | | | | | 5 | 5 | | 9 | 9 | 5 | 60 | 65 | 25 | 25 | 50 | 15 | | 15 | | | 0 | 10 | 5 | 24 | 183 |
| District Education Offices | | | | | | | | 75 | 75 | | 659 | 659 | 242 | 409 | 651 | 225 | | 225 | | | | 92 | 75 | 242 | 2019 |
| Nepal National Library | | | | | | 0 | | 1 | 1 | 1 | 2 | 3 | 2 | 6 | 8 | 4 | 1 | 5 | | | 0 | 1 | | 6 | 24 |
| Kestw tbrwy | | | | | | 0 | | | 1 | | | 1 | 1 | 5 | 6 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | | 6 | 21 |
| Collages & Govt. School Training Cadre | | | | | 12 | 12 | | 19 | 19 | | 9 | 9 | | 32 | 32 | | 13 | 13 | | 28 | 28 | | | | 113 |
| Total | 1 | | 2 | 1 | 25 | 25 | 4 | 144 | 148 | 21 | 828 | 849 | 324 | 519 | 843 | 251 | 19 | 270 | | 30 | 31 | 127 | 93 | 352 | 2741 |

Table 2
Personnel Chart of BPEP (Existing)

| SN | Position | Administration Accounts Procurement | Planning & Programming | Physical Planning and School Mapping | Monitoring and Evaluation | Women Education | Special Education | Primary Curriculum and Textbook Development | Non-formal Education | Resource Center Development | Primary Teacher Training | Total |
|------|------------------------|---|------------------------------|---|---------------------------------|--------------------|----------------------|--|-------------------------|-----------------------------------|--------------------------------|-------|
| 1 | Director | 1 | | | | | | | | | | 1 |
| 2 | Unit Chiefs | | | | | | 1 | 1 | | 1 | 1 | 6 |
| 3 | Senior Engineers | | | | | | | | | | | 1 |
| 4 | Engineers ^ | | | 2 | | | | | | | | 2 |
| 5 | Geographer | | | | | | | | | | | 1 |
| 6 | Administrative Officer | 2 | | | | | | | | | | 2 |
| 7 | Senior Accountant _ | 1 | | | | | | | | | | 1 |
| 8 | Procurement Officer | | | | | | | | | | | |
| 9 | Programme Officer | | 1 | | | | | | | | | 1 |
| 10 | ME Officer | | | | 5 | | | | | | | |
| 11 | Training Officer | | | | | 2 | 3 | | | | | 5 |
| 12 | Specialist | | | | | | | | | 8 | 8 | 32 |
| 13 | Technical Officer | | | | | 1 | | | | | | 2 |
| 14 | Assistant Statistician | | | | | | | | | | | |
| 15 | Assistants | 13 | 1 | 1 | 2 | | 3 | 4 | 3 | | 3 | 31 |
| _16 | Accountants | 9 | | | | 1 | 1 | | | 1 | | 12 |
| 17 | Computer Operators | 5 | 1 | 1 | 2 | | | | | 1 | | 10 |
| 18 | Supervisors | | | | | 1 | | | | | | 1- |
| 19 | Store Keeper | 3 | | | | | 1 | | | | | 5 |
| -20 | Oversee/Draftsman | | | 6 | | | | | | | | |
| 21 | Typists | 4 | | | | 1 | | | | | | |
| 22 | Artist | | | | | | | | | | | 1 |
| 23 | AV Assistant | | | | | | | 1 | | | | 1 |
| 24 | Telephone Operator | 1 | | | | | | | | | | 1 |
| , 25 | Plumber | | | | | | | | | | | 1 |
| 26 | Drivers | 6 | | | | 1 | | | | | | 7 |
| 27 | Peons/Sweepers etc. | 19 | | | | 1 | | | | | | 21 |
| | Total | 66 | 4 | 12 | 9 | 9 | 11 | 14 | 13 | 13 | 12 | 163 |

Table 3
Ministry of Education
Personnel Requirements

| | Name of the Office | Special class | | | Gaz. I | | | Gaz. II | | | Gaz. III | | | Non-Gaz. I | | | Non-Gsz. II | | | Non-Gaz. III | | | Typist | Driver | Peon | Grand Total |
|----|---|---------------|-------|-------|--------|-----------|-------|---------|------------|-----------|----------|----------|-------|------------|-------|-----------|-------------|------|-------|--------------|-------|-------|--------|-----------|------------|-------------|
| | | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Tech. | Total | Admin | Teak | Total | Admin | Tech. | Total | | | | |
| 1 | Ministry of Education | 1 | 1 | 2 | 1 | 2 | 3 | 5 | 13 | 18 | 11 | 23 | 34 | 29 | 35 | 64 | | | 3 | | | | 14 | 8 | | 190 |
| 2 | Department of Primary Education | | 1 | 1 | | 2 | 2 | 1 | 14 | 15 | 3 | 26 | 29 | 9 | 35 | 44 | 2 | 1 | 3 | | | | 13 | 4 | 22 | 133 |
| 3 | Department of Secondary Education | | 1 | 1 | | 2 | 2 | 2 | 3 | 5 | 2 | 6 | 8 | 4 | 6 | 10 | 2 | 2 | | | | | 5 | | 10 | 48 |
| 4 | National Centre for Ed. Development | | 1 | 1 | | 3 | 3 | | 3 | 3 | 2 | 15 | 17 | 6 | 26 | 32 | 4 | | 4 | | | | 4 | 1 | 10 | 75 |
| 5 | Regional Centre for Education Development | | | | | 9 | 9 | | 9 | 9 | | 90 | 90 | 9 | 9 | 18 | 9 | | 9 | | | | 9 | | 45 | 189 |
| 5 | Curriculum Development Center | | | | | 3 | 3 | | 15 | 15 | 3 | 25 | 28 | 6 | 30 | 36 | 4 | | 4 | | | | 8 | 2 | 11 | 107 |
| 6 | Teacher Records and pension | | | | 1 | | 1 | 1 | 4 | 5 | 2 | 10 | 12 | 15 | | 15 | 5 | | 5 | | | | 6 | 1 | 7 | 52 |
| 7 | Office of the Controller of Examinations | | | | | 1 | 1 | | 2 | 2 | 2 | 7 | 9 | 9 | 7 | 16 | 4 | | 4 | | | | 2 | 3 | 8 | 45 |
| 8 | Distance Education Center | | | | | 1 | 1 | | 3 | 3 | 1 | 9 | 10 | 3 | 8 | 11 | | | 0 | | | | 3 | 2 | 6 | 36 |
| 9. | District Education Offices (Category A) | | | | | 11 | 11 | | 11 | 11 | | 110 | 110 | 44 | 187 | 231 | 66 | | 66 | | | | 44 | 11 | 99 | 583 |
| 10 | District Education Offices (Category B Districts) | | | | | | 0 | | 63 | 63 | | 512 | 512 | 128 | 640 | 768 | 128 | | 128 | | | | 128 | 64 | 448 | 2111 |
| 11 | Primary Teacher Training Centers | | | | | | | | 9 | 9 | | 90 | 90 | 9 | | 9 | 18 | 9 | 27 | | | | 9 | | 45 | 189 |
| 12 | National Teacher Service Commission | 1 | | 1 | | 3 | 3 | 3 | | 7 | 5 | 8 | 13 | 9 | | 9 | 5 | | 5 | | | | 6 | 5 | 10 | 59 |
| 13 | Regional Directorates of the National Teacher Service | | | | | 3 | 3 | | 10 | 13 | 10 | 25 | 35 | 30 | | 30 | 25 | | 25 | | | | 15 | 5 | 23 | 133 |
| 14 | Nepal National Library | | | | | | 0 | | 1 | 1 | 1 | 2 | 3 | 2 | 6 | 8 | 4 | 1 | 5 | | | | 1 | | 6 | 24 |
| 15 | Central Library | | | | | | 0 | | 1 | 1 | | 1 | 1 | 1 | 5 | 6 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | | 6 | 21 |
| 16 | Colleges A Govt. School Training Cadre | | | | | 12 | 12 | | 19 | 19 | | 9 | 9 | | 32 | 32 | | 13 | 13 | | 28 | 28 | | | | 113 |
| | TOW | 2 | 4 | | 2 | 54 | 56 | 17 | 124 | 201 | 42 | 968 | 1010 | 313 | 1026 | 1339 | 280 | 28 | 1308 | 1 | 30 | 31 | 268 | 109 | 802 | 4130 |

FINANCIAL RESOURCES FOR BPE

Trend and Structure of Expenditure

1. The share of government expenditure in GDP has increased from 18.4% in 1985/86 to 19.5% in 1995/96. During the 1991-1996 period, the average annual growth of GDP was 4.9% whereas the expenditure on education grew at the rate of 10.7% per annum (ADB, 1996:161).
2. During the Eighth Plan (1992-97), government education expenditure was around 2.6% of GDP and 13.5% of total government expenditure. The government expenditure on education has been increasing in recent years -from 10.8% in 1991/92 13.3% in 1994/95 to 13.5% in 1996/97 budget. Implementation of projects such as BPEP, PEDP, SEDP, HEP, CTEVT, etc. together with free secondary education policy of the Government, has led to increases in government expenditure (see Table 2-1).

Table 2-1
Total Government Expenditure on Education

| Category | 1990/91 | 1991/92 | 1992/93 | 1993/94 | 1994/95 | Rs. million | |
|---------------------------------|---------|---------|---------|---------|---------|--------------------------------|---------------------|
| | | | | | | 1995/96 Revised Estimate | 1996/97 Estimate |
| 1. Total Government Expenditure | 23,533 | 26,418 | 30,897 | 31,334 | 39,060 | 46,681 | 57,565 |
| 2. Total Education Expenditure | 2,082 | 2,867 | 4,150 | 4,284 | 5,188 | 6,636 | 7,759 |
| 3. Percent of (2) to (1) | 8.8 | 10.8 | 13.4 | 13.7 | 13.3 | 14.2 | 13.5 |

Source: Ministry of Finance, Budget Speeches.

3. Expenditure on education; more particularly on BPE, has been regarded as investments in human resources (Agrawal, 1983). As a proportion of total government expenditure, basic and primary education sub-sector (BPE) spending increased from 5.7% in 1990/91 to 7.4% in 1994/95. The share of BPE in the total government expenditure on education grew from 35% in 1984/85 to 47% in 1992/93 and to 55.2% in 1994/95 (see Table 2-2). It has stabilized around 55% since 1993/94.

Table 2-2
Government Expenditure on BPE

| Category | 1992/93 | 1993/94 | 1994/95 | Rs. million | |
|--|---------|---------|---------|----------------------|-----------------|
| | | | | 1995/96 Rev. Est. | 1996/97 Est. |
| 1. Total Government Expenditure on Education | 4,150 | 4,284 | 5,188 | 6,636 | 7,759 |
| 2. BPE Expenditure | 1,951 | 2,338 | 2,863 | 3,754 | 4,275 |
| 3. Percent of (2) to (1) | 47.00 | 54.57 | 55.18 | 56.57 | 55.09 |

Source: Ministry of Finance, Budget Speeches.
Annual Reports, Office of the Auditor General.

4. Government expenditures are of two types: Regular and Development. All expenditures of recurrent nature are in principle included in the regular budget. The development budget includes mainly investment type expenditure. Most of the government educational expenditure is of regular type in 1996/97 budget about 65% of total education expenditure was of regular type. However, in 1987/88 about 82% of total government expenditure was of development type. This indicates that the government has been assuming greater responsibility for financing of education from its regular budget.
5. The components of educational expenditure related to basic and primary education sub sector consist of the following:
 - Grants in Aid to primary schools by the government
 - BPEP (central and district levels)
 - PEDP
 - Distance Education Center
 - Free textbooks
 - Girls scholarship in remote areas
 - Primary students scholarship
 - School feeding programme
 - Adult Education
 - Women Education
 - Special Education

Table 2-3 presents BPE expenditure for 1992/93 to 1996/97 period. It is noticeable that the structure of BPE expenditure has undergone important changes due to the following reasons:

- (i) The share of government grants in aid in total BPE expenditure has declined in terms of percentage but has increased in absolute terms from Rs. 1,738 million in 1992/93 to Rs. 2,658 million in 1996/97. The growth in the number of schools and teachers has mainly led to this increase.

Table 2-3
BPE Expenditure: 1992/93 - 19%/97

| Category | Rs. million | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | 1992/93 | 1993/94 | 1994/95 | 1995/96 Revised Estimate | 1996/97 Estimate |
| 1. Grants in Aid | 1,738.44 89.1% | 1,872.50 80.1% | 2,003.03 69.9% | 2,480.00 66.0% | 2,657.77 62.1 |
| 2. Distance Education Centre | 3.08 0.2% | -4.74 0.2% | 5.43 0.2% | 6.00 0.2% | 6.83 0.2% |
| 3. BPEP (Central Level) | 39.71 2.0% | 58.17 2.5% | 208.01 7.2% | 270.00 7.2% | 153.92 3.6% ' |
| 4. BPEP (District Level) | 55.23 2.8% | 255.58 10.9% | 431.47 15.1% | 440.09 11.7% | 660.15 15.4% |
| 5. PEDP | 5.22 0.3% | 34.42 1.5% | 82.16 2.9% | 143.02 3.8% | 351.67 8.2% |
| 6. Free Textbooks | 77.46 3.7% | 68.99 2.9% | 80.47 2.8% | 101.10 2.7% | 110.00 2.6% |
| 7. School Feeding | - | - | - | 193.15 5.1% | 190.69 4.5% |
| 8. Girls Scholarship | - | - | - | 10.63 0.3% | 12.50 0.3% |
| 9. Depressed Class Scholarship | - | - | - | 17.00 0.5% | 20.00 0.5% |
| 10. Adult Education | 19.51 1.0% | 26.51 1.1% | 34.03 1.2% | 73.49 2.0% | 92.30 2.1% |
| 11. Women Education* | 7.98 0.4% | 7.97 0.3% | 7.97 0.3% | 7.97 0.2% | 7.41 0.2% |
| 12. Special Education | 9.50 0.5% | 10.00 0.5% | 11.00 0.4% | 12.10 0.3% | 12.50 0.3% |
| Total | 1,951.13 100% | 2,338.87 100% | 2,863.58 100% | 3,754.54 100% | 4,275.73 100% |

Source: Ministry of Finance, Budget Speeches; Annual Reports of the Office of the Auditor General.

* Primary level scholarship only

- (ii) BPEP expenditure has steadily increased from 4.8% of total BPE expenditure in 1992/93 to 19% in 1996/97 because, of increased coverage, expanded activities, and better implementation of the project. PEDP implementation has been speeded up.
- (iv) New programmes such as school feeding, girls scholarship, depressed class scholarship, etc., have been added.
- (v) Expenditure on adult education has doubled.

Sources and Modality of Funding (see box 2-1)

1. Sources for funding of BPE have largely come from the government. They consist of grants-in-aid for the following (effective since 1990):
 - (i) Cent percent of teacher salary and allowances for approved teacher posts.
 - (ii) Rs. 300 per month for peon expenses (for schools with primary grades attached)
 - (iii) Rs. 300 per year per teacher (maximum Rs. 1500) for stationery expenses.
 - (iv) Free textbooks for Grades I-III (Grade IV for all girls and all students in remote areas).
 - (v) Quota-based girl scholarship Rs. 250 per year (all girls in remote areas).
 - (vi) Scholarship for students from depressed class Rs. 250 per year (selective basis).
- The basis for providing grants-in-aid to public primary schools by the government is the number of approved posts of teachers based on reported enrollment. The prescribed teacher/student ratio is : Terai and urban areas 55, hills 45, mountains 35.
- The modality of funding is as follows:
 - The Ministry of Education disburses the estimated amount of district level grants-in-aid to District Education Fund of District Education Committee.
 - The DEO disburses grants-in-aid to schools as per the recommendations of the District Education committee (for teacher salary, peon and stationery expenses).
 - The Head Master/teacher of schools come personally to the District Education Office to collect the cheque.

The above system is simple from administrative point of view but it does not ensure effective and efficient utilization of resources.

- The mechanism for funding of free textbooks is as follows:
 - Parents purchase textbooks from bookstores in the market.
 - Parents present the bill to school for reimbursement.
 - Schools present bills to DEO for reimbursement.
 - DEO sends reimbursement to schools.
 - Schools reimburse parents.

The mechanism is time consuming and parents often complain about not receiving reimbursement for textbooks. Moreover, in 1994/95, the Janak Education Materials Center sold textbooks worth Rs. 80 million but the government received reimbursement claims for 120 million. This indicates serious leakage in the current modality of funding for free textbooks.

- The Ministry of Local Development also supports primary schools for improving physical facilities by providing roofing materials. IRDPs and Women Development Programmes of the Ministry also have BPE components.
2. Foreign aid to BPE has been increasing. Foreign aid disbursements for the education sector increased from 1.9% of total aid disbursement in 1990/91 to 11.7% in 1994/95. In 1991/92 budget, BPE obtained only 18% of the total donor assistance to education. This share increased to 60% in 1996/97 budget. Projects such as BPEP, PEDP, etc., have substantially contributed for accessibility/quality improvement components and school construction/rehabilitation for the BPE sub sector (Table 2-4 lists foreign assisted projects in BPE). The role of foreign loan in financing of BPE sub sector has been increasing (in 6 projects total grant US\$ 72.2 million and total loan US\$ 50.8 million).
- (i) In the PEP districts, more than Percent of total schools had benefited from school rehabilitation programme.
 - (ii) Of the 709 primary schools of the Seti Project Area (excluding Kailali) 273 (39%) schools were funded to construct school building.
 - (iii) Thru October 1996, BPEP supported the construction of 10,552 classrooms, rehabilitation of 3,876 classrooms, and construction of 362 resource centers.
 - (iv) PEDP assisted in construction of 1829 classrooms thru November 1996 and construction of NCED and 8 primary teacher training buildings.
 - (v) Japan assisted BPEP through supply of quality materials to construct 2,058 classrooms, rehabilitation of 400 classrooms and construction of 27 resource centers over 1994-97 period.

| Box 2-1 : Sources of Primary School Finance | |
|--|---|
| Sources | Roles |
| 1. Government Grants (MOE) | Government provides grants to all government aided primary schools to meet the following expenses : <ul style="list-style-type: none"> • 100% of teacher salary and allowances (for approved teacher posts) • Expenses for peon (Rs. 300 per month for schools with attached primary grades) • Annual stationery expenses of Rs. 300 per teacher |
| 2. Donor Assisted Projects | BPEP : Primary School Construction and rehabilitation; development of curriculum and textbooks, recurrent training to teachers in resource centers; in-service training to primary level teachers; assistance for quality improvement, increased access and better educational management etc |
| 3. MLD/IRDP | Support to schools for improving physical facilities is generally included in integrated rural development projects (such as Mechi, Karnali, Gorkha, Dhading, etc.); <u>activities to involve local communities in school</u> |
| 4. Local Authorities | District Development Committees (DDC) selectively provide assistance for improvement of school physical facilities; Village Development Committees (VDC) are |
| 5. Local Communities | Local communities contribute to development of physical facilities of schools generally in the form of land, labour and building materials. BPEP requires <u>contribution by local community of 40% of the cost</u> |
| 6. Parents | Public Primary schools are not allowed to charge monthly fees. Parents pay various fees such as admission and examination fees and sometimes schools |
| 7. Schools' own income | Some schools with land, building, properties, etc. earn |
| 8. NGOs | NGO's involved in education sector contribute to school physical facilities improvement in the areas of their |

Table 2-4
Donor Assisted Education Projects in BPE

| Project Title | Project Period | Project Cost | | | | Donors |
|--|-----------------------|--------------|-------|------|-------|--------------------|
| | | Loan | Grant | HMG | Total | |
| 1. Basic and Primary Education Project | July 1992 - Dec. 1998 | 30.6 | 46.5 | 41.4 | 118.5 | WB, DANIDA, UNICEF |
| 2. Primary Education Dev. Project | May, 1992 - May, 1998 | 18.1 | 1.4 | 5.1 | 24.6 | ADB, NORWAY |
| 3. Primary School Feeding Project | 1996 - 1997 | 2.1 | 5.0 | 0.4 | 7.5 | WFP |
| 4. Population Education Project (NFE) | 1993 - 1997 | - | 1.0 | - | 1.0 | UNFPA |
| 5. NFE Project (Literacy) | Mar. 1990 - Jan. 1997 | - | 16.2 | - | 16.2 | USAID, UNICEF |
| 6. Participatory Management Dev. Project | Jan. 1996 - July 1997 | - | 0.8 | - | 0.8 | UNDP |

Source: MOE (1996), Programme and Strategies of Education Sector, Kathmandu, Ministry of Education.

World Bank (1996), BPEP Mid-Term Review Mission Report

3. The role of local authorities (Municipalities, District/Village Development Committees) is not pronounced in financing of BPE. Their support is generally of an ad-hoc nature, mainly for physical development. For example:
 - (i) The DDC's allocate budget for the physical improvements of a few schools annually.
 - (ii) The VDC's are required to spend 25 percent of Rs. 500,000 annual grant received from the government under Village Development Self Reliance Programme on human resource development including education. However, some primary schools have received assistance for physical development purposes and for hiring of extra teachers from such grant.
 - (iii) Municipalities have more resources at their disposal. However, they seem little concerned about supporting BPE. Banepa Municipality, where compulsory primary education has been implemented on a pilot basis, spent in 1996/97 about 7 percent of its total budget on BPE and claims to have achieved 94% literacy. Similarly, Tulsipur Municipality funded 6 extra teachers for primary schools but the salary scale was almost half of the government scale.
4. Local communities have traditionally funded construction and rehabilitation of primary schools by providing land, building, labour, and donations, etc. In BPEP and PEDP school construction and rehabilitation programme, community is required to fund about 40 percent of total cost. However, the

government control of primary schools has created a "crisis of identity" between schools and local community. This has led to lukewarm support of local communities for school funding.

5. Primary education is free in Nepal. Yet parent contribution through the payment of lump sum fee (up to Rs. 500) for admission, exams, physical development, etc. at the time of enrollment amounts to about 1.2 percent of the total income of public primary schools (CERID. 1995:6). In addition parents fund stationery, bags, exercise books, uniforms. shoes, etc. for their ward. In 1985/86, total direct cost per primary student per year was Rs. 432 on average (IEES/MOE, 1988:2-27). Monthly households consumption expenditure for education was 1.6 percent of total expenditure in 1984/85 (Nepal Rastra Bank, 1988). A recent survey has found that 90% of households were paying exam and other fees, 99% were paying for stationery and uniform, etc. (NPC, 1996:38).
- Private operation of schools of all levels has been allowed in Nepal since 1981. Their growth has been rapid in urban and semi-urban areas. In 1995, there were 3,077 (14.3%) primary level private schools with 10,464 (12.7%) teachers and 250,681 (7.7%) students. These figures do not include the private schools not registered with the Ministry of Education. The financing of private schools is predominantly from fees paid by parents. Public primary schools are losing credibility due to dissatisfaction with quality of instruction, time table of schools, and state of educational facilities, etc. (see Table 2-5).
6. Some public primary schools own agricultural land, buildings and other properties which generate income for the school. Schools situated in commercial areas in municipalities have converted their front parts as shops, etc. to let them out on rent. However, the management of properties owned by schools has remained questionable. Table 2-5 provides information about the sources of income of public and private schools. It is evident that public primary schools get 88% of their income from government grants and only 12% from other sources (2% donation, 1.8% school property, 1.2% fees, and 7.3% others).

Table 2-5
Sources of Income of Public and Private Primary Schools

| Sources | Public Schools % of total income (mean of 58 schools) | Private Schools % of total income (mean of 9 schools) |
|----------------------|---|---|
| 1 Fees | 1.2 | 95.7 |
| 2. Government Grants | 87.7 | - |
| 3. School Property | 1.8 | - |
| 4. Donations | 2.0 | 0.1 |
| 5. Others | 7.3 | 4.2 |
| Total | 100.0 | 100.0 |

Source: CERID (1995), Financial Situation of Primary Schools in Nepal: Implications for Educational Planning

7. NGO's and INGO's involved in education sector contribute to development and improvement of physical facilities of primary schools in their areas of operation. They also fund non-formal education activities. For example, United Mission to Nepal, PACT and World Education have on-going NFE programmes in various districts. Save the Children Fund (USA) and DANIDA have funded NFE programmes for Tharu community in Dang and adjoining districts through BASE (Backward Society Education).
8. During the first four years of implementation through July 1996, BPEP has spent a total of Rs. 1,448 million. The funding sources are given in Table 2-6. It shows that 72.3% of expenditure was funded by the World Bank (IDA), 13.7% by DANIDA, 8% by UNICEF, 6% by HMG.

Table 2-6
Funding Sources for BPEP Expenditure

| Funding Sources | Rs. Million | |
|-----------------------------|-------------------------------------|-------|
| | Project Expenditure up to July 1996 | |
| | Amount (Rs.). | % |
| 1. His Majesty's Government | 87.14 | 6.0 |
| 2. World Bank (IDA) | 1045.51 | 72.3 |
| 3. DANIDA | 198.95 | 13.7 |
| 4. UNICEF | 116.36 | 8.0 |
| Total | 1,447.96 | 100.0 |

Source: BPEP

Note: IDA source includes: HMG reimbursable fund, IDA credit, and special A/C reimbursable. JICA contribution to the BPEP construction component is not included.

9. BPEP expenditure on different components is presented in Table 2-7. It shows that through July 1995, 46% of total expenditure was for classroom construction and maintenance, 10% for teacher training and curriculum dissemination, 12% for NFE/OSP, 8% for recruitment of female teacher/women development, 6% for resource center development, 11% for operating costs and 8% for others. In 1995/96 budget, classroom construction and maintenance decreased to 41%, resource center development to 2.4%, teacher training to 2.4%, and NFE to 8%. But recruitment of female teachers increased to 19%. The budget for 1996/97 has provided a total of Rs. 693 million and limits classroom construction to 30% of total expenditure. See Box 2-2 for objective-wise programme components.

| Box 2-2 Objective-wise Programme Components or Activities of BPEP | |
|--|--|
| Objectives | Programme Components/Activities |
| 1. Improving the Quality of Education | 1. Primary Curriculum and Textbook Development 2. Recurrent/In-service Teacher Training 3. Resource Center Development Programme 4. Curriculum Dissemination 5. Women Education Programme (Recruitment of Female Teachers) 6. Special Education Programme 7. Early Childhood Programme |
| 2. Increasing the Equitable Access to Education | 1. Non-formal Education Programme 2. School Design and Construction 3. School Maintenance Training and Physical Survey 4. School Mapping 5. Village Readiness Programme |
| 3. Management Strengthening in Education | 1. Procurement of Equipment _ 2. Monitoring and Evaluation of the Project Activities 3. Financial Management 4. General Administration 5. Establishment of Institutional Linkages |

Table 2-7
BPE Expenditure by Components

| Activities | July 1992 through | | 1995/96 Budget | | Rs. Million 1996/97 Budget | |
|---------------------------------|-------------------|--------------|----------------|--------------|-------------------------------|--------------|
| | Amount | % | Amount | % | Amount | % |
| 1. Curriculum & Textbook | 25.331 | 2.63 | 13.450 | 1.99 | 3.400 | 0.05 |
| 2. Teacher Training | 30.585 | 3.17 | 16.378 | 2.42 | 56.246 | 8.12 |
| 3. Curriculum Dissemination | 65.583 | 6.81 | 20.310 | 3.00 | 20.935 | 3.02 |
| 4. Recruitment of Female | 74.348 | 7.71 | 97.042 | 14.32 | 108.569 | 15.66 |
| 5. Resource Centre Development | 55.188 | 5.73 | 16.047 | 2.36 | 22.039 | 3.18 |
| 6. Non-formal Education/OSP | 105.344 | 10.93 | 54.771 | 8.08 | 70.150 | 10.12 |
| 7. Special Education | 20.420 | 2.12 | 19.141 | 2.83 | 30.665 | 4.42 |
| 8. Classroom | 444.488 | 46.11 | 281.615 | 41.57 | 212.123 | 30.60 |
| 9. Compulsory Primary Education | - | - | - | - | 5.010 | 0.72 |
| 10. Early Childhood Education | - | - | 2.550 | 0.37 | 2.700 | 0.04 |
| 11. Village Readiness | 3.531 | 0.37 | 1.246 | 0.18 | - | - |
| 12. Procurement of Vehicles & | 12.275 | 1.27 | 8.352 | 1.23 | 20.560 | 2.95 |
| 13. Office Furniture | 0.799 | 0.08 | 0.800 | 0.12 | 1.600 | 0.02 |
| 14. Institutional Development | 14.500 | 1.50 | 31.320 | 4.62 | 42.600 | 6.15 |
| 15. Operating Costs | 111.501 | 11.57 | 114.446 | 16.88 | 96.467 | 13.95 |
| Total | 963.893 | 100.0 | 677.438 | 100.0 | 693.064 | 100.0 |

Source: Financial Status Report on BPEP for 1992-July 1995; BPEP for 1995/96 and 1996/97 Budget.

Note: -The total differs slightly from the figures given in Auditor General Office Report. - JICA Classroom Construction not included.

10. BPEP had a planned outlay of US\$ 118.5 million, but the resources actually available were US\$ 68.5 million. A total of US\$ 45.7 million was spent through 1995/96. This indicates that available external funding was only 58% of what had been anticipated (See Table 2-8).

Table 2-8
BPEP Financial Status Summarily

| Sources | Planned | Actually available | Spent thru 95/96 | Balance | US\$ million |
|------------------------|--------------|-----------------------|---------------------|-------------|------------------|
| | | | | | Planned 95/96 |
| IDA | 30.6 | 32.4 | 22.5 | 9.9 | 9.1 |
| DANIDA | 10.0 | 8.1 | 5.0 | 3.1 | 1.8 |
| UNICEF | 10.8 | 4.0 | 3.1 | 0.9 | 0.6 |
| JICA | 15.0 | 4.0 | 2.1 | 1.9 | 1.1 |
| ADB | 20.2 | - | - | - | - |
| UNDP | 7.0 | - | - | - | - |
| HMG (operating cost | 24.9 | 3.5 | 2.0 | 1.5 | 1.0 |
| HMG (teachers salary)' | 16.5 | 11.0 | 5.5 | 5.0 | - |
| TOTAL | 118.5 | 68.5 | 45.7 | 22.8 | 13.6 |

Source: World Bank (1996) BPEP Mid-Term Review Mission Report, Kathmandu

Note. 1. The Special Education component excluded from the Danida commitment to BPEP which totals approximately \$ 10 million.

2. Government contribution to reimbursable expenditures

3. Non reimbursable salary cost of teachers in project schools

Allocative Efficiency of Resources

1. To analyze allocative efficiency of resources across BPE sub sector and its components, the relevant questions are (Lohani, 1997:5) :
 - (i) Are the resources made available to BPE sub sector and its components used efficiently?
 - (ii) Will a change in allocation of resources across BPE components improve efficiency in the use of resources?

Table 2-9 presents budgetary allocations of government education expenditure among sub sectors for 1991-96 period. It is clear that allocation for BPE sub sector has gone up from 50% of total education budget in 1991/92 to 55% in 1996/97. Over the same period, allocations for secondary sub sector (including technical education) have gone up from 15% to 24% but the share of higher education has gone down from 28% to 19%.

Table 2-9
Budgetary Allocation for Education by Sub sectors

Rs. million

| Sub sector | 1991/92 | | 1992/93 | | 1993/94 | | 1994/95 | | 1995/96 | | 1996/97 | |
|----------------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
| | amou | % | amou | % | amou | % | amou | % | amou | % | amou | % |
| Total Education | 3,206 | 100 | 4,428 | 100 | 4,672 | 100 | 5,684 | 100 | 7,080 | 100 | 7,760 | 100 |
| Basic & Secondary* | 1,612 | 50 | 2,001 | 45 | 2,384 | 51 | 2,842 | 50 | 3,740 | 53 | 4,275 | 55 |
| Higher | 479 | 15 | 784 | 18 | 966 | 21 | 1,143 | 20 | 1,470 | 21 | 1,886 | 24 |
| Others (Admin. etc.) | 902 | 28 | 1,245 | 28 | 969 | 21 | 1,235 | 22 | 1,240 | 18 | 1,439 | 19 |
| | 213 | 7 | 398 | | 353 | 7 | 444 | 8 | 630 | 8 | 160 | 2 |

Source: Ministry of Finance, Budget Speeches.

Note: *Secondary includes technical education under CTEVT.

- The share of development components in total BPE expenditure has increased from 11% in 1992/93 to 37.9% in 1996/97. For 1992/97 period, it was 29.3%. BPEP Master Plan 1991/2001 had projected 33.2% share for development components for 1992/97 period (See Table 2-10).

Table 2-10
Allocation of Expenditure by Broad BPE Components

Rs. million

| Sub sector | 1991/92 | | 1992/93 | | 1993/94 | | 1994/95 | | 1995/96 | | 1996/97 | |
|----------------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
| | amou | % | amou | % | amou | % | amou | % | amou | % | amou | % |
| Total Education | 3,206 | 100 | 4,428 | 100 | 4,672 | 100 | 5,684 | 100 | 7,080 | 100 | 7,760 | 100 |
| Basic & Secondary* | 1,612 | 50 | 2,001 | 45 | 2,384 | 51 | 2,842 | 50 | 3,740 | 53 | 4,275 | 55 |
| Higher | 479 | 15 | 784 | 18 | 966 | 21 | 1,143 | 20 | 1,470 | 21 | 1,886 | 24 |
| Others (Admin. etc.) | 902 | 28 | 1,245 | 28 | 969 | 21 | 1,235 | 22 | 1,240 | 18 | 1,439 | 19 |
| | 213 | 7 | 398 | | 353 | 7 | 444 | 8 | 630 | 8 | 160 | 2 |

Note: 1. 1995/96 Revised estimates; 1996/97 Budget estimates

2. BPEP Master Plan projections are for normal budget scenario at 1990/91 constant prices.

- Componentwise allocation of BPEP expenditure indicates that for 1992/97 period, around 71% was for salary component and 29% for development components. The distribution of development components was : 65% for increasing equitable access to education, 25% for improving quality of education and 10% for strengthening management of education. The school construction and rehabilitation component was 27% of total development component (See Table 2-11). It is evident that concerns to achieving efficiency and equity have been reflected in BPE expenditure across its components.

4. Since grants-in-aid for teacher salary accounts for 70% of BPE expenditure, its efficient utilization is very important. At present it is based on teacher quota tied to "reported enrollment" rather than effective attendance. It is not related to performance and results of schools and the "time-on-task" by teachers. It has not promoted quality, internal efficiency, accountability and has led to diminished community participation. Teacher attendance remains unsatisfactory, especially in the remote areas (Metcon, 1995).

Table 2-11
Componentwise Allocation of BPE Expenditure

| | | | | | Rs. million |
|--|--------------------|-------------------|-------------------|------------------|-------------|
| Component | 1992/93 1994/95 | 1995/96 budget | 1996/97 budget | Total 1992-97 | % |
| A. Grants-in-Aid for Salaries | 5606.6 | 2487.5 | 2655.3 | 10739.4 | 70.7 |
| B. Development Component | | | | 4,449.4 | 29.3 |
| 1. Increasing Equitable Access | | | | 2,890.2 | 19.6 |
| • Free Textbooks | 222.0 | 101.1 | 110.0 | 433.1 | |
| • Stationery expenses (GIA) | 7.3 | 2.5 | 2.5 | 12.3 | |
| • School Feeding | - | 193.1 | 190.7 | 383.8 | |
| • Recruitment of Female | 63.2 | 97.0 | 108.6 | 268.8 | |
| • Scholarships | 24.0 | 35.6 | 39.9 | 99.5 | |
| • Compulsory Primary Edu. | - | - | 5.0 | 5.0 | |
| • Village Readiness | 3.5 | - | - | 3.5 | |
| • NFE | 196.6 | 128.3 | 162.4 | 487.3 | 3.2 |
| • School Construction / Rehabilitation | 4,44.5 | 419.3 | 333.1 | 1,196.9 | 7.9 |
| 2. Improving Quality | | | | 1,125.1 | 7.4 |
| • Distance Education | 13.2 | 6.0 | 6.8 | 26.0 | |
| • Curriculum / Textbook / Materials | 25.3 | 13.5 | 3.4 | 42.2 | |
| • Curriculum Dissemination | 65.6 | 20.3 | 20.9 | 106.8 | |
| • Teacher Training | 30.6 | 16.4 | 56.2 | 103.2 | |
| • Resource Center | 55.2 | 16.0 | 22.0 | 93.2 | |
| • Special Education | 50.9 | 31.2 | 43.2 | 125.3 | |
| • Early Childhood Education | - | 2.6 | 2.7 | 5.3 | |
| • PEDP | 121.8 | 143.0 | 351.7 | 616.5 | |
| • Supervision & Monitoring | - | 3.3 | 2.1 | 5.4 | |
| • Environment Education | - | 1.2 | - | 1.2 | |
| 3. Management Strengthening | | | | 434.1 | 2.8 |
| • Procurement of Vehicles / equipment | 12.3 | 8.3 | 20.5 | 41.1 | |
| • Office Furniture | 0.8 | 0.8 | 1.6 | 2.1 | |
| • Institutional Development | - | 31.3 | 42.6 | 73.9 | |
| • Operating Costs | 111.5 | 111.2 | 94.3 | 317.0 | |
| Total | | | | 15,188.8 | |

Note: 5 6 Revised estimates; 1996/97 estimates

Source: BPEP

5. The allocative efficiency of development components of BPE has been rather mixed. This is clear from the following:
- (A) Access to primary education has increased. For example:
 - (i) Primary education covers practically every nook and corner of the country
 - (ii) Number of primary schools increased from 17842 in 1990 to 21473 in 1995. Time required is upto 30 minutes for 88% of households to reach the nearest primary school (CBS, 1996:43).
 - (iii) Number of primary level students increased from 2.79 million in 1990 to 3.26 million in 1995. But the growth remained rather low at 1.9% for boys and 5.2% for girls in 1994 compared to 6% for boys and 11% for girls during 1981-91 period.
 - (iv) Gross enrollment ratio was 114% in 1995 (boys 133%, girls 94%). The BPEP Master Plan had set a target of 107% for boys and 100% for girls by 2001.
 - (v) Net enrollment ratio was 67.5% (boys 78.7%, girls 55.6%) in 1995. This has gone down from 74% in 1990 (NPC, 1996:9). The BPEP Master Plan target was 91% for boys and 80% for girls by 2001.
 - (vi) Recruitment of female teacher has increased their proportion to 19% of total primary level teachers in 1995. Girl enrollment increased to 40% in 1995 compared to 36% in 1990.
 - (vii) School feeding programme has helped enrollment promotion.
 - (viii) Scholarships have helped increase access of girls and "Dalit" students to primary education but their coverage has remained limited. Reliable information is not available about effective utilization of scholarship funds. Allocations for scholarship to girls in remote areas have remained largely initialized. Eighty four percent of girls receiving scholarship were from high castes and only 16% were from low castes (CERID, 1996).
 - (ix) Improvement of physical facilities through classroom construction/rehabilitation and resource center construction has been remarkable in many primary schools which lacked even minimum facilities for effective teaching/learning purposes. Through October 1996, BPEP had constructed 10,552 classrooms and rehabilitated 3,876 classrooms. It also constructed 362 resource centers. Through November 1996, PEDP had constructed 1,829 classrooms and one NCED building. The construction of 8 PTTCs is in progress. The Government of Japan supplied materials for 2,058 classrooms,

rehabilitation of 400 classrooms, and construction of 27 RCs over 1994-97 period.

About 40% community participation in construction has materialized. Seventy out of 75 districts of the country have benefited from physical construction. However, there is no provision for library and staff room and the construction suffers from serious quality problems (VRG, 1995). Out of two classrooms constructed, many schools are using one classroom as staff room. The Mid Term Review Team observed that the physical appearance of most of the schools was unattractive and the classroom layout almost precluded introduction of more effective teaching strategies (World Bank, 1996). The design does not promote the use of local materials to suit local climatic conditions and needs.

- (x) Adult literacy rate has gone up from 32.8% in 1991 to 35.6% in 1996 (CBS, 1996:56). But the growth in literacy has been very slow (less than 1% annually). NFE was allocated about 11 % of total development component of BPE expenditure for 1992-97 period. Available resources have not been used effectively due to lack of appropriate strategies to motivate illiterates to come and stay in literacy classes. The budgetary allocations to this component also do not reflect the commitment of the government to achieve 67% literacy rate among 6-45 years age group by 2000 A.D. The coverage also has been low. Given the high dropouts, the proportion of successful completers of programme is also low. In OSP, dropout rate is about 78% (See chapter on NFE).
- (xi) Compulsory primary education has been implemented on a pilot basis only. This can serve as an effective vehicle for increasing accessibility to education, especially for girls and "Dalits".

B. Quality improvement in education has been slow. For example:

- (i) The proportion of trained primary level teachers increased from 37 % in 1990 to 42% in 1995 (female trained teachers 36%). However, only 97 teachers have so far completed all the 4 modules of 10 months in service training. Most of the newly recruited female teachers have not received training and are thus not eligible for a tenured position. The training packages are not relevant to the needs of the trainees. Skills learned in training have not been effectively transferred to the classroom. Training by Distance Education Center has largely remained ineffective. Failure to increase the proportion of trained teachers indicates that resources available for teacher training have not been effectively utilized. Innovative strategies are lacking to improve allocative efficiency of teacher training component. The task remains huge with some 48000 teachers still to be trained (See chapter on teacher training).

- (ii) New curriculum and textbooks for Grades I-V have been developed and implemented all over the country. Curriculum dissemination has been going on through resource centers. However, teacher guides, supplementary materials and educational materials are not adequate to increase effectiveness of the new textbooks. Revision and updating of the curriculum and textbooks to make them relevant to the socioeconomic reality of the country are also needed.
 - (iii) By the end of 1994/95, a total of 669 resource centers were established which covered 11,703 primary schools. Under utilization of the RCs has appeared as a major problem. RCs seem busy in conducting in service training rather than recurrent training and supervisory activities, etc., expected of them. The RPs from Civil Service cadre do not seem motivated to serve as RCs.
 - (iv) The resource allocation to special education, early childhood education and care has been inadequate. A separate pre-primary education stream is needed to increase allocative efficiency of the primary education system.
 - (v) The internal efficiency of the primary education system is estimated to be 41.9% for 1993 (CERID, 1996). The rates for promotion, repetition and dropout have not shown much improvements in the system. This indicates huge wastage of allocated resources resulting in low allocative efficiency.
- (C) Management Strengthening
- (i) BPEP sub sector spent 10% of resources available for development components for 1992-97 period on operating costs, institutional development, etc. Newer institutional arrangements through merger of BPEP components in the Ministry of Education can result in improvement of allocative efficiency.
6. The indicators for internal efficiency in other subsections of education are as follows:
- (i) At the secondary level (6-10 grades), the SLR result is a fairly good indicator of internal efficiency. In 1994, a total of 79588 students appeared for SLR of which only 34197 (43%) passed. Repetition plus dropout rates for 1994 were 22% grade 6; 19% grade 7; 28% grade 8; 17% grade 9, and 57% failure for grade 10.
 - (ii) At the higher secondary level (11-12 grades) the pass rate is around 5% only in the education stream for 1994-1996.
 - (iii) At the higher education level, the pass rates are given in table 2-11. It is clear that most of the faculties have a very poor pass rate for students

(averaging between 15 to 25%), except science and technology where the pass rate is 30-40%.

- (iv) The internal efficiency of primary education is 42% . This indicates that relatively speaking, the allocative efficiency of resources in primary education sub sector is better than that of other sub sector, of education.
- 7. The analysis of allocative efficiency of resources across BPE components shows that there is room for more efficient utilization of resources and reallocation of resources within BPE components. Greater allocation is needed for Teacher Training, Female Teacher recruitment, School Construction, Non-formal Education, Special Education, Early Childhood Education and Care, Compulsory Primary Education, etc. Better utilization is needed for resources allocated to Resource Centers, Scholarships, etc. Operating costs need reduction. Restriction on enrollment of underage children will increase internal efficiency of primary education system to 50% (Lohani, 1995:3).

Table 2-11
Examination Results of Tribhuvan University

| Institute/Faculty | Year | Percent | | | | | |
|-------------------------------|--------|-------------------|---------|----------------|---------|--------------|---------|
| | | Certificate Level | | Bachelor Level | | Master Level | |
| | | 1994/9 | 1995/96 | 1994/95 | 1995/96 | 1994/95 | 1995/96 |
| 1. Humanities/Social Sciences | First | 15.52 | 19.50 | 21.12 | 24.01 | 18.90 | 21.15 |
| | Second | 16.19 | 25.39 | 22.65 | 23.12 | 19.39 | 23.46 |
| 2. Management | First | 23.63 | 24.91 | 14.55 | 21.45 | 14.86 | 10.40 |
| | Second | 22.29 | 24.00 | 31.51 | 33.63 | 18.14 | 21.42 |
| 3. Education | First | 15.80 | 15.12 | 12.80 | 16.25 | 11.46 | 13.50 |
| | Second | 26.77 | 28.77 | 40.66 | 25.96 | 14.28 | 15.09 |
| 4. Law | First | 28.46 | 25.27 | 24.19 | 25.66 | - | - |
| | Second | 25.20 | 31.78 | 25.72 | 24.84 | - | - |
| | Third | - | - | 59.68 | 54.78 | - | - |
| 5. Science & Technology | First | 24.48 | 41.19 | 31.30 | 34.70 | NA | NA |
| | Second | 41.80 | 49.50 | 52.80 | 51.60 | NA | NA |

Source: Annual Report 1995/96, Tribhuvan University, 1997.

Unit Costs and Cycle Costs

- 1. Unit costs in primary education system have been steadily increasing.
 - (i) The average unit costs per public primary school at current prices rose from Rs. 46,200 in 1987/88 to Rs 100,066 in 1992/93 to Rs 174,847 in 1995/96 (almost fourfold increase in 8 years).
 - (ii) The average unit cost per student at current prices rose from Rs. 295 in 1987/88 to Rs. 643 in 1992/93 to Rs. 1,151 in 1995/96.

- (iii) Primary education system in Nepal suffers from high repetition and dropout rates. The percent of entrants in Grade I surviving to Grade V has been estimated at about 30% (MOE, 1994). Only about 10 students out of 100 enrolled in Grade I complete Grade V at a stretch of five years. It takes about 9 to 12 years to produce one primary school completer (MOE/IIES, 1993). Assuming 10 years as average for completion of primary cycle, the cycle cost in 1995/96 was Rs. 11,510 per student.
- (iv) The average annual unit cost per teacher at current prices in terms of government grants-in-aid increased from Rs. 19,463 in 1990/91 to Rs 22,271 in 1992/93 to Rs 29,978 in 1995/96.

2. Average teacher salary

- (i) The average teacher's salary has increased by about 70% in five years. In 1990/91, it was Rs 20,702 per annum (Rs. 1592 per month). In 1995/96, it has gone up to Rs. 34,600 per annum (Rs. 2,883 per month) (see Table 2-12).

Table 2-12
Average Annual Teacher Salary in Public Primary Schools for 1995/'96

| Components | Amount (Rs.) |
|---|-----------------|
| 1. Basic average salary per month Rs. 2225x12 | 26,700.0 |
| 2. 7 annual grades in average Rs. 122x7 | 854.0 |
| 3. 10% provident fund contribution (salary + grades) | 2,755.4 |
| 4. Training allowance : average Rs 40 per month x 12 | 480.0 |
| 5. Headmaster allowance : average Rs.25 per teacher per month x | 300.0 |
| 6. Remote area allowance (annual budget =number of teachers) | 1,285.0 |
| 7. Dashain allowance (one month's basic salary) | 2,225.0 |
| Total per year | 34,599.4 |
| Total per month | 2,883.0 |

Note: Salary rates as revised in August 1996 used for calculation.

- (ii) There are ten categories of primary level teachers divided in three classes according to qualifications. Salary differs according to category. The class, category and basic salary are given in Box 2-3.

| Box 2-3 Ten Categories of Primary Teachers | | |
|---|--|----------------------------|
| Class | Category | Basic Monthly Salary (Rs.) |
| i. First class | (a) SLC/I.Ed. or equivalent | 3200 |
| | (b) SLC with training/I.Ed. or equivalent | 3400 |
| 2. Second class | (a) SLC/IA or equivalent | 2200 |
| | (b) SLC with training/I.Ed. or equivalent | 2300 |
| 3. Third class | (a) Under SLC (below required ' qualification) | 1520 |
| | (b) Under SLC with training below required qualification | 1610 |
| | (c) Under SLC (2 subjects fail) | 1650 |
| | (d) Under SLC with training (2 subjects | 1750 |
| | (e) SLC | 1850 |
| | (f) SLC with training | 1950 |

3. Teacher training unit costs

- (i) Primary teacher training unit costs have also gone up. The policy of the Ministry of Education requires 10 months in-service training for teachers to be eligible to get full training allowance. The programme has been divided in four packages of 330 hours each (2.5 months). Training for the first package is being implemented by NCED through PTTCs and BPEP through resource centers.

Table 2-13 indicates that teacher training costs in 1996/97 per participant for 2.5 months package were Rs. 5763 for NCED and Rs. 5,139 for BPEP. The cost per day per participant was Rs. 89 for NCED and Rs. 79 for BPEP. For a ten-month full course of NCED, the total cost is Rs.23052. To train 48,000 teachers to reach the pipedream of 100% "fully trained teaching cadre" the resources needed will be Rs.1,106 million at 1996/97 constant prices.

Table 2-13
Teacher Training Costs Per Participant 1996/97
(First Package of 330 hours)

| Expense Head | Rupees | |
|--|--------|------|
| | NCED | BPEP |
| 1. Training allowance to participants (NCED Rs 1200 per month; BPEP Rs 50 per day for 65 | 3000 | 3250 |
| 2. Refreshments (NCED Rs. 300 per month; BPEP 14 per days for 65 days) | 750 | 910 |
| 3. Stationery and educational | 282 | 300 |
| 4. Trainer allowances/refreshments/overtime/logistic | 1319 | 679 |
| 5. Travel allowance | 412 | - |
| Cost per participant | 5763 | 5139 |
| Cost per day (total 65 days) | 89 | 79 |

- Note:* 1. Size of class assumed to be 30
2. For NCED: Trainer salary 4 trainers at Rs. 3400 per month for 2% months included. RP's salary included in BPEP costs for 2% months at Rs 3400 per months.

Source : BPEP and NCED

4. Textbook unit costs

Primary level textbooks have been provided free to all Grades I-III students, Grades IV-V girls and all students in 18 remote areas in Grades I-V in public primary schools. The textbooks are published by Janak Education Materials Center. The total cost is borne by the government. New textbooks, developed by BPEP, have been introduced in all schools as follows: Grade I in 1992/93; Grade II in 1993/94; Grade III in 1994/95, and Grade IV in 1995/96, and Grade V in 1996/97.

- (i) The per page price of textbooks has increased from Re.0.07 in 1990/91 to Re.0.14 in 1997 an increase of 100%. The current selling price per set of textbooks for various grades are:

| | | |
|---------|----------|-----------|
| Grade 1 | Rs. 44.2 | (3 books) |
| Grade 2 | 61.0 | (3 books) |
| Grade 3 | 65.5 | (3 books) |
| Grade 4 | 106.9 | (5 books) |
| Grade 5 | 120.3 | (5 books) |

- (ii) Till 1991/92, textbooks were distributed to students through schools by DEO. Many complaints were heard about the non availability of textbooks in time to students when the new sessions started.
- (iii) Since 1992/93, a new "Pay now-get refund later" system has been introduced whereby students/parents purchase the books from the

market and present the bills through schools to DEO for reimbursement. The new system has reduced wastages and delays in book distribution. But the refund claims do not get settled in time. Moreover, in 1995/96, JEMC sold books worth Rs. 80 million but the government received reimbursement claims for Rs. 120 million. Parents have also complained about not receiving reimbursement money from schools. This system has encouraged leakages.

5. Resource center unit costs

BPEP had established 669 resource center in 40 districts thru 1996 and covered 11703 primary schools. They are manned by 569 Resource Persons (including 199 school supervisors deputed as RP). The RCs not only conduct recurrent training for teachers, headmasters, SMC members, etc. but also conduct teacher training packages developed by NCED, supervise classroom teaching, and support NFE programmes by identifying locations for conducting classes and also their supervision.

- (i) In PEP, the unit cost per RC was Rs. 300,968 and in Seti ERDP it was Rs. 39,715. However, in BPEP, the cost per RC has been estimated at Rs 386,970 for Hills and Rs. 501,970 for Terai in 1996/97 (See Table 2-14). The recurrent cost is about Rs.6,000 per month.

Table 2-14
Resource Center Unit Costs in BPEP (1996-97)

| Components | Hill (Rs.) | Terai (Rs.) |
|--|------------|-------------|
| A. Establishment (one time costs) | 260,000 | 375,000 |
| Construction costs | 30,000 | 30,000 |
| Furniture | 25,000 | 25,000 |
| Equipment (Typewriter, Duplicating | | |
| Total establishment costs | 3,15,000 | 4,30,000 |
| B. Annual Recurrent Costs | 55,000 | 55,000 |
| Salary of one RP (average) | 4,320 | 4,320 |
| Salary for HM/Peon (Rs. 300 per month | 650 | 650 |
| for | 12,000 | 12,000 |
| RC/1-IM and Rs. 60 per month for Peon) | | |
| Stationery | | |
| Total recurrent costs | 71,970 | 71,970 |
| Total for RC | 386,970 | 501,970 |

Source: Based on discussions with Engineering unit of BPEP.

Internal Efficiency of Primary Education System

1. Internal efficiency of an education system is concerned with the utilization of "available resources for improving the quality and increasing the quantity of

education in the best possible ways" (Chapman, 1990:207). Indicators of low efficiency include low student achievement, high repetition and dropout rates low time-on-task by teachers, low quality instruction and lack of appropriate and adequate instructional materials, etc.

2. The internal efficiency of Nepal's primary education sub sector is very low. It is characterized by high wastage in terms of repetition and dropout rates. The cohort survival rate based on the flow of students through successive grades in the primary cycle for 1990-94 period was (MOO, 1994):

Percentage of Entrants in Grade I Surviving To :

| | Grade I | Grade II | Grade II | Grade IV | Grade V |
|-------|---------|----------|----------|----------|---------|
| Total | 100 | 44.5 | 37.5 | 34.4 | 30.1 |
| Girls | 100 | 43.2 | 36.8 | 34.1 | 29.6 |

It is clear that more than 55% entrants of Grade I do not survive to Grade II. Only 30% of the Grade I entrants reach Grade V of the primary cycle. The flow of students from one grade to another is about the same for the boys and girls.

3. Student dropout and repetition is a recurrent and largely unsolved problem in Nepal's primary education system. Promotion, repetition and dropout rates for 1990 and 1993 are given in Table 2-15. It is clear that repetition rates have slightly gone up in 1993 compared to 1990 but the dropout rates have decreased over the same period. (almost by half for Grade IV from 9% in 1990 to 4.4% in 1993). The internal , efficiency of the primary education sub sector was 42% in 1993 and only 9.5% could complete the primary cycle at a stretch of five years and altogether only 39.9% would be able to complete the primary cycle. They take a total of 465 student years. This implies that it takes about 12 years for one student to complete the primary cycle. (Thapa, 1996:6). (See Box 2-4 for causes of Dropout and Repetition).

Table 2-15
Promotion, Repetition and Dropout Rates

| | Percent | | | | |
|------------|---------|----------|----------|----------|---------|
| | 1990 | | | | |
| Total | Grade I | Grade II | Grade II | Grade IV | Grade V |
| Promotion | 34 | 72 | 80 | 76 | 67 |
| Repetition | 43 | 19 | 14 | 15 | 12 |
| Dropout | 22 | 10 | 6 | 9 | 20 |
| | 1993 | | | | |
| Promotion | 36.4 | 69.2 | 77.3 | 78.0 | 62.5 |
| Repetition | 45.1 | 21.2 | 17.4 | 17.6 | 17.3 |
| Dropout | 18.6 | 9.6 | 5.4 | 4.4 | 20.2 |
| Girls | | | | | |
| Promotion | 35.7 | 69.5 | 78.8 | 75.1 | 61.7 |
| Repetition | 43.4 | 20.7 | 16.4 | 16.2 | 16.5 |
| Dropout | 20.9 | 9.8 | 4.7 | 8.7 | 21.8 |

Source: MOE/IIES (1993) for 1990 data. MOE (1994) for 1993 data.

- A recent on-going study (105 schools, 7867 students in 15 districts) in its preliminary findings has found some improvement in the efficiency (CERID, 1996):

| | Grade I (%) | | | Grade V (%) | | |
|------------|-------------|-------|-------|-------------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total |
| Promotion | 43.4 | 46.3 | 44.6 | 67.7 | 70.5 | 68.8 |
| Repetition | 32.6 | 32.0 | 32.4 | 15.4 | 13.7 | 14.7 |
| Dropout | 23.3 | 21.2 | 22.4 | 15.7 | 15.0 | 15.4 |
| Others | 0.7 | 0.5 | 0.6 | 1.2 | 0.8 | 1.1 |

- More recently, the Nepal Multiple Indicator Surveillance (second cycle) has found that primary schools in BPEP districts had higher class attendance rates, lower repetition rates and lower dropout rates in both Grades I-II (NPC, 1996:21). Similarly BPEP schools had lower repetition and dropout rates (BPEP, 1993:20-21).

| Box 2-4 Causes of Dropout and Repetition in Primary Education System | |
|--|--|
| 1. Lack of adequate physical facilities <ul style="list-style-type: none"> • Crowded classroom • Lack of instructional materials • Inclusion schools (only for Grade I students) • Absence of co-curricular activities | 1. Poor economic condition <ul style="list-style-type: none"> • Inability to meet direct costs (e.g. costs of stationery, school dress and other additional financial support to school-going children) • High opportunity costs (e.g., Children have to work at farm etc.) |
| 2. Low teacher motivation <ul style="list-style-type: none"> • Low quality of teaching • Teacher absenteeism • Poor student handling • Lack of training | 3. Lack of awareness regarding importance of education <ul style="list-style-type: none"> • Less participation of parents in school activities • Low level of parental education • Parental indifference to children's irregularity in attending schools • Students' tardiness in teaching schools |
| 3. Language problem <ul style="list-style-type: none"> • Textbooks and medium of instruction for primary grades is Nepali • Absence of teachers of the same community (or who can speak the local language) | 3. Sending under-aged children to school <ul style="list-style-type: none"> • Lack of ECEC facilities |
| 4. Students' failure in examination (grade repetition) <ul style="list-style-type: none"> • Large class-size • Lack of individual-oriented teaching | 4. Absence of parental help to children in doing home-work given by school |
| 5. lack of effective need-based scholarship and free-ship policies | |
| 6. Lack of effective management and monitoring of the system. <ul style="list-style-type: none"> • Inefficient use of schooling time (school hours vary considerably) • No incentive mechanism for better performing students • Ineffective supervision | |

Source: Adapted from Thapa (1996).

The following conclusions can be reached regarding internal efficiency in the primary education sub sector:

- (i) The internal efficiency of primary education system is very low (about 42%). Consequently, the wastage of resources is very high.
- (ii) The repetition and drop out rates are the highest in Grade I(45% repetition, 19% dropout). Dropout rates decreased but repetition rates increased in 1993 compared to 1990.
- (iii) There is not much difference in the dropout and repetition rates for boys and girls.
- (iv) Both school-related factors and family-related factors are responsible for low internal efficiency. Schools lack adequate physical facilities, effective teaching/learning practices and inadequate time-on-task by teachers. Parents have poor economic conditions, lack awareness, send underage children to school and need children for work at home.
- (v) On average, it takes about 10 years for producing a primary cycle completer which is double of the normal time needed (estimates of various studies vary from 9 to 12 years).
- (vi) Attendance, repetition and dropout situation has been better in BPEP schools.

Budgetary System and Financial Rules and Regulations

1. The Ministry of Education and BPEP is required to work within the existing financial management structure of the government which is planned, implemented and controlled by the Ministry of Finance, the Financial Comptroller General's office and the Office of the Auditor General. The National Planning Commission also plays an important part in financial planning, especially in determining programmes and resource requirements (UNECIA, 1996).
2. The government has an elaborate process of budget preparation and finalization. The responsibility for preparing both regular and development budgets initially lies with concerned line ministries and their agencies. They submit the budget proposal to the Ministry of Finance where they are reviewed, amended and finalized before submission to the Cabinet and Parliament for approval. The National Planning Commission provides guidelines for development budget and also produces central level and district level annual development programmes (See Figure 2-1 for annual budget cycle).

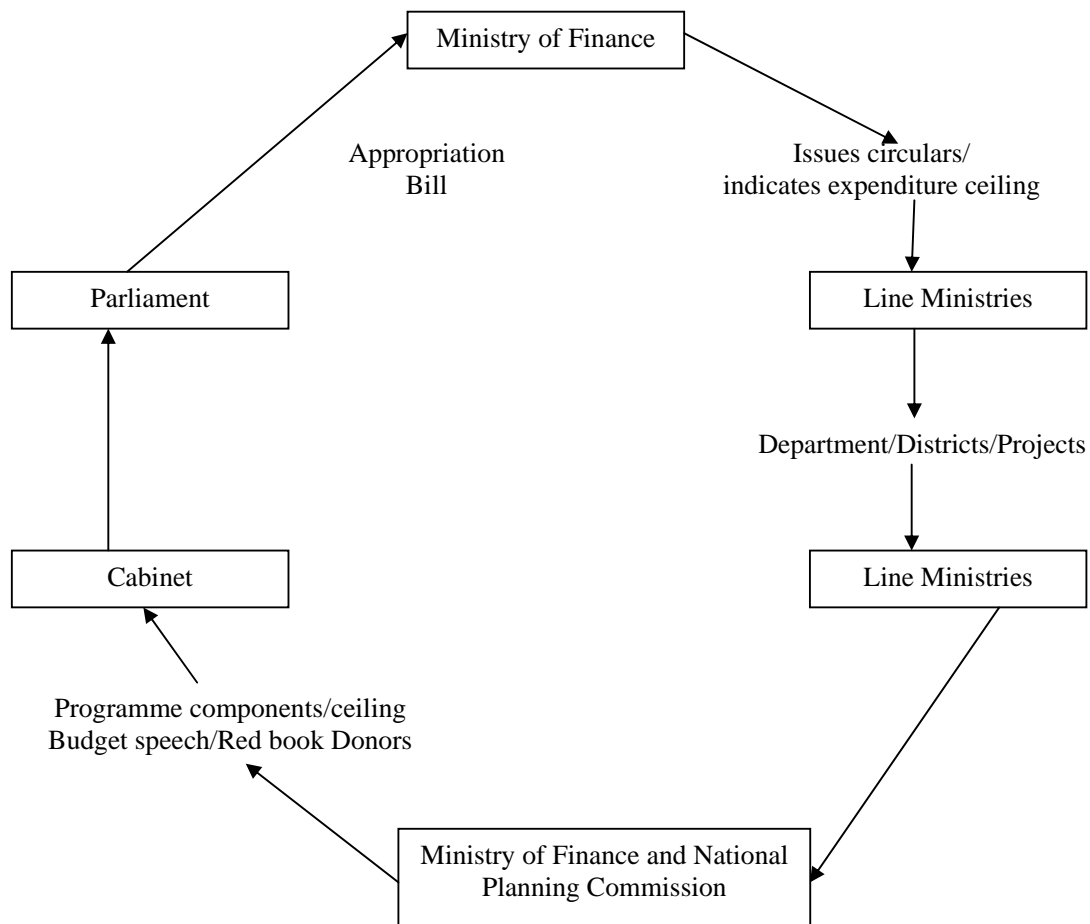


Figure 2-1: Annual Budget Cycle

- HMG has recently issued budget formulation manual to ensure consistency and accuracy in formulating budget.
 - HMG has introduced the concept of three-year rolling budget which requires that any agency submitting budget proposal should also state estimates for the next three fiscal years in each line item.
 - All agencies must follow the Financial Administration Rules, 1985 while preparing, approving, implementing and controlling the budget.
 - The approved budget appears in the "Red Book" published annually by the Ministry of Finance.
3. The budget is disbursed by the Financial Comptroller General Office. The system of trimester release has been changed to monthly release since 1995/96. External assistance is disbursed according to the agreement signed between the donor and HMG. The funds for foreign assistance are disbursed mostly under Reimbursement Method where the payments are first made from government funds and periodic reimbursement is claimed from donors supported by required documentation. In BPEP, 98% disbursement was made through Reimbursement Method and 2% through Direct Payment Method during 1992/93 to 1996/97 period.
 4. The existing financial rules, regulations and procedures are generally perceived as lengthy, cumbersome and ambiguous resulting in delays, inefficiencies and even ineffectiveness (Nepal, 1997:10). Donor assisted

projects generally feel difficulty in complying with existing financial procedures. Experience of PEDP indicates that it took 14 to 18 months involving 27 activities from preparation of tender document to award of contract for the construction of PTTCs (PEDP, 1996). BPEP has also experienced considerable delays in procurement of goods and services as well as award of construction contracts due to cumbersome financial rules and regulations and time-consuming procedures. Moreover, reimbursement of expenditure is based on the different requirements of multiple donors.

5. The following conclusions can be drawn from the analysis of budgeting system and financial rules, regulations and procedures in BPEP:
 - (i) BPEP budget does not reflect the direct payments made by donors such as DANIDA, UNICEF, the Government of Japan, etc.
 - (ii) Existing budgetary heads for classification of expenditure are not adequate. For example, BPEP allocates construction/rehabilitation expenses to "Financial Assistance, Grant and Reward" head.
 - (iii) Expenditure control and monitoring has been weak in BPEP. Reports are not received in time from the districts, since very few of them have maintained up-to-date documentation.
 - (iv) Computerized database and PMIS is inadequate for producing necessary financial reports in time.
 - (v) The existing financial rules, regulations and procedures are time consuming, cumbersome and ambiguous for making procurement and awarding contracts.
 - (vi) Reimbursement of expenditure from donors is delayed due to complicated requirements of donors coupled with delays in submitting withdrawal applications by BPEP.

Issues in Financing of Basic and Primary Education

1. Government Budgetary Allocation to Education

- The share of education sector in government budget increased from 10.8% in 1991/92 to 13.3% in 1994/95 and to an estimated 13.5% in 1996/97 budget.
- Government commitments to BPE sub sector has been increasing. The share of BPE sub sector in education budget increased from 47% in 1992/93 to 55.1% in 1994/95 and to an estimated 55.1% in 1996/97 budget. This represents 7.3% of total government expenditure.
- Componentwise allocation of BPE expenditure for the Eighth Plan (1992-97) period was 71% for salary component and 29% for development components related to quality improvements, equitable accessibility and management strengthening.
- The BPEP Master Plan 1991-2001 had assumed 12% share of education sector in national budget and 57% share of BPE in education budget under the normal budget scenario. This represented 6.84% of total government expenditure.
- The government has implemented the policy of free secondary education since July 1996. The commitment to higher secondary education will increase over the years. In the higher education, the policy of multi universities had led to the establishment of 5 universities thru 1996 and more are in the pipeline. It may be difficult for the government to make substantial increases in allocation to BPE sub sector for the next five years.
- Quality improvements and accessibility promotion components have received low priority in BPE allocations compared to salary/management components.
- The issues related to budget allocation are :
 - a) What should be the share of education in government budget, the share of BPE in education budget, and the share of development components in BPE budget for 1998-2002 period?
 - b) How to make reallocation of resources within BPE components to increase allocative efficiency?

2. Modality of School Funding

- Funding of BPE should ensure not only the sustenance of the on-going system but also the promotion of quality, equity, efficiency, accountability and relevance. It should avoid waste and facilitate more effective

- utilization of resources with a sense of ownership by the local community in the education system.
- The current modality consists of grants-in-aid (GIA) to public primary schools to meet 100% teacher salary for approved teacher posts, and partial expenses for peon and stationery. This system :
 - a) Neglects achievement and accountability aspects.
 - b) Makes virtually no allocations for quality components.
 - c) Encourages reporting of higher enrollment figures by schools through the inclusion of underaged/overaged children to get additional teacher posts.
 - d) Ignores actual number of teachers in schools for allocating budget.
 - e) Treats all students on equal footing regardless of economic status.
 - f) Puts schools under severe financial constraints to meet operational expenses (lumpsum fee at the time of admission generates modest resources).
- The paradox of the current policy is that it is a half-hearted compromise between a grants-in-aid and a full subsidy for putting the teaching cadre in the Government payroll equivalent to the Civil Service.
- Under the GIA system, teachers see themselves as employees of the government rather than the employees of schools they serve. Local community find themselves marginalized since they have very little control over school management and resources. This has eroded the support from local communities to schools.
- The VDC, Municipality and DDC are not involved in the process of channeling GIA to schools (the pilot experiments in this regard are yet to be evaluated). Hence, their participation in management and financing of primary schools has remained minimal.
- The report on Decentralization and Local Self Government (MLD, 1996: 39) has recommended the delegation of following powers to VDCs: (i) Establishment, operation and management of pre-primary schools (ii) approval, operation and management of primary schools.
- The issues related to funding modality are :
 - (a) Should the teacher based current funding modality continue or should it be replaced by an alternative modality?

- (b) Should the teacher quota be based on reported enrollment or on effective student attendance and performance of schools?
- (c) Should the government channel funds to schools through DEO as at present or should the local authorities (VDC, DDC, Municipality) be involved in the channeling of funds to ensure accountability and effective utilization of resources?
- (d) Should the local authorities make allocations for BPE in their annual budget?
- (e) Should there be a School Improvement Fund based on specified criteria to finance instructional improvements, small repair/maintenance, procurement of educational materials, and other operational needs of the school?
- (f) Should the local community including the parents and other stakeholders be empowered through proper representation on SMC to effectively mobilize local resources and to make them feel that the schools belong to them?

3. Free Textbook Distribution

- Currently, the Janak Education Materials Centre has monopoly over textbook production including primary level grades. Its pricing policy is a flat Re.0.14 per page regardless of the number of copies to be printed. Effectively, primary textbooks are subsidizing the printing of secondary level textbooks.
- The government has a policy of providing free textbooks to all students in Grade I-III in public primary schools (Grades IV-V for all the girls and all the students in remote areas). No consideration is given to the economic status of the students. "Dalit" boys in Grades IV and V are not eligible for free textbooks.
- All grade repeaters are eligible for fresh textbooks in spite of the fact that about 45% students are repeaters in Grade I alone.
- No attempt has been made to reuse the textbooks. The poor quality of paper and very tender age of first graders have hindered reuse of books.
- The current modality of textbook distribution is "pay now-get refund later" whereby parents purchase the books from the market and present the bills through schools to DEO for reimbursement. The new system has reduced wastages and delays in distribution. But parents complain about either not receiving the reimbursement in time or not receiving at all. Because of unreliability of reported enrollment by schools, the leakages have been

- pronounced. For example, in 1995/96 total books sold were worth Rs.80 million but reimbursement claims received amounted to Rs. 120 million.
- The issues regarding textbooks are:
 - (a) Should the current system of free textbooks continue or should there be a policy of partial cost recovery?
 - (b) Should the current reimbursement modality continue or should there be alternative modalities?
 - (c) Should "Dalit" boys in Grades IV and V receive free textbooks?
 - (d) Should monopoly of the JEMC in the production and distribution of textbooks be reduced?

4. Internal Efficiency of Primary Education System

- The internal efficiency of primary education system is about 42%. The system is characterized by low efficiency due to high repetition (45%) and drop out (19%) rates in Grade I and low time-on-task by teachers and poor student achievement, etc. There is not much difference in repetition/dropout rates for boys and girls.
- On average, it takes about 10 years for producing a primary cycle completer (normal time required 5 years). Consequently, the wastage of resources is high.
- Both school-related and family-related factors are responsible for low internal efficiency. Schools lack adequate physical facilities, effective teaching/learning practices, fixed timetable. Attendance of teachers as well as students is poor. Parents have poor economic condition, lack awareness, need children to work at home, and send underage/overage children to school.
- Primary schools in BPEP districts have higher class attendance rates, lower repetition rates and lower dropout rates in both Grade I and II.
- BPEP experimented ECEC through "Shishu Kashya" in 512 public primary schools in 31 BPEP districts in 1995. At present, underage children constitute about 30% of Grade I enrollment (Lohani, 1995:2).
- The issues regarding internal efficiency are:
 - (a) How to improve the low internal efficiency prevailing in primary education system?
 - (b) How to reduce the number of underage students in Grade I?

- (c) How to enforce a fixed school calendar and increase time-on- task and performance of teacher and students?
- (d) Should the ECEC programme be promoted to reduce underage children and improve quality of entrants in Grade I?

5. Recruitment of Female Teachers

- Female teachers have proved critical for increasing girl enrollment in public primary schools. The government has a policy of appointing at least one female teacher in every public primary school.
- In 1995, female teachers represented 19% of total primary teachers. The BPEP Master Plan (1991-2001) had set the target of increasing the number of female teachers to 27.1%. BPEP recruited 3650 female teachers thru October 1996 out of a target of 5150. The turnover of female teachers has been high due to temporary nature of tenure. They are mostly concentrated in urban and semi-urban areas.
- Most of the female teachers recruited by BPEP come from the urban and semiurban areas. They have a tendency to get posted in their home towns after serving rural schools for a few months.
- The issues regarding female teacher recruitment are :
 - (a) What should be the percentage of female teachers by 2002?
 - (b) What policies and strategies should be adopted to encourage recruitment and tenure of female teachers so as to ensure their retention in the rural schools?
 - (c) Who should fund the recruitment of female teachers?

6. Increasing Equitable Accessibility

- The average annual enrollment growth rate during 1981-91 decade was 6% for boys and 11.1 % for girls. In 1994, enrollment of boys grew by 1.9% and for girls 5.2%.
- The girl enrollment has increased to 40% of total primary level enrollment in 1995 compared to 36% in 1990. Currently the government is providing quota - based scholarship of Rs.250 per year for enrollment promotion of girls (all girls in 10 remote districts) and students from special focus groups (depressed class).
- About 42,130 girls benefited from scholarship programme in 1994. This represented 3.4% of girl enrollment. The government allocated Rs.10.6

million for girl scholarship in remote areas in 1995/96. This amount was sufficient to provide scholarship to 42,500 girls. However, the total number of girl students in all the ten remote areas was about 29,000 in 1994. Consequently, about 32% of the resources for girls scholarship remained initialized. On the other hand, the amount provided for depressed class scholarship in 1995/96 was sufficient to provide scholarship to 68,000 students. This represented about 22% of "Dalit" students (assuming 10% of total students as Dalits). Eighty-four percent of the girls receiving scholarships came from high castes and only 16% came from low castes (CERID, 1996).

- The reported net enrollment ratio of primary school age children (6-10 years) has gone down to 67.5% in 1995 from 74% in 1990.
- Improvements in literacy rates (15 years and above) have been marginal from 32.8% in 1991 to 35.6% in 1996. The literacy rate among "Dalits" has been alarmingly low of 10.7% (Biswakarma, 1997:4). The government policy is to achieve 67% literacy among 6-45 years age group by 2000.
- The issues related to increasing equitable accessibility are:
 - (a) How to increase the access as well as participation of 32.5% primary school age children remaining outside the net enrollment coverage ?
 - (b) In terms of social and geographical space, how to reach girls and "hard core groups" without physical mapping exercise of all the schools in 75 districts? Can free meals, free textbooks or even free school uniform and stationery be attractive enough incentives to these cohorts?
 - (c) Is compulsory primary education the final answer ?

7. Consolidation of Public Primary School System

- The growth of private primary schools has been rapid in urban and semi-urban areas. Recently, they have established their presence in some rural areas as well. In 1995, they catered to 7.7% of total primary level students. The government, however, lacks comprehensive data about private schools.
- The student number in public primary schools has been decreasing in urban areas. The competition from private schools has been intense. Parents tend to be losing confidence and credibility in the public primary school system, especially from the middle and lower middle class with means to pay higher fees. There is widespread dissatisfaction about the quality of instruction in public primary schools.

- The issues regarding consolidation of schools are :
 - (a) Should the future expansion of public primary schools be confined to rural areas on the basis of physical mapping?
 - (b) Should the public primary school system in urban areas be consolidated through merger/closure/privatization, etc.?
 - (c) Should the non-formal primary school option be adopted?
 - (d) What measures should be taken to regain public confidence and credibility in the public primary schools?

8. School Construction and Rehabilitation

- Community participation, coupled with donor assistance, has been instrumental in improving physical facilities of public primary school system. Currently, the accepted ratio is 40% community participation and 60% donor assistance. BPEP has funded this activity in 40 districts, PEDP in 11 districts and ERP in 19 districts. The Government of Japan is also assisting BPEP in this activity in 12 districts of BPEP. Only 5 out of 75 districts of the country remain untouched from donor assistance for improvement of physical facilities. They are Rasuwa, Dhading, Rolpa, Humla and Dolpa.
- The uniform design and layout of classrooms do not always and everywhere fit with the local needs. Local materials have not received proper usage in construction.
- There is no provision of library and staff room. Many schools are using one classroom as staff room out of the two classrooms constructed for teaching primary grades.
- Lack of proper technical supervision and monitoring has resulted in poor quality and delays in construction.
- There is no proper record of community participation.
- The issues regarding physical facilities are:
 - (a) Should BPEP Phase Two (1998-2002) provide for physical facilities development in the new 35 districts only or in all 75 districts?
 - (b) Should the current mode of community-government participation continue or should the share of community participation change?
 - (c) Should the classroom design and layout be changed to suit local needs and to promote the use of local materials?

- (d) How could the system for technical supervision and monitoring be made effective to ensure quality?
- (e) How could the SMC be made accountable to complete construction in time?
- (f) Should Grade IN primary schools get priority for physical construction?

9. Budgetary System and Financial Rules and Regulations

- The MOE and BPEP are required to work within the existing financial management system of the government. The annual budget is formulated in accordance with budget formulation manual of HMG. The funds from foreign assistance are disbursed mostly under reimbursement method. Direct payments by donors are not reflected in the budget.
- The existing financial rules, regulations and procedures are generally perceived as lengthy, cumbersome and ambiguous. Considerable delays have been experienced in procurement of goods and services and award of construction contracts.
- Reimbursement of expenditure is delayed due to complicated requirements of multiple donors as well as delays in submitting withdrawal application due to weaknesses in management information system.
- The issues regarding budgeting and financial rules and regulations are:
 - (a) Should the existing budget heads for expenditure classification be redesigned to meet the requirements of donor assisted projects to comply with agreements?
 - (b) How to strengthen expenditure control and monitoring in foreign assisted projects?
 - (c) What changes are needed in existing financial rules, regulations and procedures to facilitate timely procurement of goods and services, award of construction contracts, and timely completion of projects?
 - (d) Should the database be computerized to produce necessary financial reports in time?
 - (e) How to document direct payments by donors?
 - (f) How to keep proper and centralized records of the community participation and contribution?

10. Mobilization of External Resources

- The role of donor assistance in BPE sub sector has been increasing. 1996/97, estimates indicate that the BPE will obtain 60% of total donor assistance to education.
- There have been duplication of strategies and lack of uniformity in the donor - funded projects. For example, both BPEP and PEDP are engaged in teacher training but the allowances provided to participants vary.
- Mobilization of external resources has been constrained by the unpredictability and uncertainty of support. For example, BPEP phase I (1992-97) la,-planned resources amounting to US\$118.5 million but actually available resources were only US\$68.5 million (58% of planned).
- Complex approval formalities of the Nepalese government as well as the complicated donor procedures contribute to lengthy delays in approval and disbursement of external assistance.
- Absorptive capacity for external assistance has been low in BPE sub sector. For example, BPEP had spent thru 1995/96 only US\$45.7 million (67%) out of US\$ 68.5 million available.
- The issues regarding mobilization of external resources are:
 - (a) What should be the modality for donor coordination to avoid duplication and lack of uniformity?
 - (b) What should be the strategies for mobilizing donor resources for various components of BPE?
 - (c) Should preference be given to foreign grants over foreign loans in financing of BPE sub sector?

11. Mobilization of Community Resources

- Communities have traditionally funded construction of primary school buildings by providing land, donations and voluntary labour, etc. However, after the implementation of National Education System Plan in 1971, community support to schools became lukewarm. There was a general feeling that schools had been nationalized.
- In BPEP and PEDP, community participation has varied between 30-40 % depending on the type of construction.
- The government grants-in-aid to schools do not provide funds for construction/rehabilitation, since this activity has been regarded as community's responsibility.
- The issues regarding mobilization of community resources are:
 - (a) What policies and strategies should be adopted to motivate community resource mobilization?
 - (b) How could local communities be empowered to take active interest in school funding and management?
 - (c) What type of school activities can attract community support?

12. Effective Utilization of Available Resources

- Effective utilization of available resources is as important as the mobilization of additional resources.
- The issues regarding effective resource usage are :
 - (a) What policies and strategies should be adopted to improve efficiency in the use of resources?
 - (b) What are the potential areas of cost savings in the BPE sub sector?

Policy Directions for Financing of BPE

1. Budget Allocation (1998-2002)

Option One: Increased budgetary allocations.

- (i) HMG allocates not less than 15% of national budget to education sector.
- (ii) Not less than 55% of total education budget is allocated to BPE.

- (iii) The share of development components (accessibility and quality raising activities) in BPE budget is not less than 40%.
- (iv) The share of school construction and rehabilitation in development components of BPE budget does not exceed 30%.
- (v) Within BPE components, increased allocation is made for quality raising components such as Teacher Training, Compulsory Primary Education, Early Childhood Education and Care, Non-formal Education, Special Education, Recruitment of Female Teachers, and Management Training. Operating costs are reduced and resources allocated to Resource Center Development and scholarships are effectively utilized.

Option Two

Continue with the current system of budgetary allocations.

2. Modality of School Funding

Option One: Decentralized financial management system

- (i) Decentralized financial management system is adopted with the objective of making public primary schools accountable to local community and local authorities.
- (ii) Teacher salary-based funding modality is replaced by lumpsum grant per teacher modality. Every school gets an annual lumpsum grant which is fixed at about 10% higher than the GIA currently received. The SMC, in cooperation with local authorities and local community, becomes responsible for mobilizing additional resources needed for school operation and management. This will have the effect of shifting some of the burden of providing BPE from the government to local authorities and community.
- (iii) The lumpsum grant to schools is channeled through local authorities (DDC, VDC, Municipalities). The local authorities should ensure accountability and effective use of resources through continuous supervision and monitoring of school performance.
- (iv) Local authorities make not less than 10% budget allocation for financing of basic and primary education sub sector.
- (v) The government assumes responsibility for provident fund, pension, gratuity, and other facilities available to teachers for which the schools are given lumpsum grants.

Option Two: Continue with current teacher quota based GIA system

3. Financial Sustainability of Schools

Option One: School improvement fund on matching basis.

A "School Improvement Fund" is established in public primary schools. The government provides a maximum of Rs. 60,000 and community provides matching fund amounting to 40%. The amount is kept in fixed deposit account in a Bank. Only the interest earned from this fixed deposit is used for instructional improvements, upkeep and operation of the school. The criteria for selection of school for "School Improvement Fund" is laid down, consisting of:

- Internal efficiency of the school
- Number of days of instruction
- Teacher time-on-task and performance
- Enrollment promotion, especially of girls and students from special focus groups.
- Number of female teachers
- Extra curricular and innovative teaching activities
- Percent of students completing primary level
- Physical environment of school
- Geographical location of school, etc.

The "School Improvement Fund," as a modality towards beginning financial sustainability in public primary schools, is established in 2,000 public primary schools as a pilot programme over 1997-2002 period to promote competition and achievement-orientation among schools.

Option Two: Encourage schools to establish School Improvement Fund by mobilizing local resources.

4. Textbook Production and Distribution

Option One: Cross subsidization through partial cost recovery

Price Grade I-V textbooks at 25% of cost. Students/parents purchase textbooks from the market. Out of the 25% cost recovered, book scholarship is given to girls and poor students, especially from "Dalit". Monopoly for production of textbooks to the JEMC and distribution of textbooks to the Sajha is discontinued.

Option Two: Service Charge per textbook

The government introduces service charge of Rs. 2 per book for transportation of textbooks. Resource Centers serve as the focal point for distribution of textbooks and collection of service charge from cluster schools. The balance of service charge (after payment of transportation charges) is deposited in Cluster Development Fund to finance improvement activities.

5. Improvement of Internal Efficiency

Option One: Matching funds for improving internal efficiency

- Develop a national policy on early childhood education and care. Provide pre-primary education to underaged children in public primary schools. The government in collaboration with local authorities and communities, funds 10,000 schools for ECEC thru matching grant of Rs. 500 per month per school.
- Improve quality of instruction, school opening days, and time-on-task and performance of teachers through effective supervision and monitoring by HM, SMC, local authorities, RP and School Supervisor and enforcement of fixed calendar.

Option Two: Mobilize NGOs and community for improving internal efficiency

- Encourage NGOs, Local authorities and community to fund ECEC.
- Raise parental awareness regarding the benefits of schooling; make school hours flexible to suit local conditions.

6. Recruitment of Female Teachers

The option is:

- Set target for the proportion of female teachers to 30% of total primary level teachers by 2002.
- Continue with the policy of appointing at least one female teacher in all public primary schools and 2 in primary schools with 5 or more teachers.
- Provide in-service training to female teachers in accessible resource centers to facilitate their tenure. This will take training to female teachers rather than bringing them to PTTCs. This will also ensure effective utilization of RC and reduction of cost.
- Encourage candidates from "Dalits" to join teaching.

7. Increasing Equitable Access

Option One: Compulsory Primary Education

- Implement compulsory primary education based on persuasion and incentive mechanism in a carefully worked out phasewise basis to increase accessibility and stimulate demand for primary education.

Option Two: Scholarships/Feeding Programme

- Provide scholarships to 2% boys, 7% girls and 30% "Dalits" to encourage enrollment and retention. Effectively utilize scholarship funds by tying them up with effective attendance and economic status of the recipient.
- Extend the coverage of school feeding programme to areas having population concentration of "hard core groups".
- Improve physical facilities of schools through classroom construction/ rehabilitation.

8. Consolidation of Public Primary Schools

The option is:

- Establish new schools in rural areas on the basis of physical mapping exercise only, with due consideration to catchments area and cohort population.
- Establish NFE primary schools.
- Consolidate existing schools in urban areas which are facing the problems of dwindling enrollment through merger / closure / privatization, etc.
- Revive public confidence and credibility in public primary school system through quality improvement measures, effective monitoring of the performance of teachers and schools, and media-based advocacy programmes.
- Develop separate policy packages to promote and regulate private primary schools.

9. School Construction and Rehabilitation

Option One: Matching fund modality

- Continue the current mode of 40:60 community/government participation in financing of school construction and rehabilitation. Keep proper and transparent records for community participation. Give priority to schools with Grades I-V for construction/ rehabilitation.
- Need-based construction /rehabilitation in 35 new districts in BPEP Phase II (with concentration in 5 untouched districts) and selective construction /rehabilitation in 40 existing BPEP districts.
- Adapt classroom design and layout to suit local needs and to promote the use of local materials. Strengthen technical supervision and

- monitoring to ensure quality and reduce delays in construction. Introduce system of "payment by results". Provide clear terms of reference to SMC for ensuring quality construction in time.

Option Two: Reduced community participation

- 20:80 community/government participation and equal priority to old schools in construction/rehabilitation.

10. Budgetary System and Financial Rules and Regulations

The option is:

- Redesign budgetary heads for expenditure classification to meet the requirements of the agreements with donors. Simplify and amend financial rules and regulations to empower projects for procurement of goods and services and award of contracts, etc.
- Develop computerized database to ensure timely information flow from districts and production of necessary reports and strengthen Project Management Information System and Monitoring and Evaluation Unit.
- Provide training to enhance capacity of finance personnel. Make reimbursement claims on time.
- Develop a comprehensive accounting manual.

11. External Resource Mobilization

The Option is:

- Mobilize increased donor support for 1998-2002 period to finance BPE. Strengthen the Planning Division of MOE to carry out donor coordination. Identify key donors for specific components of BPE to facilitate resource mobilization.
- Simplify aid approval procedures by reforms in rules, regulations, procedures concerned with aid. Give priority to foreign grants over foreign loans for funding of BPEP-11. Encourage the use of national consultants and national implementation modality wherever possible.

12. Community Mobilization

The Option is:

- Encourage local communities to mobilize resources by involving them in planning, implementation and management of schools so that they feel the sense of ownership towards schools as key stakeholders Empower them to supervise, monitor, and manage schools through proper representation on SMC. Give proper recognition to people who support the schools financially and otherwise.
- Mobilize community support by giving emphasis to "focused activities" for school development (for example, construction of playing field, library development, matching grant for "School Improvement Fund", etc.).

13. Effective Utilization of Resources

The Option is:

Adopt cost saving strategies in BPE sub sector. Some of the potential areas of cost savings can be

- Integrate donor-funded projects in the regular structure of MOE; reduce perating costs of projects.
- Abolish teacher's positions in excess of need by basing teacher positions on "effective attendance" rather than "reported enrollment" by schools.
- Develop low cost designs for RC and classrooms to suit local conditions and to promote the use of local materials.
- Encourage private sector competition to reduce textbook production and distribution costs; partial cost recovery from textbooks; no fresh textbooks to repeaters in Grades I and II.
- Increase internal efficiency of primary education system by diverting underage children to ECEC classes, and automatic promotion from Grades I-II.
- Encourage private sector institutions to provide pre-service and in service teacher training.
- Introduce internal control and effective supervision and monitoring systems to exercise expenditure control.
- Reduce wastage in Non-Formal Education. Encourage NGOs to provide ECEC, NFE, Special Education, etc.

- Effectively utilize scholarship funds by making them available to needy girls and special focus groups on the basis of attendance.
- Reduce turnover of female teachers by offering them RC based training to facilitate tenure.
- Consolidate public primary schools in urban areas through closure/merger/privatization, etc.
- Effectively, utilize Resource Centers throughout the year to deliver recurrent but focused classroom-based training and supervision.
- Empower the role of SMC and local authorities in the management and monitoring of schools for controlling wastage/leakages of resources.
- Emphasize short-term teacher training packages which are pedagogy oriented rather than theory-focused and certification-oriented.
- Reduce the duration of salary-cum-allowance funded teacher training that pulls the teachers away from classroom teaching by promoting either distance delivery mode or RC-site based training, etc.
- Arouse cost control and cost reduction consciousness throughout the BPE system.

Recommendations

1. Increase the share of education in the total government expenditure. Allocate 15% of national budget to education sector and 55% of education budget to Basic and Primary Education sub sector. Allocate 40% of BPE budget for development components (quality and accessibility raising activities) and 30% of BPE development components budget for school construction/rehabilitation.
2. Within BPE, allocate increased resources for Teacher Training, Compulsory Primary Education, Early Childhood Education and Care, Non-formal Education, Special Education, Recruitment of Female Teacher and Management Training components. Reduce operating costs and effectively utilize resources allocated to Resource Center Development and Scholarships.
3. Continue with teacher quota-based grant-in-aid system. Provide 10% teacher salary for operation and instructional improvement purposes. Experiment lumpsum grant modality in 2 municipalities and 5 VDCs. Select those municipalities and VDCs which are willing to experiment this modality. Carefully evaluate this modality after one year of

implementation. If found feasible, extend its coverage in a phasewise basis.

4. Empower school management committee (SMC) to exercise financial control to promote accountability and effective resource utilization through continuous supervision and monitoring of school performance.
5. Local authorities should allocate at least 10% of their budget for BPE sub sector.
6. A "School Improvement Fund", based on the system of matching funds, should be established in 2,000 public primary schools over 1997-2002 period as a pilot programme to promote financial sustainability. Criteria for school selection and use of fund should be laid down in clear terms. The government should provide a maximum of Rs.60,000 per school.
7. The reimbursement system for providing free textbooks should be discarded. A new system of partial cost recovery should be introduced (transportation service charge of Rs. 2 per book) to promote better usage and care of textbooks. "Dalit" boy students in Grades IV-V should also get free textbooks. Grade repeaters should not receive any fresh set of textbooks.
8. Develop cost effective system for printing and distribution of books. The production of textbooks should be privatized to encourage competition and cost reduction. The JEMC should establish regional printing facilities to economies on transportation costs. The monopoly to the Sajha for textbook distribution should be discontinued. The government should set quality standard for textbooks. The private schools should not get subsidized textbooks.
9. Internal efficiency of primary education system should be improved by
 - Provision of ECEC classes to underage children through matching grants of Rs.500 per month to 10,000 schools.
 - Encouraging local authorities, communities and NGOs to fund ECEC.
 - Improvement of quality of instruction, school opening days, time-on-task of teachers, parental awareness, etc.
 - Implementation of BPEP in remaining 35 districts over 1997-2002.
10. The proportion of female teachers should increase to 30% by 2002. Both HMG and donors should fund female teacher recruitment. The priority for recruitment should be: RC area, district, adjoining districts and region respectively. The policy of one female teacher per school should continue. Schools with 5 or more teachers should have 2

female teachers. Female teachers should be provided in-service training in resource centers to facilitate their tenure and retention. Encourage candidates from "Dalit" to join teaching.

11. Equitable accessibility to education should be increased by implementing compulsory primary education in a carefully worked out phasewise manner, scholarships and extending coverage of school feeding programme in areas having concentration of "hard core groups". Seven percent girls, 2% boys and 30% "Dalit" students should be awarded scholarships amounting to Rs. 400 for 10 months.
12. Public primary school system should be consolidated through:
 - Establishment of new schools in rural areas based on physical mapping exercise only.
 - Merger/closure/privatization of schools in urban areas.
 - Establishment of NFE primary schools.
 - Reviving public confidence and credibility in public primary schools through media-based campaign as advocacy programmes.
 - Development of separate policy packages to promote and regulate private primary schools.
13. The current mode of 40:60 community/government participation in school construction/rehabilitation should continue. Thirty-five new districts should get priority for need-based new construction / rehabilitation and existing 40 districts for construction/rehabilitation on selective basis. Classroom design and layout should be changed to suit local needs and to promote the use of local materials. Technical monitoring and supervision should be strengthened to improve quality and timely construction. Adopt "payment by results" system. Schools with Grades IN should get priority for construction/rehabilitation.
14. Budget heads for expenditure classification should be redesigned to comply with agreements with donors. Financial rules, regulations, and procedures should be simplified and amended. Computerized database should be developed to make management information system effective. Reimbursement claims should be made on time.
15. Increased donor support should be mobilized to fund BPE for 1997/2002 period. The Planning Division of MOE should be strengthened to ensure effective donor coordination. Key donors for specific components of BPE should be identified to facilitate external resource mobilization. Aid approval procedures should be simplified. Appointment of national consultants should be encouraged. Grants should get priority over loans.
16. Local communities should be empowered to manage, supervise and monitor schools by increasing their representation on SMC. Local

resource mobilization should be emphasized to fund "focused activities" in schools. Proper recognition should be given to people who support the schools financially and otherwise.

17. Available resources should be effectively utilized through cost saving strategies (about 16 potential areas have been identified in -section 2.8.13).
18. Medium term and annual financial plans with the objective of implementing the BPE programme for 1997-2002 in a coordinated way should be developed.
19. National sample surveys of Basic and Primary Education system at regular intervals should be conducted.
20. Research and development activities related to BPE should be promoted.

Funding Projections

Availability of the resources to the BPE sub sector depends on future growth of the economy as well as international financial situation. Higher economic growth allows the government to mobilize greater internal resources. With the increase in internal as well as external resources, the government can enlarge its development expenditure. The increase in total government expenditure on education will have to be made without reduction in allocations to other competing sectors. Availability of more resources to education sector makes it possible to raise government spending for Basic and Primary Education sub sector.

In order to explore the availability of resources to the BPE sub sector, projections of GDP, Revenue, Foreign Aid and Government expenditure have been made for the period 1997-2002.

1. Assumptions of Projection

- It is assumed that revenue increases at the same rate as that of GDP. As a result, the share of revenue to GDP remains constant throughout the projection period.
- Domestic borrowings from banking and non-banking sources will not exceed 1.5% of GDP.
- Regular expenditure growth rate is assumed to grow at 10% per annum in real terms and GDP and foreign aid are assumed to grow at the rate of 6% and 10% per annum respectively in real terms for the period 1997/2002.

2. Available Resources

Projections of government expenditure, education budget, and Basic and Primary Education budget for 1997-2002 period are given in Table 2-16. Projections of budget availability for BPE are based on the following assumptions:

- The government will allocate 15% of national budget to education sector.
- The BPE sub sectors will receive 55% of education budget.

Table 2.16
Projections of Available Budget for BPE
(1996/97 constant Prices)

| | Govt. Expenditure | Education Budget | BPE Budget |
|-----------|----------------------|---------------------|------------|
| 1997/98 | 62,923 | 9,439 | 5,191 |
| 1998/99 | 67,585 | 10,138 | 5,576 |
| 1999/2000 | 72,616 | 10,892 | 5,991 |
| 2000/2001 | 78,046 | 11,707 | 6,438 |
| 2001/2002 | 83,910 | 12,587 | 6,923 |
| Total | 365,080 | 54,763 | 30,119 |

Rs. million

- The size of education budget for 1997-2002 period will be Rs. 54,763 million of which Rs. 30,119 million will be available for BPE.

Physical Projections

1. The present projection exercise attempts to update and revise the estimates of physical and financial resources requirements for the period 1997-2002 taking the projections made by BPEP master plan (1991-2002) as point of reference. Data limitations of the projections presented are as follows:
 - Projection of school age population (6-10 yr.) has been based on the CBS estimates.
 - Projections of educational variables such as enrolment, teachers, and schools are based on the educational statistics published by the Ministry of Education (MOE). The quality of MOE data, however, has remained questionable. The MOE enrolment estimates are likely to be overestimated as the grants-in-aid system has been tied-up to teacher posts based on school enrolment and the MOE data collection system relies on the records provided by the schools.
 - Enrolment projections by grade are made using flow model utilizing the system parameters such as dropout, repetition and promotion rates. These system parameters have been projected on the assumption that there will be some improvements in repetition and dropout rates with the implementation of quality raising measures proposed in this BPE Master Plan.

2. School Age (6-10 yrs) Population

The medium variant population projections of CBS has been used for the exercise. The projected school age population (6-10 yrs) is 24.4 million for the year 2002. The underlying annual growth rates of the projection are given in Table 2.16.

Table 2.16
Projected Annual Growth Rates of School Age Population

| | Total population (‘000) | Growth Rate % | 6-10 yrs population (‘000) | Growth Rate % |
|------|----------------------------|------------------|-------------------------------|------------------|
| 1996 | 21,127 | - | 2,967 | — |
| 1997 | 21,642 | 2.4 | 3,029 | 2.1 |
| 1998 | 22,170 | 2.4 | 3,091 | 2.1 |
| 1999 | 22,711 | 2.4 | 3,156 | 2.1 |
| 2000 | 23,265 | 2.4 | 3,221 | 2.1 |
| 2001 | 23,832 | 2.4 | 3,288 | 2.1 |
| 2002 | 24,363 | 2.2 | 3,317 | 0.9 |

Source: CBS.

3. Enrolment Projections

Enrolment projections are based on a flow model. It takes account of the system parameters relating to New Entry Rate, Repetition Rate, Dropout Rate, and Promotion Rate by grades. A flow model also allows to assess the impact of improvements in the system parameters on grade wise enrolments. Total enrolments for boys and girls, however, are estimated on the assumption that all the school age girls will be brought to schools (100% gross enrolment) and GER for boys will decline to 125% by 2002. Enrolment projections are presented in Table 2.17.

Table 2.17
Enrolment Projections

| | | | | Million |
|------|----------------------------|-------|--------|---------|
| S.N. | | Male | Female | Total |
| 1. | Enrolment 1995 | 1,961 | 1,302 | 3,263 |
| | 1997 | 2,083 | 1,375 | 3,458 |
| | 2000 | 2,136 | 1,516 | 3,652 |
| | 2002 | 2,147 | 1,600 | 3,747 |
| 2. | Annual Growth % 1995-97 | 3.1 | 2.8 | 2.9 |
| | 1997-2002 | 0.6 | 3.0 | 1.6 |
| | 1995-2002 | 1.3 | 3.0 | 2.0 |
| 3. | GER % 1995 | 133 | 94 | 114 |
| | 1997 | 133 | 94 | 114 |
| | 2000 | 128 | 98 | 113 |
| | 2002 | 125 | 100 | 113 |

- The actual enrolment was 3.263 million in 1995. In order to achieve 100% GER for girls by 2002 and to reduce GER for boys to 125%, the total enrolment has to grow at the annual rate of 2%. The enrolment of girls will have to grow at the annual rate of 3%.

4. School and Teacher Projections

Based on the estimates of school enrolments, the number of schools and teachers required are calculated using enrolment per school and enrolment per teacher ratios. As indicated by MOE data for 1995, the enrolment per school was 152 and enrolment per teacher was 39.

It is estimated that 3.756 million children are required to enroll in 24,649 schools employing 96,069 teachers to achieve 100% GER for girls and 125% GER for boys by 2002. (See Table 2.18).

Table 2.18
Number of Schools and Teachers

| Year | Schools | Teachers |
|---------------|---------|----------|
| 1995 (actual) | 21,473 | 82,645 |
| 1997 | 22,747 | 88,655 |
| 2000 | 24,028 | 93,649 |
| 2002 | 24,649 | 96,069 |

Projections of BPE Programme Costs

1. The following sub models have been developed for the projections of BPE programme costs:
 - Free textbook programme
 - Grants-in-aid grants programme
 - Teacher Training Programme
 - Resource Centre Programme
 - Physical Facility Improvement Programme
 - Training of Education Managers
 - Enrolment promotion Programme
 - Non-formal Education Programme
 - Early Childhood Education and Care Programme
 - Special Education Programme.

The basic features and assumptions of each of the sub models are given in the following sections.

2. Free Textbook Programme:

- Of the 3.263 million primary students in 1995, the proportion enrolled in private schools was 7.7%. It is assumed that the share of private schools in total primary enrolment will increase to 12% by 2002. The present policy of not providing free textbooks to students enrolled in the private schools will continue.
- The present policy of distributing free textbooks to all girls in primary grades and all boys enrolled in Grades I to III will continue. In the case of boys enrolled in Grades IV and V, the free textbook scheme has so far

covered 18 remote districts. It is proposed to extend the free textbook facility to 20% of boys enrolled in these Grades. All boy students in remote districts and "Dalit" boy students will be entitled to free textbooks. Grades repeaters will not receive any fresh set of textbooks.

- It is assumed that the present unit costs of textbooks will remain constant in real terms.
- In order to reduce wastage of resources, a service charge of Rs.2 per book will be levied which will be available to RC for meeting transportation costs. The present "pay now-get refund later" policy will be discarded.
- The costs of textbook revision and curriculum dissemination have been estimated.

3. Grants-in-aid

- The grants-in-aid for meeting teachers' salary will be provided. However, for the estimation of cost requirements, the number of teachers in government aided schools has been taken as the basis. Ten percent of teacher salary will be provided for meeting operational and instructional improvement needs.
- In order to promote financial sustainability, it is proposed to establish "School Improvement Fund" in 2000 schools as a pilot programme. The government will provide 60% of the total fund or a maximum of Rs.60,000 and the mobilization of resources from the community will be 40%.

4. Teacher Training Programme

- In 1995, there were altogether 72,181 teachers working in public primary schools. The proportion of trained teachers was 41 %.
- It has been planned to provide training opportunity to all teachers with the first module of 330 hrs duration during the first three years of the Plan. The remaining 3 modules of 330 hrs each will be provided in a phased manner.
- Resource centres will generally not be involved in the longer term training activities. Therefore, teacher training activities will have to be carried out by PTTCs and Distance Education Centre. It is assumed that most of the first module training will be conducted through distance education mode.
- The unit cost of training teacher for 330 hrs module is estimated to be Rs.5,000 for face to face approach and Rs.1000 for distance learning approach.

5. Resource Centre Programme

- There are 669 Resource Centres covering 11,703 satellite schools in 40 districts. It is planned to cover all satellite schools by establishing a total of 1,331 resource centres. The average number of satellite schools per RC will be about 14 in 2002.
- There will be one RP in each RC. The annual operation cost of each RC is assumed to be Rs.75,000. This includes salary and allowances of one RP and cost of educational materials, etc.
- RCs will conduct recurrent training programmes for the teachers working in the satellite schools. It is assumed that all teachers of the satellite schools will have the opportunity to participate in such training sessions. Each teacher will participate for 21 man days of recurrent training each year. The unit cost per teacher per day is assumed to be Rs.50.
- The matching fund programme, prize programme and lead RC programme will also be continued with improvements. A new programme of providing annually Rs.25,000 grant to 500 RCs for improving cluster level activities will be piloted.

6. Physical Facility Improvement Programme

- The following activities are included in this programme:
 - (i) Classroom construction, classroom furniture, RC construction, RC furniture, classroom rehabilitation, school maintenance training, pit latrines and drinking water facilities programmes will be continued. A total of 16,500 new classrooms will be constructed and 16,000 classrooms will be rehabilitated during 1997-2002 period.
 - (ii) Construction, maintenance and refurbishment programme of DEO buildings will also be continued.
 - (iii) Construction of Distance Education Centre building and Special Education building will be carried out.

7. Training of Education Managers

- In country and foreign trainings will be provided to education managers including RPs, HMs and Resource Teachers.

8. Enrolment Promotion Programme

- This programme includes scholarships to girls, Dalit students, and primary students, school feeding programme, recruitment of female teachers, compulsory primary education including awareness raising

programmes. Cost per female educator programme and special focus group programme is also included.

- It is assumed that 20% of total population of 6-10 yrs age group comprises children of depressed classes. The GER for Dalit children will reach 110% by 2002. Of the total enrolment of Dalit children, 30% will receive scholarships.
- The proportion of girls receiving scholarship is assumed to be 7% whereas 2% of boys will be covered by the scholarship programme.
- At present, the scholarships amount is Rs.25 per month (for 10 months Rs.250). It is proposed to raise this amount to Rs.400 for 10 months.
- It is proposed to extend school feeding programme to attract students from special focus groups including "Dalits".

9. Non-formal Education Programme

- The projection of NFE participants and the costs of NFE programme have been estimated based on the following assumptions:
 - (i) The literacy rate of 6 years and above population was 40% (55% for male and 35% of female) in 1991. It is estimated that this rate has reached 53% in 1997. The literacy rate for 1996/97 was estimated based on 1990/91 literacy situation, the addition of literates through formal education system (students who passed Grade II) NFE programmes (Adult and OSP) and informal efforts.
 - (ii) It is planned to achieve 67% literacy rate (80% male and 55% female) by 2002.
 - (iii) Based on these targets, the required annual flow of literates has been estimated.
 - (iv) The target of AEP has been calculated using the following relation: Required annual flow of literates

Required annual flow of literates
Less students who passed Grade II
Less flow of self literates
Less literates from OSP
Equals the target number of AEP
 - (v) The target groups of OSP are the children of 6-10 years age group who are not enrolled in the school and illiterate children of 10-14 years age groups.

10. Early Childhood Education and Care

- The target group of early childhood education and care (ECEC) are the children of age 4-5 years.
- It is proposed to support local authorities to establish pre-primary centres (PCPs) by providing financial support to meet partial expenses of teacher aids of PCPs.
- A total of 10,000 PCPs will be supported partially by government.

11. Special Education

- BPEP/Special Education Unit (SEU) adopted the concept of inclusive schools to provide education to disabled children. This programme will be extended to all primary schools by 2002.
- BPEP/SEU will also continue NFE programme for disabled adults and residential education to needy disabled children.
- The support to Special Education Council will also be continued.

Summary of assumptions for Physical and Financial Projections (See Table 2-19)

Table 2.19

Summary of Projection Assumptions

| Description | Rates |
|---|--------|
| A. Physical Targets (2002) | |
| 1. GER % | 113 |
| Male | 125 |
| Female | 100 |
| 2. NER % | 90 |
| Male | 100 |
| Female | 80 |
| 3. Private Education Share (% of total enrolment), 2002 | 12 |
| 4. Teacher/student ratio | 39 |
| 5. School/student Ratio | 152 |
| 6. School/RC ratio, 2002 | 14 |
| 7. Literacy targets (6 years +2002 | 67 |
| Male | 80 |
| Female | 55 |
| 8. Internal efficiency of the system %, 2002 | 53 |
| B. Economic Projections | 6 |
| 9. Economic growth rates % | 10 |
| GDP | |
| Revenue | |
| Foreign Aid | |
| 10. Borrowing as % of GDP | 1.5 |
| C. BPE budget Availability | 15 |
| 11. Education as % of govt. total budget | |
| 12. BPE as % of education budget | 55 |
| D. Unit Costs Rs. | |
| 13. Textbook set per student | 44.2 |
| Grade 1 | 61.0 |
| Grade 11 | 65.5 |
| Grade III | 106.9 |
| Grade IV | 120.3 |
| Grade V | |
| 14. RC construction cost (Rs) | 317,00 |
| 15. New classroom construction (Rs) | 120,00 |

BPE Expenditure Estimates by Activities

The estimated BPE budget by activities for the period 1997-2002 is shown in Table 2.20.

Table 2.20
BPE Expenditure Estimates by Activities
(1997/98-2001/02)
(At 1996/97 Constant Prices)

| | | Rs. million |
|--|--------------|-------------|
| Description | Amount | % |
| A. Grants-in-aid | 14253 | 47.3 |
| 1. Operating Grants | 14133 | |
| 2. School improvement Fund | 120 | |
| B. Enrolment promotion | 4125 | 13.7 |
| 1. Free textbook | 898 | |
| 2. School Feeding | 1561 | |
| 3. Scholarships (Girls, Dalit Boys) | 580 | |
| 4. Female Teachers | 975 | |
| 5. Compulsory Primary Education | 50 | |
| 6. Women Education | 61 | |
| C. Quality Improvement | 1430 | 4.7 |
| 1. Teacher Training (in-service) | 207 | |
| 2. RC Development | 820 | |
| 3. Textbook/curriculum development | 126 | |
| 4. Training of Education managers | 277 | |
| D. Physical Facilities Development | 3447 | 11.4 |
| 1. Classroom Construction | 1973 | |
| 2. Classroom Furniture | 142 | |
| 3. Latrine/water-supply | 312 | |
| 4. RC Construction | 314 | |
| 5. RC Furniture | 9 | |
| 6. Classroom Rehabilitation | 272 | |
| 7. School Maintenance Training | 241 | |
| 8. Administration /Logistic supports | 183 | |
| E. Non-formal Education/Basic Education | 2592 | 8.6 |
| 1. AEP | 641 | |
| 2. OSP | 353 | |
| 3. Post Literacy | 320 | |
| 4. Other Costs for NFE | 235 | |
| 5. Special Education | 884 | |
| 6. Early childhood education and care | 159 | |
| G. Management | 348 | 1.2 |
| 1. Projection Management | 343 | |
| 2. Continuous assessment | 5 | |
| H. Operation Expenses | 3929 | 13.0 |
| Grant – Total | 30119 | 100.0 |

- The size of BPE budget expenditure for 1997-2002 period is estimated to be Rs. 30,119 million. The BPE expenditure estimates by activities show reallocation in expenditure pattern to improve allocative efficiency of the BPE sub sector.

Financing of BPE Budget (see Table 2-21)
Table 2.21
Sources of Financing BPE Expenditure 1997-2002

Rs. million

| Description | Amount | % |
|---------------------------------|--------|-------|
| I Total BPE expenditure | 30119 | 100.0 |
| 2. Financing sources | | |
| Internal | 18045 | 59.9 |
| Foreign Aid | 12074 | 40.1 |
| 3. Foreign Aid (US\$in million) | 211 | - |

* Conversion rate US\$ 1= Rs.57.3

- It is estimated that about 40% of BPE budget or US\$ 211 million will be financed from foreign assistance.

Potential Sources of Foreign Aid (see Table 2-22)
Table 2.22
Potential Sources of Foreign Aid
For BPE (1997-2002)

Rs. million

| Sources | US \$ | Rs. | Types | Specific purpose |
|------------------|-------|-------|-------|---------------------------|
| 1. IDA | 67 | 3818 | Loan | |
| 2. DANIDA | 89 | 5096 | Grant | |
| 3. ADB | 3 | 186 | Loan | Teacher training |
| 4. EU | 5 | 312 | Grant | Girls and Women Education |
| 5. JICA | 12 | 663 | Grant | Construction |
| 6. WFP | 27 | 1561 | Grant | School feeding |
| 7. UNICEF | 5 | 311 | Grant | ECEC |
| 8. FINNIDA/NORAD | 2 | 128 | Grant | |
| Total | 211 | 12074 | | |

- The major donors for the second phase will be IDA, DANIDA, ADB, WFP and JICA. Other donors including UNICEF, EU, FINNIDA and NORAD will be involved in specific components. However, the amount shown in Table 2.22 does not show commitments by donors.

Summary of Physical Projections (see table 2.23)

Table 2.23

Summary of Physical Projections

| Description | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | %, | 97-02 |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|
| 1. Population 6-10 | 3029 | 3091 | 3156 | 3221 | 3268 | 3317 | |
| Male million | 1566 | 1599 | 1633 | 1667 | 1703 | 1718 | |
| Female million | 1463 | 1492 | 1523 | 1544 | 1585 | 1600 | |
| 2. Enrolment | 3458 | 3521 | 3586 | 3652 | 3721 | 3747 | |
| Male million | 2083 | 2100 | 2118 | 2137 | 2155 | 2147 | |
| Female million | 1375 | 1420 | 1467 | 1516 | 1566 | 1600 | |
| 3. Teachers | 88655 | 90277 | 91941 | 93649 | 95402 | 96069 | |
| Male | 71811 | 71584 | 71198 | 70630 | 69858 | 67722 | |
| Female | 16844 | 18692 | 20743 | 23019 | 25544 | 28347 | |
| 4. Training | | | | | | | |
| Module I | | 12173 | 12395 | 16469 | 1076 | 77 | 42189 |
| Module II-IV | | | | | 11700 | 11700 | 23400 |
| 5. Recurrent training | | 1099 | 1232 | 1385 | 1560 | 1604 | 6881 |
| 6. Grants-in-aid | 19119 | 19205 | 19271 | 19315 | 19333 | 19099 | |
| Total schools | | | | | | | |
| Schools covered | 11703 | 13084 | 14670 | 16489 | 18576 | 19099 | |
| 7. Resource Centres | 669 | 768 | 881 | 1011 | 1160 | 1331 | |
| 8. AEP target 000 | | 360 | 636 | 665 | 726 | 818 | 3205 |
| Male | | 43 | 180 | 174 | 183 | 203 | 783 |
| Female | | 317 | 456 | 491 | 543 | 615 | 2422 |
| 9. OSP I graduates | | 88 | 77 | 63 | 49 | 32 | 309 |
| Male | | 28 | 22 | 15 | 8 | 0 | 74 |
| Female | | 66 | 54 | 48 | 41 | 32 | 235 |
| 10. ECEC classes | | 2000 | 3000 | 4500 | 7000 | 32 | - |

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CURRICULUM DEVELOPMENT AND DISSEMINATION

Context

1. Increasing access to and improving quality of primary education have since long been recognized in Nepal. Concerted efforts towards that direction, however, appeared in the implementation of the Basic and Primary Education Project (BPEP). The project has emerged as an organized exercise resulting from the field-based experiences of the two pioneering projects, namely Seti Education for Rural Development Project (ERDP) and the Primary Education Project (PEP). The formulation of the national needs and aspirations in primary education resulted in of the BPEP Master Plan 1991 and in the recommendations of the National Education Commission (NEC) 1992.
2. Implemented in 1992 with a view to develop basic and primary education system in the country, the BPEP incorporates inputs for quality component including development of curriculum, textbooks and other instructional materials for improved teaching learning in the schools. Although the project has covered only 40 districts so far, arrangements have been made to extend the curricular inputs reach in all the schools of the 75 districts in the country covering all five grades on an incremental basis of one grade annually within a span of five years. Thus the new curriculum materials have also covered the final grade of the school programme since this current academic session, completing the first cycle of implementation in the primary education system. Therefore, it is a highly opportune time to review the present status so that the new curriculum materials can be implemented nationwide in a refined and more effective form in the second phase of the BPEP.

Review of Present Status

Major Achievements

1. In order to provide opportunities for the development of innate capabilities of each individual, primary education has been considered basically as a strategy for meeting minimum learning needs of the mass of children in the country. A massive programme of basic and primary education has been prepared comprising the development of all essential components including curriculum materials. These efforts have been in operation since 1992 in the form of BPEP.
2. Instead of making merely an academic exercise, a functional approach of curriculum development has been adopted with a view to reflect the perceptions and expectations of the people of the country. Efforts have also been made to define these national aspirations in the form of terminal measurable learning outcomes to be attained at the end of the primary education cycle. Thus the conventional subject-based approach has given way to the functional objective-oriented approach of curriculum development.

3. The objective-oriented approach of curriculum development has been facilitated by the statutory provision for constituting Primary Curriculum Committee under the Curriculum Development Centre (CDC) of the Ministry of Education (MOE). This provision has greatly helped in initiating an integrated approach for adopting a functional primary education curriculum in which the content areas emanate largely on the basis of the learning outcomes and are defined accordingly into essential primary school core subjects. In this way, apart from the optional subject there are altogether five essential core subjects, namely Nepali Language, Mathematics, Social and Environmental Education (including Health Education), Physical Education and Creative and Expressive Art prescribed for Grade I-III in the primary curriculum. English, Social Study and Environmental Science and Health Education have been included in the curriculum only from Grade IV-V.
4. Concerted efforts have been made to sequentially arrange the essential content areas, emanating from the learning outcomes as they are, into gradewise specific learning outcomes to provide an effective sequence of competencies and skill development. As a consequence, the curriculum demonstrates reasonably integrated and functional approach. Moreover, the reform has been initiated not only in the curriculum approach but the exercise has also equally been matched through improved curriculum materials like textbooks and teacher guides, including supplementary reading and instructional materials.
5. The structure of the curriculum also provides for the provision of an optional subject. For a multi-lingual and multi-ethnic country like Nepal, this is obviously a very significant feature of the primary curriculum which can also be made to cater the needs of the multitude of children living under diverse cultural and geographical conditions.
6. For the first time in the country, curriculum development and dissemination has been accorded a development priority with commensurate budgetary allocations with a view to evolve realistic programme through field testing and feedback. Theoretically, the new curriculum materials have been developed through undergoing all essential steps of programme development through a functional sequence of preparing, testing, modifying and refinement for full scale implementation.
7. In order to expedite the curriculum development work within a reasonable time-frame, the major development activities have been conducted under the aegis of the BPEP through the Primary Curriculum Textbook Development Unit (PCTDU) providing adequate autonomy and resources, both internal and external, under the broad umbrella of the CDC.
8. Efforts are also in place to make all essential curriculum materials available at the primary school level. Training programmes have been conducted regularly through Primary Teacher Training Unit (PTTU) of the BPEP to disseminate the curricular intent nationwide among the primary school teachers. The production and dissemination of the essential curriculum

materials have been successfully completed for the first cycle of implementation in all primary schools of the country.

9. In recent years, the provision of *Shishu KaXrshya* arrangement as a preparation for primary schooling has emerged as a significant achievement towards the development of a pre-primary education system in the country. Although this arrangement is made only for a miniscule vis-a-vis its enormous requirement in the country, preliminary impressionistic experience available from this initiative indicates positive evidence for reducing attrition at the primary level.
10. Thus the first five years experience with the BPEP has shown that all the major activities mentioned under the curriculum development subcomponent of the project have been successfully initiated. However, it is yet to be seen how these initiatives are developed into a fully self-sustainable evolving system of curriculum development in the primary education sub sector.

Analysis

Major Areas of Concern

1. Despite the significant achievements discussed in the foregoing section, there are some major areas of concern that need to be analyzed and discussed in order to chart out a course of action for the development of primary education in the country. One of the major concerns relates with the quality of primary education. Available empirical evidence indicates that the achievement level of majority of students under the BPEP is very poor (less than fifty percent level) (New ERA, 1995: xiv). Under the existing circumstances two possibilities exit; either the new curriculum has not been appropriately delivered, or it has not been delivered to the required extent. In either case, the problem ultimately relates to deficient delivery of the curriculum materials.
2. Stating curricular objectives in terms of terminal learning outcomes has been accepted as a desirable approach adopted by the new curriculum. However, the way these learning outcomes are presented gives rise to some serious concerns regarding their attainability or feasibility. Many of the learning outcomes specified in the new curriculum can not be attained at the completion of the primary cycle. Even if attained they can not be measured adequately within the school system. Many of them are attainable during the life-time. For example, under the 'civic awareness', there is a learning outcome which reads: 'to make appropriate use of public places and objects and protect them.' Even if the school intends to measure this learning outcome it is very difficult to do it on the part of the school or any other relevant agency deemed responsible for it. The school being a public place itself can observe or try to measure the learning outcomes which the students can do within its own premises. In other words, the learning outcomes to be measurable and attainable at the end of primary cycle should be framed in such a way that they are not only literally spelled out in behaviorally measurable terms but the teacher or whoever is responsible for measuring them could be able to assess or measure them practically and reliably.

3. Many of the learning outcomes are very ambitious. For example, the Nepali language curriculum makes explicit mention of the abilities required for reading prescriptions on the packing of medications, bills, vouchers, receipts etc. on the part of a fourth grader. Although some of these abilities are relevant in daily life situations of most adults, they may not be equally relevant and meaningful to a majority of primary school children because under the existing conditions such experiences can rarely be created for the majority of primary school children in the rural and remote areas of the country. Even though the conditions exist in some developmentally advanced areas, they do not match with the level of psychological maturity to facilitate the perceptions of those learning experiences meaningfully into the cognitive structure of the majority of primary school children. (See Annex A for an analysis of Nepali Language Curriculum).
4. While some learning outcomes are very ambitious, on the contrary, more practicable and immediately needed learning outcomes do not find place in the specifications listed in the curriculum. For example, the learning outcomes related with the skill to write simple receipt which is an immediate need for many children in the rural agrarian environment, are particularly conspicuous by absence.
5. The curriculum is vague and not explicit regarding the weightage of each content-area specified in it. Neither is this balance discernable in terms of the terminal learning outcomes. In the curriculum guide, weightage specification is made only in the Nepali language area regarding the four skills of language e.g. listening, speaking, reading and writing. In other subjects, even the guide book does not make any mention of the weightage required for each content area specified in the curriculum. It may be ambitious to expect appropriate weightage specifications for each content-area on the part of individual teachers. They are not prepared to do it appropriately on the basis of learning outcomes alone. Even if they do it on their own, it will create undesirably differing learning priorities and conditions in the school classrooms. If the terminal examination is conducted at the district level, this will do injustice to many children who have been taught under varying weightage schemes.
6. The problem of integration is equally important. The curriculum does not make any mention of integration among relevant contents. Although the curriculum guide mentions about the integration between the teaching of Social Study, Environmental Education and Health Education in Grade I-III, it does not explain how this exercise has to be performed. This is the area where the teachers need actual guidance which is provided neither by the curriculum nor by the curriculum guide. Neither is this activity discussed in any of the teacher training programmes.
7. Although participation base in the formulation and review of the new curriculum has been wider compared to previous curricular exercises, the involvement of the people in general at the local and grassroots level has

remained minimal. In fact, no systematic analysis of the perceptions of the stakeholders in education has been made for the purpose of curriculum development and revision (CERID, 1996:25). This is why the curriculum still reflects its urban-bias in many of the content-areas discussed above, e.g. reading bank vouchers, or wall calendars which have little relevance especially in rural settings.

8. Curriculum development is a process which requires continuous review and refinement to keep it responsive to the changing needs of time and society. The present curriculum is seriously handicapped in this regard. On the one hand, it lacks in the appropriate mechanism to ensure the involvement of stakeholders, especially at the regional and local levels. On the other, it also lacks the rigor and precision of a competent evaluation and institutional research-base, so essential to facilitate the on-going process of revision and refinement for scientific curriculum development.
9. The need to ensure a balanced education by developing a national curriculum flexibly framed to be easily adopted to local conditions and social climate in the school has been widely recognized (SAARC, 1992: 28). Although the curriculum has made the provision of an optional subject to cater this need, the provision has not been adequately exploited to address the immediate local needs of the children owing to the lack of technical expertise in the management of individual schools as well as the existing educational institutions, including the government organization at the regional or district level. The central agency concerned for the development of the curriculum materials viz. PCTDU has remained over-burdened with the development and implementation of the compulsory school subjects to put the development of optional subject curriculum only in a second order priority.
10. Availability of curriculum in schools to teachers has remained a persistent problem as about 20-30 percent teachers still reported not to have seen any curriculum in the school (see Annex B). The barriers to the availability of essential curriculum materials may have been operating in terms of the paucity of adequate storage and maintenance facilities in schools. This is indicative of the shortcoming inherent in the existing curriculum dissemination programme. In the final analysis it also suggests that still many teachers do not realize any need to study the curriculum.

Institutional Capacity

11. CDC's institutional` capacity for curriculum development, field testing, revision and refinement has remained very limited. Apart from a few expatriates working through project arrangements, CDC depends largely on a small group of experts in the PCTDU and the FOE of Tribhuvan University. The major reason behind this deficiency has been the lack of systematic planning efforts for producing a cadre of primary curriculum specialists. Very few people have been given opportunities or exposure in curriculum development process from any recognized institute of academic learning. Even the BPEP initiatives have been seriously limited with regard to staff

development. PCTDU has been functioning on the sustained experience of its core staff apart from the technical expertise of a limited number of FOE teacher educators. The majority of them lack in up-to-date academic and experiential exposure in modern practices of curriculum development.

12. In principle, PCTDU is envisaged as the primary curriculum materials development unit under the regular structure of the CDC/MOE. However, in practice this unit works independently enjoying all functional autonomy in the discharge of its activities. The finalized drafts cleared through the PCTDU are presented as a matter of mere formality to the Primary Curriculum Committee (PCC) chaired by the Director General of the CDC with the chief of PCTDU as its member secretary. There is no functional linkage between the PCTDU/BPEP and the PCC/CDC except the occasional committee meetings to provide final official approval to the curriculum. The institutional research base and the mechanism to provide regular and substantive feedback are conspicuously lacking.
13. At present, a team of some expert level personnel with administrative and logistic support by lower level staff is working in the PCTDU under the project arrangements. Except the unit chief who had had an opportunity to undergo a short-term course abroad regarding curriculum and textbook development, all other expert level staff do not have any further academic exposure apart from the regular B.Ed course from the national university. In the Primary and Secondary Curriculum Division of the CDC, all existing positions except a few, of deputy directors representing various subject committees including PCC have fallen vacant since long with all the positions kept in lien only. Similarly, of all the available positions of curriculum officers in the CDC, only a few are filled at present. Most often discussions have been going on to bring the relevant PCTDU staff in the primary curriculum division under the merger scheme of the project with the regular structure. However, progress in this direction has not been tangibly visible so far. These shortcomings in the administrative functioning in relation to curriculum development are ample evidence that the CDC does not have the institutional capacity that is required for the development of curriculum as an on-going process.

Coordination and Linkage with other Agencies

14. Coordination and functional linkage with other relevant agencies within the MOE as well as with external organizations are absolutely essential to keep the curriculum development process continuous and ongoing. At present, CDC has representation of some internal and external organizations including FOE and public schools in its Primary Curriculum Committee. This relation, however, appears to be a 'one shot' affair once in a while in the form of formal meetings to approve the curricula in different subject areas. Other institutional arrangements to keep this linkage more functional and operational at various levels within the organizations have been lacking.

15. Coordination and linkage activities of the CDC have to be sought, not only in the national context alone, equally important aspect is to extend them down to the regional and district levels ensuring involvement of the REDs and DEOs as well as other relevant non-governmental organizations.

Resources

16. There has never been financial resource scarcity in the PCTDU for the development of curriculum materials. The project appraisal report of BPEP specifies the amount equivalent to US\$4.6 and US\$13.9 million respectively for curriculum and textbook development for the project period (World Bank, 1992: 13-14). Total budget allocations for the development of curriculum materials under the PCTDU for the fiscal years 1995/96 and 1996/97 were nearly Rs. 15 and Rs. 17 million respectively showing an increase of nearly 23 percent over the preceding year. The relevant project officials in the unit admit that their activities and programmes have never been hampered by budget constraints. This is a welcome measure on the part of the BPEP management that curriculum development programme has been accorded priority in terms of financial allocations also. However, the Secondary and Primary Curriculum Division under the CDC has always remained adversely affected by severe budgetary constraints for programme development.
17. Despite the abundance of financial resources for programme development in the PCTDU, the virtual absence of any long-term programme for staff development in the BPEP is conspicuously noticed. Most of the staff working in the unit or elsewhere in the MOE departments have had opportunity to visit countries abroad in the region, some of them to overseas countries as well under various short-term study tours in the project. Development experience so far has, however, shown that long-term exposures to practical academic courses have been more beneficial to programme developers working in the country. A need-based staff development programme on a long-term basis to augment curriculum development and refinement as an on-going process under the regular system is highly desirable in the present context.

Major Issues

Relevance

1. The fundamental aim of primary education has been defined as the development of innate capabilities of children together with the acquisition of daily life-related skills of reading, writing and numeracy including inculcation of desirable human qualities like diligence, self-help, morality as well as civic and environmental awareness (PCTDU/BPEP, 2049 BS). This is suggestive of the fact that all curricular improvement initiatives should address themselves towards meeting minimum learning needs of children, both psychological as well as socio-cultural. The essential learning needs of children can be met if education is provided to them in a meaningful context. In other words, primary education becomes meaningful when the learner has

an opportunity to learn through dealing with things and events connected with his immediate environment. This becomes possible when curriculum has local or regional relevance. The present curriculum reflects its urban-bias in many of the content areas prescribed for study. Although the curriculum design is flexible enough to accommodate preparatory learning experiences through the provision of optional subject, the implications of this possibility have not been adequately considered so far. Therefore, one of the major issues in the present context relates to the modality as to how the national curriculum can be made to bear local or regional relevance preserving its common core of studies essential all primary school-children, irrespective of their caste, creed or community.

2. Despite the objectives of primary education having been defined in terms of terminal learning outcomes, to what extent the new curriculum serves as a common core of learning needs necessary for all children under varied conditions of living in the country is not fully known in the absence of any substantive studies at this stage when the national curriculum has just completed the first cycle of its implementation. However, available evidence (New ERA, 1995: xiv) shows a very poor level of student achievement in BPEP schools operating under the instructional inputs of the new curriculum materials. Although the persistent lacuna underlying the mode and extent of delivery might be equally responsible for this anomaly, the relevance and usefulness of the content still stand as important issues of curriculum which need further probe and discussion until such a time when a broad consensus pervades public consciousness to ensure that primary education in all its entirety including curriculum contains the elements of social transformation for the modernization of the nation.
3. Relevance of the curriculum is also related with the issue of education in the mother tongue. This bears special significance vis-a-vis the size of nearly fifty percent population in the country speaking various national language other than the Nepali language. Although quite a few ethnic groups have their specific habitats concentrated in certain areas, the general distribution of population in most of the districts presents a varied assortment of different castes and communities living together which has direct implication for a mixed child population of various groups enrolled in the majority of primary school classrooms in the country. This issue is simultaneously related with the problem of focusing instructional activities to different target groups as well as with the development of curriculum materials in specific mother tongues many of which have been in the form of spoken languages only constraining the materials development process severely.
4. Provision of optional subject has helped in enhancing local relevance of the curriculum but the implications of the optional curriculum have not been fully identified. Should the individual schools be made accountable to develop their own optional curriculum or an intermediate agency has to be set up at district or regional level to address curricular matters of local relevance? Similarly,

the questions of technical and institutional capability as well as quality control are also invariably linked with this issue.

Integration and Functionality

5. Integrated approach in curriculum is discernible only in the defining of terminal learning outcomes, but this has been done under a subject-based compartmentalization. As a consequence of this fragmented structure, the intended learning experiences have come to be organized in the form of discrete subject areas. Though initiation has been made for an integrated approach in the curriculum, it has not percolated down to the organization of contents into an integrated structure of subject matter. Therefore, a pertinent issue relates with the organization of the curriculum as to whether it should have a subject-based or an integrated domain approach of content organization.
6. Another major issue is concerned with the mechanism of curricular transaction in the classroom environment. Empirical evidence suggests that learning on the part of children becomes meaningful if an integrated approach of delivery is adopted. Meaningful child learning does not occur simply as an accumulation of discrete bits and pieces of information or course contents, it is rather an assimilation of knowledge into the existing cognitive structure to form an integrated whole of new learning (Brady, 1992: 134-5; Lockheed, 1993: 29-30). The conventional subject-based approach of delivery has, however, remained inherently entrenched, not only into the realms of prevailing classroom practices, it has all along been reinforced by the instructional approach adopted even by the innovative projects, including the BPEP. Therefore, integrated approach in curriculum transaction needs to be accorded precedence over conventional subject-based approach although the latter may have some administrative ease in implementation. The continuity and flexibility desirable for functional transaction of the curriculum would be largely facilitated by grade teaching arrangements of classroom instruction which had appreciably demonstrated better results in students learning during the days of PEP implementation (CERID, 1986).
7. Functionality does not simply imply inclusion of learning experiences in terms of the concepts of health and nutrition, population and environment, or agriculture and productively in the curriculum. Equally important is the provision of how curricular transaction takes place practically at the classroom level. Therefore, functional curriculum has to incorporate not only functional contents, they also need to be transmitted into functional skills through appropriate use of literacy, numeracy and society skills in the instruction programme.

Institutionalization of Curriculum Development Process

8. Although assumed to lie under the broad umbrella of the CDC, PCTDU has functioned independently over the years. The concerned committee meetings are held once in a while to give official status to the various primary subject

curricula. All expert level staff working under PCTDU have come on secondment from various positions while all officer level staff of the Primary and Secondary Curriculum Division of CDC have gone on deputation to various other positions in the district, zonal or central organization of the MOE. The Director General or the Director of the Primary and Secondary Curriculum Division of CDC has no direct say in matters of transfer or selection of staff and programme formulation in the PCTDU. In stead of providing institutional support to the regular structure, PCTDU has worked under virtual isolation from the concerned section in the CDC throughout these project years. As the functions of the PCTDU have never been internalized into the regular system, the institutionalization of primary curriculum development as a continuously on-going process has remained a prominent issue.

9. The new curriculum materials have completed just first cycle of operation so far. This constitutes merely an initiation towards implementing major reform measures in the form of development, production and dissemination of new curriculum materials in primary education. This has to be operated in repeated cycles with built-in mechanism and institutional support for providing feedback from systematic field testing and research on the new materials. The subsequent task of production, dissemination and refinement can no more be performed on the enthusiasm, inquisitiveness and spirit of the project staff alone which has been the case to a large extent so far, because the initial enthusiasm and spirit will die out with the passage of time when new and more complicated problems start emerging demanding more patience and technical knowledge on the part of the programme developers and launchers. This appears almost impossible under the present make-shift arrangements of a few technical staff with very little expertise on a task like development and refinement of useful learning materials for all children living under diverse geographical, ethnic and cultural conditions in the country. Institutional capability can not be built up within a few years. It takes years even if concerted efforts are in place. Development of institutional, not project, initiatives appears to be a significant issue in the present context.

Dissemination of Curriculum Intent

10. Cascade model of training has been adopted to disseminate curricular intent and materials in the schools. Experience has shown that the effect of dissemination training has reached in a diluted form at the school level. Various reasons have been accountable for this shortcoming, the prominent of which have, however, been the similar levels of qualifications and experiences of the master trainers and trainers as well as the lack of congenial environment in training. Dissemination trainings have been conducted in a ritual fashion. The status of the training has not been defined and the timing as well as the venues have also been changing. The question of accountability is also there. To make the dissemination exercise more substantive and effective, it needs to be brought nearer to the school so that the weaknesses could be detected and remedial measures adopted immediately.

11. The dissemination trainings have been conducted on gradewise basis where as the actual teaching in the primary classrooms have been mainly on subjectwise basis. This anomaly has been partially responsible for the dilution of the effect of curriculum dissemination training. The trainings are conducted at the district level, and at least one teacher from each school is included in the training with the presumption that he or she will be able to disseminate the curricular intent among his/her colleagues in the school. This has rarely happened in the school, for the teachers have not been made accountable to disseminate the ideas among their colleagues teaching in a particular grade nor are specific arrangements made to allow the teacher teach in that particular grade, for which he or she was trained. The possibility of linking the dissemination trainings with the recurrent trainings of RCs has yet to be assessed.

Linkages with Materials Inputs and Teacher Training

12. In order to improve the standard and quality of the implemented curriculum in the schools, a concerted approach which includes adequate supply of instructional materials and appropriate training of teachers are absolutely essential. The teacher training curricula have not been adequately linked with the development of curricular materials. The dissemination trainings touch the new materials sacrificially at the grade level only. While majority of the primary teachers are deprived of the basic training opportunities, the probability of the new curriculum materials producing significant impact is severely limited. On the other hand, the few teachers who have had the training opportunities have not been provided support with adequate supply of additional instructional materials, including the supplementary readers apart from the teacher guides and the textbooks. Therefore, developing available mechanism synchronized between teacher training and teaching learning materials presents as a crucial issue in this context.

Resources for Research and Development

13. PCTDU has never experienced any financial resource crunch for the development of curriculum materials in the past. However, as the unit is not adequately equipped to conduct research and development activities, they have been operating without considering precision and accuracy. Now the issue is: what will happen to the R & D activities once the full-scale implementation of curriculum materials is over? What will be the mechanism to ensure the essential human as well as financial resources to keep on continuous updating and improving of the curriculum materials as an on-going process? In essence, the development and improvement of primary curriculum will depend on the measures adopted to protect it from being considered as a luxury and ensure adequate resources to keep it on-going.

Development of Pre-primary Education

14. Primary education is seriously affected by a high level of attrition. This appears in the form of dropouts and repetition which occur mainly at Grade I and II (IEES/MOECSW, 1993). Although such a wastage may have been associated with the demands of rural economy, it might also have occurred partly because of the approach adopted in the curriculum for the beginners at the primary level. The curriculum assumes a functional approach whereas majority of children enrolled at the first grade have no organized socialization experience (pre-primary schooling) for initiation into primary education. Such an experience involving play way and activity methods of teaching in early grades of the school can make the transition of children from natural and spontaneous learning to organized schooling less traumatic (Latif et al, 1992:24) BPEP has provided such experience through *Shishu Kakshya* in recent years, but the arrangements have not been widely implemented; nor are any systematic studies made to provide sufficient empirical evidence to augment this programme. Therefore, appropriate provisions and modalities have yet to be developed for institutionalizing the pre-schooling arrangements to improve access and quality of primary education in the country.

Recommendations

The relative success of MOE in the area of curriculum development and dissemination at primary education level has been reviewed. Yet much is still left to be done to achieve the objective of translating the curriculum intent in the classroom instruction. So the coming few years will be critical mainly for two reasons (1) the gains in curriculum development need to be maintained and enhanced by adopting the process of continuous evaluation for improvement. (2) programmes need to be implemented to help teachers understand the intent of the curriculum. The curriculum development activity has gained a momentum now, and this favourable situation needs to be continued to achieve the long-term goal of establishing a relevant effective primary education system. Recommendations are made in the following areas to developing the best possible curriculum for the country.

Policy

1. Nepal has been adopting the policy of nation-wide uniform curriculum at primary education level to regulate the instructional programme of primary schools. This policy should be continued. The structure of the present curriculum has provided the scope to cater the local and regional needs. Planned programme to involve the relevant units of REDs and DEOs should be implemented to prepare optional subject curricula to meet the needs of local and regional relevance.
2. The policy of uniform curriculum should also be applicable to the fast growing private primary schools. The concerned agencies of the government should develop strategies to ensure that students of private schools enjoy the

opportunity to be educated in the main stream curriculum of the national primary education system.

Curriculum Development Process

Policy Options

In view of the BPEP initiatives in recent years on the reformulation and development of primary curriculum and materials, two policy scenarios can be considered in the first instance. These are:

- a. Institutionalization of curriculum development processes evolved through the experiences of BPEP implementation into a national system.
- b. Adoption of a new primary curriculum development system based on the experiences of the BPEP implementation.

The country has gained by now an enriched experience of more than a decade in project implementation through BPEP as well as its forerunners in the form of PEP and ERDP. Although implementation of BPE would have been desirable through programme approach rather than project approach which is said to have been adopted as a matter of expediency, significant experiences have been gained in the initiation and trialing of important processes of curriculum development through this exercise. The BPEP has been a part of the system although not entirely assimilated into the regular structure. But this does not appear to marginalize the possibility of a total merger. Instead of initiating a new primary curriculum development system, enriched though it would be from the assimilated project experiences, institutionalization of curriculum development processes that have evolved through BPEP and its forerunners so far would prove to be a viable and cost-effective policy option at the present juncture of decision-making. Obviously, the first option should get the first preference.

1. The agency responsible for curriculum development should follow the principle that curriculum development is a continuous process. Once the principle is accepted, the concerned agency should initiate the process of curriculum development incorporating annual plans and programmes to make continuous efforts for improving the current curriculum to raise its relevance and effectiveness.
2. Participatory approach to primary curriculum development should be adopted involving educational experts of relevant agencies as well as other knowledgeable people at the grass root level, particularly the representatives of local communities. This approach will bear further significance if adequate arrangements are made to set up a curriculum and materials development unit at RED level to provide full complement to national curriculum development.

Human Resource Development

1. The MOE should implement a programme to equip the units responsible for primary curriculum development with adequately trained personnel on primary school curriculum. The programme of training should provide opportunities for Masters-level training in foreign countries (especially in the Philippines, the U.K and the U.S.A.) for about ten persons to cover all subjects of primary school curriculum.
2. The national capacity to produce experts on primary school curriculum is quite limited. There is a need to support the national institutions to enable them to produce experts in primary school curriculum. The B.Ed. in Primary Education programme being developed under the FOE/TU should be further supported to develop Master's-level programme in Primary Education to include curriculum development as a specialization area.

Research and Development

1. The tradition of making curriculum decision without any systematic base of empirical evidence and research findings should be stopped. Keeping in view the virtual absence of valid and reliable studies on curriculum development, it is suggested that PCTDU/CDC should sponsor research studies of the following types:
 - Comprehensive studies to measure and identify the extent of success or failure regarding the achievement of curriculum objectives in all aspects of affective, cognitive and psychomotor domains of behaviour.
 - Studies to assess the learning outcomes mentioned in the curriculum in terms of their relevance and appropriateness of grade placement as well as attainability.
 - Comprehensive research studies to establish national norms and standards of achievement for each grade. Such a study should be conducted for Grade V on priority basis when the new curriculum and textbooks have been implemented throughout the country.
 - Surveys of people's expectations and perceptions regarding education to conduct stakeholders' analysis.
2. A Research and Evaluation Unit (REU) closely linked with PCTDU should be set-up in CDC to conduct research and development activities for creating a systematic research base to facilitate efficient and practical decision-making on curriculum matters supported by sound empirical evidence. Nature of such linkages should consists of:
 - Formation of various committees at various levels in hierarchy from the top to the lowest level of experts involving personnel representing CDC,

FOE, REDs, DEOs, teacher *training* centres, school teachers including free lance educationists.

- Participation of REU/CDC/RED staff in FOE/TU curriculum research activities at various levels and vice versa.
- Encouragement for engaging in research activities to students undergoing Master's-level studies in the FOE/TU. These students should be provided a token grant to support some of their research expenses for field work as well as secretarial services.

Curriculum Dissemination and Instruction

1. A large percentage of primary school teachers have not been directly covered by the BPEP Curriculum Dissemination Programme (CDP). The school level dissemination programme conducted by CDP participant teachers has been reported as unsatisfactory. As understanding of the curriculum is crucial to raise the quality of instruction, the following strategy of curriculum dissemination is suggested for Phase-II of BPEP:

Lesson-based curriculum dissemination programme: The RP's/SS's will conduct the programme in the RC's/school sites with teacher's guides as the main tools of dissemination training. The expected outcome of the training should be:

- Teachers will be fully oriented on the use of teachers guides and they will develop an inclination to use the teachers guides.
 - Teachers will be able to use appropriate method of teaching to achieve the objectives of the lessons.
2. As a preparation for CDP, all the school supervisors and resource persons should be provided a week-long training which will essentially focus on developing skill to provide demonstration lessons on the use of teachers guides and preparation of instructional materials. A brief training manual should be prepared to conduct the programme effectively.
 3. The Curriculum Dissemination Programme should be one of the major programmes of recurrent training for primary teachers. The BPEP should adopt the policy of covering all the primary teachers in the CDP.

Review of Curriculum

The new curriculum for Grade IN has been implemented nation-wide in the first phase. It is time now to review it for further refinement. This task should be systematically based on the data available from the assessment of students achievement on the new materials. The following factors should be taken into consideration for reviewing curriculum.

- Preparation of a framework encompassing essential tools, criteria as well as sample size to be taken for the review should be made by the REU/CDC with adequate consultation and representation of FOE experts and other external independent evaluation experts.
- Initial training should be given to the personnel involved in the collection of field data.
- Dissemination of the field data should be made through discussion with relevant review team member including the subject experts.
- Review of curriculum should start in succession with Grade I in the first year and Grade V in the fifth year. The CDP also should follow the same time sequence.

Linkage of Curriculum Development and Teacher Training

A mismatch between curriculum development and teacher training in the past has been instrumental, to a large extent, in not achieving the desired results aimed at improving the quality of primary education in the country. On the one hand, classroom teaching has been affected by unavailability of useful teaching learning materials, on the other most teachers have not been adequately skilled in using the available materials effectively in the classroom. Therefore, the curriculum development process needs to be essentially linked with the teacher training programme. The following measures should be adopted for facilitating such linkage.

- The teacher training curricula should include study of curriculum materials.
- The trainers of the teacher training programme should be involved in the review of the existing curriculum
- The teacher training centres should assist the CDC in curriculum review through providing information based on studies of classroom teaching.
- Teacher training institutions should study on the pedagogical aspects of the curriculum and suggest measures for refinement in the curriculum.

School Evaluation Program

School evaluation programme should be established as an integral part of curriculum development process. This process should include the following aspects.

- Linkage with the Curriculum Development Units of REDs and DEOs.
- Establishment of Evaluation Units in each school.
- Providing basic short evaluation training to at least one teacher in each school through RCs.
- Providing technical support from REDs and DEOs to develop School Evaluation Programme in individual schools.
- Using school feedback data on classroom teaching-learning and student achievement for continuous curriculum revision and development.

Plan of Action with Estimated Budget

| SN | Programme and Activities | Ist | 2nd | 3rd | 4th | 5th | Budget |
|-------|--|-----|-----|-----|-----|-----|-------------|
| 1. | Policy | | | | | | |
| (1) | Institutionalization of BPEP curriculum development process | | | | | | |
| (2) | Preparation of optional subject curricula to address local/regional needs | | | | | | 8,00,000 |
| (3) | Curriculum Revision | | | | | | 8,00,000 |
| (i) | Revision of new curriculum GI | | | | | | |
| (ii) | Revision of new curriculum GII | | | | | | |
| (iii) | Revision of new curriculum GIII | | | | | | |
| (iv) | Revision of new curriculum GIV | | | | | | |
| (v) | Revision of new curriculum GV | | | | | | |
| 2. | Human Resource Development | | | | | | 45,00,000 |
| (i) | Out-of-Country staff training to produce experts in primary curriculum, research methodology | | | | | | |
| (ii) | In-country staff training in primary curriculum, research methodology and evaluation | | | | | | 5,00,000 |
| 3. | Research and Development | | | | | | 30,00,000 |
| (i) | Conduct research studies | | | | | | |
| (ii) | Equipment | | | | | | 15,00,000 |
| (iii) | Programme development | | | | | | 2,50,000 |
| (a) | National curriculum evaluation | | | | | | |
| (b) | School evaluation | | | | | | 5,00,000 |
| 4. | Curriculum Dissemination | | | | | | 400,00,000 |
| (i) | Curriculum Dissemination Grade I | | | | | | |
| (ii) | Curriculum Dissemination Grade II | | | | | | |
| (iii) | Curriculum Dissemination Grade III | | | | | | |
| (iv) | Curriculum Dissemination Grade IV | | | | | | |
| (v) | Curriculum Dissemination Grade V | | | | | | |
| 5. | Miscellaneous | | | | | | 9,50,000 |
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TEXTBOOK AND OTHER MATERIALS

Introduction

1. The textbook is the most visible and tangible form of the educational programme for most parents, teachers and students in many countries. It has been the authoritative source of knowledge for both teachers and students in this country. In the absence of other teaching learning materials, textbook can play very dominant role in the educational processes of primary schools.
2. Despite these plus points, textbooks can become sterile and educationally un-functional when they do not stimulate children to learn, or help teachers and students to achieve their learning objectives. Having been criticized as a contributing factor to stagnation in child learning especially at the elementary grades of primary education, major reform measures have been initiated through BPEP implementation in the form of development and production of new textbooks to make them educationally more functional and stimulating learning activities to augment lively instruction on the part of teachers. The impact of these reforms, however, is yet to be examined to sort out necessary measures for rectifying the deficiencies of the new textbooks and other materials.

Overview and Analysis of the Present Status

Process of Production

1. The process of developing and producing textbooks and other materials has been successfully undertaken by BPEP through PCTDU which is responsible for the production of primary curriculum materials under the broad umbrella of CDC. These materials include textbooks, teacher guides and supplementary readers.
2. According to the project document, the major activities under the textbook development subcomponent included:
 - a. revised textbook, teacher guides and supplementary readers as the new curriculum is introduced;
 - b. improved durability of textbooks reuse plan; and
 - c. a more efficient storage and distribution system.

While the task under category (a) has a reference to both dimensions of quality and quantity, the tasks under categories (b) and (c) need to be scrutinized mainly under the qualitative dimension of achievement. Major emphasis has been put on the production and dissemination of textbooks and teacher guides in the BPEP Phase I. The required number of all these materials have been prepared, produced and disseminated to all primary school classrooms under the first cycle of implementation.

3. Most of the writing and editing of textbooks, including teacher guides and other materials, have been performed by project staff with involvement of some experts from external agencies. Writing and editing of textbooks for Grade I-III have been exclusively undertaken by project staff, while quite a few external experts have also been selected to prepare write-ups for Grades IV-V textbooks in close contact and consultations with relevant project personnel. The procedure adopted for selecting external writers has been through general bidding in which the interested or willing textbook-writers are invited to submit samples of specimen lessons to be included in the materials. The general editing of the textbooks authored by external writers have, however, been done mostly by the project experts themselves.
4. PCTDU has successfully adopted the process of developing textbooks and other materials with field trialing as a part of the development process. A three-tier testing methodology using successive waves of 30, 300 and 600 pilot-schools in the project districts have been adopted for achieving refinement. PCTDU has also achieved another commendable task of preparing a Camera Ready-Copy (CRC) of textbooks. This system has considerably eliminated the possibility of faulty book design and mismatch between the illustrations and content.
5. The manuscripts are sent to the in-house publishing cell of the project which works on computer word processing, formatting, illustrations etc. to prepare the CRC which is finally sent to the printer for large scale production. Textbooks are printed in Janak Education Materials Centre (JEMC) whereas other materials including teacher guides are produced by the project itself through arrangements with other private printing agencies.
6. JEMC is responsible for the large-scale production of all primary textbooks on the basis of information on the required number of print runs provided by CDC. It is a significant achievement on the part of the MOE that JEMC has been developed as a specialized printer capable of producing all textbooks required for the primary and secondary schools in the country. The JEMC stands as a government-owned company with a monopoly on the production of textbooks. The general pricing policy of the JEMC, which is based on the calculation of average production cost of all textbooks (Grade I-X), has raised the net price of primary textbooks. The average per page cost of printing has grown from Rs.0.7 at the end of 1990 to Rs.0.14 by the end of 1996. The loss incurred in the sale of secondary textbooks is compensated by profit from primary textbooks. The use of lowest quality raw materials such as ink, plates and paper, as a result of procurement via competitive tender, reduces book quality.
7. JEMC has been criticized as "a relatively high cost print operation without compensating advantages of high quality" (Read, 1990, p.15). As the capacity of the printer had been seriously limited by the ageing plant, new printing machines and equipment were provided to JEMC in 1994. Still, the existing

plant facility with limited page format, single- colour printing, use of poor quality text paper as well as under trained artisan management impose serious limits on the layout, illustrations, design and overall presentation attractiveness to students and teachers. It is expected that the current lacking will be large overcome with the installation of a modern printing and other equipment facilities which are underway through a Japanese Grant Project.

Distribution Process

8. Textbooks are provided free of cost by MOE to all students in Grades I-III and to all girls in grades IV and V including all school children in the remote areas. The prescribed textbooks for Grade I-III and IV-V consist of sets of 3 and 5 each respectively with a complete set of 19 textbooks for the primary level. In the first three grades, there are three textbooks for each grade, *a Mero Nepali Kitab* series of Nepali Language, *a Mero Serofero* series of integrated Science. Health and Social Studies and *a Mero Ganit* series of Mathematics. In addition to the two series of Nepali and Mathematics, a My Primary English series, *a Mero Desh* series of Social Studies, and *a Mero Vatavaran* series of Environment Science Studies comprise the set of five textbooks prescribed for Grades IV and V each.
9. The textbooks have been distributed through *Sajha Prakashan* which operates on the basis of a contract negotiated with the JEMC on a flat rate of commission which remained changing in recent years from the initial 20% through 19.5 and 19 percents and is currently fixed at 18.25%. Out of this, the *Sajha* bears the staffing, freighting, storage including nationwide distribution costs involved through discounts provided to retailers which are the main booksellers and distributors in many districts and school localities.
10. The distribution system operates in a different way for free and sold books. The free textbooks distribution system has changed in recent years. Instead of the *Sajha* directly supplying the required number of books to DEOs, the parents are now required first to buy the prescribed books for their wards to be finally reimbursed the amount upon submission of the purchase bills through the concerned school management to the DEOs. Other textbooks are sold through the *Sajha* district offices, seasonal depots including the retailers who operate on 8% discount from the *Sajha*.
11. Altogether 29 teacher guides have been produced covering all the compulsory subjects prescribed for the primary level. There are teacher guides for each of the 19 prescribed textbooks in addition to the Physical Education and Creative and Expressive Art Education subjects for Grades I-V each which have no textbooks. Besides teacher guides, eight titles of other supplementary materials have been produced for teachers to provide them an understanding of the processes relating to subject teaching and grade teaching, handling of children with special problems, simple match stick drawing, techniques of questioning and the approach to teaching English at the primary level. Moreover, three titles of supplementary reading materials for students have

been produced so far. Similarly one or two titles of supplementary materials have also been prepared for *Shishu Kakshya* students as well as teachers teaching those children (see list of curriculum materials produced by PCTDU in Annex C). All of these materials are delivered by the project to RCs through DEOs and are distributed free of cost from there to the cluster schools.

General Design and Content Quality

12. The general physical appearance of textbooks has not improved and they have remained unattractive during BPEP-L. The books are still very weak with low quality paper and weak binding. They have weak covers, susceptible to tearing and have no damp protection. The paper used for textbook printing is reasonably opaque but variable as different quality paper has been used in the same book. The general design and layout of textbooks with their internal organization and illustration still seems to be poor. Apart from these deficiencies, the use of single color printing with variable inking as well as quite a few ink smudges here and there has added to the physical unattractiveness of the textbooks. The size of the books also appears to be not very appealing to students in general although a small increase in size may have paramount cost implications.
13. Much of the design deficiency is due to lack of clear understanding and monitoring of the production processes to maintain the textbook quality at an acceptable level. Neither the PCTDU nor the relevant section in the CDC has any staff with reasonably good production expertise to comment on the design, specifications or quality of output suitable and appealing to the interests of primary school children.
14. The textbooks have in general a reasonable level of content concurrence with their respective subject curricula. Functional approach of presentation has been adopted in almost all textbooks. A snap survey has shown that majority of teachers (69%) have found them to have covered adequate content (See Annex B). Thus the new textbooks in general are better than the previous ones. However, they have been affected by serious lapses of content imbalance.
15. The *Mero Serofero* series of textbooks have presented much of its content through picture reading as well as exercises on the part of children in the classroom. The pictures are mostly ambiguous and confusing. Some of the exercises have gone to such details as of even knowing the names of the chairmen or vice-chairmen of the District Development Committees. Similarly, *Mero Vatavaran* and *Mero Desh* series of textbooks for Grades I VV tend to include too much of content in a single lesson dealing with a number of concepts above the general level of comprehension of students of this age. The Grade IV-V My Primary English series of textbooks also appear to be above students' general level of understanding as English as a general subject of teaching has been introduced only from the Grade IV. In general, a jump

between the textbooks of Grade I-III and IV-V has been discerned in terms of the general level of difficulty and complexity of the content.

16. Except Grade *I Mero Nepali Kitab*, all other Nepali Language textbooks of the primary education are found to have been mostly imbalanced in terms of presentation of lessons covering various content areas, expansion of content. style, vocabulary, nature of sentence formation, length of sentences and lessons etc. Many of the exercises, not being compatible with the demands of the lessons concerned, have become irrelevant and mechanical. The proportion of such irrelevant exercises has been found even to the extent of nearly fifty percent in some lessons more so in the case of textbooks prescribed for levels above Grade I and Grade II. Even then, most of them relate to irrelevant grammatical structure and concepts and are uniform in nature. The curriculum guidelines to provide for appropriate vocabulary and sentence structure appears to have been followed to some extent in the case of Grades 1-III textbooks only. Such curricular guidelines have, however, been found totally ignored in the case of Grades IV-V textbooks (See Annex A for an analysis of the Nepali Language textbooks).
17. As well as physical appearance, the quality of paper and the printing used in the teacher guides and the supplementary materials is far better than that of the textbooks. The general design and layout including content organization and illustrations are also reasonably better in these materials.

Use and Impact on Teaching/Learning

18. Systematic studies on the appropriate use of textbooks in the classroom and at home in terms of time and quality of use are not available for all the grades at present. The few available studies do not tell much about the use of textbooks. However, what can be inferred from these studies is that, as majority of the teachers selected for study are engaged in teaching through pictures or engaging students in pictorial discussion (CERES, 1995: 22), the use of textbooks in the classroom seems to have been made appreciably as most of the current textbooks use picture reading skills as one of the major methods of presentation. However, the availability of textbooks have remained a persistent problem (VARG, 1993). In a recent snap survey, majority of primary teachers were found still complaining (75.5%) about the textbooks not being available on time during the academic session (see Annex B) Even if available on time, durability of the textbooks appears to be a major problem. Because of the low quality of the text paper, majority of children have the pages of their textbooks torn and badly damaged even before the lapse of eight months of the academic calendar (PCTDUBPEP, 2052/53 b). On the other hand, although availability of the teacher guides and other materials may be ensured as they are distributed through project channels, adequate use of teacher guides in the classroom teaching also has remained doubtful (PCTDU/BPEP, 2052/53 a: 34).

19. The doubtful use of the teacher guides was also substantiated by the findings of a study which reports that Physical Education was taught without doing any practical activities. Similarly, the performance of students in Creative and Expressive Art was not satisfactory (CERES, 1995: 47). Although lack of instructional materials and absence of textbooks in these subjects has been outlined as the major problems faced by headmasters and teachers, the situation itself implies the inadequate use of the teacher guides, especially in the subject referred to above, because had the teacher guides been followed according to the guidelines and activities given, they would have produced desirable learning achievements on the part of students.
20. The use and impact of the curriculum materials has to be assessed in terms of student achievement. A study conducted during the middle of the project implementation has indicated a discouraging level of student achievement in the schools of the project area. It is shown that achievement level of majority of students in three selected primary school subjects is considerably low with majority of students falling below fifty percent level of attainment. It is interesting to note that project districts of Jhapa, Surkhet, Doti and Kanchanpur were at par with Saptari which is a non-BPEP district, in terms of students achievement (New ERA, 1995: xiv).
21. Apart from textbooks and teacher guides, the status of primary schools, in BPEP-I does not appear to have changed significantly regarding the availability of educational materials especially in the rural areas. Only 8 titles of supplementary materials for teachers and 3 titles for students have been produced so far. Exact data on the adequate use of these materials by teachers and students are lacking. Appropriate mechanisms to monitor the use of these materials have not been developed even in the project districts. Research evidence, however, indicates that schools in the developing countries are ineffective because they lack, among many other things, certain material and non-material inputs like curriculum, instructional materials, learning time and teaching to promote student learning (Lockheed, and Levin, 1993). Research has also demonstrated a constant effect of textbooks on student achievement which appears to be stronger in rural areas and among students from low income brackets (Fuller, 1987). Therefore, it can be said that textbooks with improved organization and quality can produce significant positive effects in students achievement if they are supplemented by other material inputs. On the other hand, heavy reliance on textbooks alone would only restrict the spontaneous and meaningful range of instructional activities in the classroom.
22. The instructional pattern which has remained dominant in the primary schools of the country is 'teacher recitation from the textbook, punctuated by brief questions requiring choral 'Yes' or 'No' answers from students' (PEP Master Plan, 1991; 253). This pattern has not significantly changed even after the implementation of BPEP. A recent study has stated that teaching-learning process adopted by BPEP schools is not different from that of non-BPEP schools. BPEP however, has attempted to provide additional resources to make teaching learning more effective (ADB/New ERA, 1996: 40). The

project Mid-Term Review Mission has also concluded that one of the reasons for the unsatisfactory impact of the project on learning achievement is the poor learning environment in the schools which is characterized by short supply of supplementary materials, unattractive physical appearance and layout of classrooms etc. (MTR Mission, 1996 : 26-27). The main recommendation of the Mission is that the focus of BPEP should change from inputs to processes and outputs. Therefore, in order to produce sustained impact of the curriculum inputs on student learning, it is not only necessary to initiate participatory instructional environment, equally important is to constantly monitor the classroom transaction procedure to ensure the availability and effective use of various supplementary materials for both teacher and students apart from the textbooks and teacher guides.

23. Although the private boarding schools have adopted the nationally prescribed curriculum, they have also been using additional textbooks usually written in English medium. Some of these books are produced by private national publishers and others by foreign, mainly Indian, publishing companies. These additional textbooks in the name of 'supplementary books and reference materials' do not seem to be consistent with the curriculum and context of the country (CERID, 1996 :25). No tangible efforts have been made to ensure that the private schools strictly follow the national curriculum (CERID. 1996: 25). The private schools seem to be concerned in using national textbooks only when DEOs take initiatives to conduct the terminal examinations at the district level. Exact data on the cost incurred in purchasing foreign published books is not known. However, it is obvious that substantial amount of money are spent on importing such books and other materials rather than producing them inside the country.

Major Issues

Policy

1. Evidence from research studies suggests that the inputs of a school including quality of physical facilities, availability of educational materials and levels of teacher education are associated with the levels of student achievement in developing countries (Farrell and Heyneman, 1989:5). Even then research evidence indicate that students in developing countries are learning significantly less than students in those countries where reading and other materials are abundant (Farrell and Heyneman 1989:3). In other words, the level of spending in non-salary items also determines the level of educational quality in the country. Countries spending less than \$1 per student on non salary expenditures are found to lie at the lowest level in the quality of education (Heyneman, 1990:28). As the availability of instructional materials strongly determines the kind and quality of the educational experiences provided by the school, one of the important aspects of the development of adequate learning materials relates to the policy issue with specific implications for the allocations of adequate resources to find ways of producing quality textbooks and other materials at a reasonable cost.

2. As textbooks are an important and consistent contributor to improved quality in schools, they deserve the same priority as teachers and buildings (Farrell and Heyneman, 1989:5). Therefore, it would be waste of valuable resources to invest heavily on teacher salaries and not to equip these teachers with tools and skills necessary for promoting learning in the classroom.
3. Although His Majesty's Government of Nepal has shown explicit commitment for the development and production of textbooks and other materials under the BPEP, a number of policy issues stand as yet to be resolved immediately. The issue of local or regional relevance of curriculum which has often been raised at various national forums, is directly related with the development of relevant and useful textbooks for use by children schooling under diverse conditions of life in the country. This may be linked with the development of other instructional materials which can be used to supplement students' learning in the classroom. In the past, the production of supplementary readers with local relevance has shown a satisfactory experience with both teachers and students in the classrooms of the Seti Project areas (CERID, 1986). It may be desirable that the policy ensuring the production of a single textbook at the national level should continue while allowing at the same time development of supplementary readers with local focus to address the needs of various children living under diverse cultural, lingual and ecological conditions in the country. For a small country like Nepal, single national textbook policy may be a cost effective option, but regional or area-specific learning materials need to be developed as supplementary text materials.
4. The private English boarding schools have often been blamed for not using the CDC/MOE prescribed textbooks in classroom teaching. Most of the boarding schools have also been using additional textbooks for what has been described as better standard of teaching-learning. In recent years, even the public schools, especially in the advanced urban areas have started taking initiatives including use of additional textbooks written in English medium, as a way of embarking on the footsteps of English boarding schools. A number of materials in the form of textbooks have been produced in the country, although relatively quite a small in size, for use in these schools. However, it appears that the demand of such text materials will continue to rise in future. The government policy regarding the production of such learning materials is not defined and explicit. While the government has provided for the registration of private schools under the Company Act, the need of variety of learning materials for children in such schools will become more pronounced with the passage of time. Even the public schools may also be allowed to choose from the text materials produced by the private agencies provided they are found to follow the guidelines of the national curriculum and present an integrated scope and sequencing of contents and pedagogical approach.
5. The new primary curriculum allows 3 periods per week for government primary schools to insert optional subject of their choice. PCTDU has undertaken some preliminary work and has identified a number of options to

address the individual local needs. They include mother tongue languages, English for Grade 1-III and Additional English for Grades IV-V, Sanskrit, nutrition, knitting and weaving, pottery and clay work, bamboo and paperwork, waste handling etc. As the optional curriculum is completely open-ended, a number of policy issues need to be considered.

- (a) What responsibility does PCTDU have to provide support in terms of curricula designed and material development for optional subjects?
- (b) Who will finance optional curriculum materials in free supply areas? Are they part of free textbook package?
- (c) The teaching of mother tongue languages as optional subjects has potential political implications. A move into mother tongue language materials development could considerably widen publishing as well as cost implications.
- (d) English as an optional subject in Grade I-III is reported as a very popular option, and even the government schools have opted to teach English from the beginning of the primary level, especially in urban area schools. When the number of such schools increases, there may well be a need to develop and produce two types of English textbooks for Grades IV-V.

Planning and Management for Quality Control

- 6. Production of textbooks is only a part of package intervention required for total instructional improvement. This effort has to be equally matched with similar efforts of producing other ancillary reading materials to supplement the textbooks apart from producing trained teachers skilled in their appropriate use in the classroom. This has been very well substantiated by the free textbook distribution programme which was initiated long ago during the middle of the seventies but has failed to produce any significant improvement in learning and achievement levels of students (Master Plan, 1991:255). In other words, curriculum development, material production and in-service teacher training should go in close sequence. From what has been observed in the BPEP implementation over the years, it can be said that although some coherence has developed between curriculum development activities followed by production of textbooks and supplementary materials, these activities are not coordinated with suitable teacher training initiatives aimed at equipping teachers with necessary skills for classroom. Combined with the provision of improved physical facilities, smooth supply of these inputs will certainly contribute towards creating conducive teaching learning environment in the school. Concerted planning and efficient management of all these factors remains to be a major issue to provide quality education at the primary level.
- 7. A key educational issue in the textbook programme is concerned with the quality and suitability of the books. Guzman (1989) has suggested the following criteria for evaluating the appropriateness of textbooks:
 - a. Compliance with the requirement of the curriculum.
 - b. Soundness of teaching approach.

- c. Consistency in the scope and sequence of material.
 - d. Suitability of concepts, suggested activities, vocabulary, type size, and illustrations to the aptitudes and interests of target students.
 - e. Length of the text-adequacy of material for one school year.
 - f. Relation of the text to the accompanying teacher's guide.
 - g. Accuracy of style and presentation.
 - h. Consistency in style and presentation.
8. Judging from these criteria, the textbooks and other materials produced by the PCTDU have a moderate degree of compliance with the curriculum, consistency in the scope and sequence of material, relation of the text to the accompanying teachers guide; accuracy of information, and consistency in style and presentation. The suitability of the materials has to be judged with reference to the remaining criteria vis-a-vis their contextual relevance in the existing instructional environment of most primary schools in the country.
 9. The approach adopted in textbooks and teacher guides can be considered to have been in general functional. For example, the *Mero Serofero* series has adopted a picture reading approach of content presentation. The books provide pictures which are not very clear because of poor quality paper and picture drawing including single color printing. The teacher is expected to use the picture as a medium of initiating dialogue and discussion and generating various other meaningful activities on the part of students in the classroom. Several activities have been listed in the textbooks and the teacher guides have mentioned various steps to direct student activities in the lesson. For each lesson in the textbook, number of stipulated actual teaching lessons in the classroom are mentioned in the teacher guide by way of suggestion to the teachers. However, considering the inadequate use of the teacher guides (PCTDU/BPEP, 2052-53a), very small supply and use of supplementary materials (PCTDU/BPEP, 2052), unscrupulous handling and care of textbooks by children (Buchan and Dhungel, 1992:22-23), chances for the smooth operation of functional teaching learning approach in the classroom is very limited when majority of the teachers are not adequately equipped with the required pedagogical skills required for better child learning.
 10. The pedagogical approach adopted by textbooks and teacher guides in general should have worked functionally if other conditions augmenting better instructional environment existed in the primary school classrooms. But this is not the case as has been very tersely expressed in the report of BPEP Mid tern Review Mission (1996:27). How to address this anomalous situation is a very critical issue in the present context.
 11. The organization of the content in the textbooks of mainly *Mero Serofero* and *Mero Vatavaran* series is integrated. This has direct implications for a number of demanding activities on the part of teachers, the majority of whom is not only lowly qualified but also have a very low level of motivation and training. Under such conditions, expecting better and functional teaching-learning in the normal classrooms would be unrealistic. The textbooks have very little of

direct content, although much of the content may emanate through judicious conduct of the activities as suggested in the teacher guides. As the teachers are not adequately equipped to conduct the activities mentioned in the textbooks and the use of teacher guides by teachers is not well monitored and supervised, there is the risk of the teaching time to be shortened unexpectedly allowing very little content being imparted through classroom teaching. This has been substantiated by low achievement level of students in the school subjects as well as the completion of the prescribed courses within a few months of the academic calendar.

12. Another issue is related with the open-ended content organization in the textbooks. For example, under Exercise 3 Lesson 4 in Grade *I aware Serofero*, certain pictures are given in the textbook and also explained by the teacher guide as to how they have to be treated while teaching the lesson. In this exercise, certain text-related questions are included, e.g. what happens if infected by diarrhea? What should be done to control it? Neither the textbook nor the teacher guide provides any textual content. The teacher is expected to supply accurate technical answers to students. Considering the low academic level of teachers in general and the very limited availability of background materials to teachers, there is again a risk of inaccurate information being imparted to students. Too much reliance on the quality of improved textbook materials only has not been helpful to achieve better instructional quality in primary school classrooms.
13. Most of the writing or editing of textbooks, teacher guides and other materials has been performed by project staff with involvement of some experts from outside. The procedure adopted for selecting external writers has been through general bidding. The interested individuals or parties are invited to submit samples of specimen lessons. Experience has shown that this mechanism has not been attractive to better qualified and competent textbook writers who do not like to contest through entering the bidding fray. The closed bidding process needs to be improved through identification and involvement of more competent textbook writers who have better understanding of the conditions existing in the primary school classrooms.

Production and Distribution

14. The process of good textbook development is very challenging. It requires a high level of expertise as well as experience on the part of authors involved in the preparation of learning materials for primary school-age children. Impressive success has been achieved through BPEP in the development of textbooks and other materials. Although most of the steps of material development and feedback have been followed but the field data have not been widely disseminated and discussed among the experts and personnel of relevant agencies. The related project staff have been over-burdened with regular implementation activities and the task of new textbook development, requiring very high caliber of quality and effort, has been performed with very little empirical research base and systematic testing. Although efforts to

develop continuous contact between material writers, editors and designers have been partially achieved through project arrangements, institutional linkage with supervisors, teacher trainers, teachers and other personnel have not been developed for this endeavour.

15. Within the Ministry of Education, there are a number of different units currently undertaking writing, design, publishing and production sourcing activities. However, with the exception of PCTDU which has received some basic know-how and equipment and software, the level of expertise, equipment and training in other units is very variable. Under the circumstances it would seem sensible to consider the establishment of a single MOE publishing unit which could receive investment in hardware, relevant software and training in order to develop a professional capacity which could provide a high quality, cost effective publishing services to all units in the MOE.
16. Another important issue relates to the question: should consideration be given to greater private sector involvement in publishing and printing of teaching learning materials under the second phase of the BPEP? The most obvious vehicle for such involvement could be the supplementary reading materials programme. The publishing unit responsible for the programme could originate some titles, buy in existing suitable commercially publishing titles as appropriate or sub-contract the publication of other titles on the basis of local competitions. This arrangement could be expected to encourage the involvement of teachers and other experts in material development and publishing at the local level. Training provided to MOE publishing unit could also be opened to private sector attendance. Thus competitive tendering for the production of supplementary reading materials could be incorporated easily into this programme.
17. Distribution of textbooks has been made through *Sajha Prakashan* which also uses its dealers for the supply/distribution of books in those districts where it has no network of its own. The experience has shown that this system is not working efficiently from the very beginning. In many districts and schools, especially in the remote areas with no transportation facilities, books have not been available in required quantity even after months of school calendar (METCON, 1995). BPEP staff visiting schools for monitoring purposes are regularly concerned by low levels of textbook availability. This concern is sufficient for BPEP management to be considering ways and means of providing at least one free set of textbooks and teachers' guides to each teacher.
18. Ministry of Education has implemented new policy of textbook distribution since FY 1992/93 under which the parents have to buy the books first on their own and the reimbursements are made later upon submission of the purchase bills to the relevant school authorities. Positive as well as negative effects of this policy have been discerned in these years. The demand of the books in the initial grades of primary level appeared to have declined (Dali, nd),

whereas cases of delayed reimbursements or even non-reimbursements to parents have often been reported from various districts (VARG. 1993:82). The reimbursement scheme has created a blizzard of paper work and bureaucracy. There are thousands of invoices and claims to be scrutinized and authorized by the DEOs in their respective districts. Reimbursement finance from CDC is not paid in one tranche but in three or four trenches spread over the year. Thus there is usually insufficient finance in the DEO's reimbursement budget early in the academic year to pay all claims at the same time. In sum, this reimbursement policy is reported to be not operating smoothly (BPEP. 1996:4). Several remedial measures have often been discussed of which introduction of a coupon system has drawn the attention of relevant authorities in the Ministry. However, the detailed modalities and implications of the system have yet to be examined.

Use of Teaching Learning Materials

19. Apart from the usual classroom apparatus, the major teaching learning materials produced by the PCTDU include Primary Curriculum, Primary Curriculum Guide, teacher guides, supplementary materials for teachers and students. Even then, the main items of instructional materials in the hands of classroom teachers are teacher's guide and supplementary readers.
20. The supplementary materials for teachers are scant and count only 8 in number. For students use, only 3 titles are available. Their use in classroom teaching seems to be very limited considering their very small number. The supplementary readers produced during the PEP and the ERD Seti Project period are not found in use these days. Thus the most effective teaching materials to assist individual teacher in classroom teaching are the teachers' guides only. The teacher's guides in general follow activity-oriented approach of teaching. As the text content is very brief, emphasis on student activities is obvious. The teacher's guides suggest the expected number of teaching lessons for each lesson given in the textbooks. The overly pedagogic approach appears to place too many demands on teachers. They are expected to conduct various activities and thus lead the students in the class to arrive at the experience aimed at by the intent of the lesson. But judging by the normal level of primary school teachers, this task seems to be ambitious, especially in the teaching of My English and *Mero Vatavaran (My Environment)* series of textbooks. The teaching of Physical Education and Creative and Expressive Arts subjects for which only teacher's guide are available is even more demanding on teachers because of their essentially practical nature.
21. Use of teaching learning materials in the classroom depends on such factors as availability of materials, quality of materials, level of motivation, training and academic qualification of teachers, provision of recurrent training followed by support mechanism for continuous supervision and feedback, better classroom facilities including storage of materials etc. Implications of these factors have

been discussed in different contexts in the foregoing analysis. Availability of materials except textbooks and teacher guides is limited. Quality of materials, although reasonably good in terms of pedagogical approach, does not match with the general level of teachers and the environment obtaining in the schools. BPEP's existing mechanism of school-based recurrent training and continuous supervision has not been strictly implemented because the RCs are involved in imparting basic teacher training, the RPs are not equipped with adequate supervisory skills and have more administrative orientation than teaching, the schools are not equipped with adequate physical and storage facilities. Supervision from the DEO as well as the RC is very infrequent and weak. The school management has not been allowed to become strong. Most teachers lack training in teaching skills, about a third of them make no preparation for classroom teaching, about a quarter read the lesson carefully in the classroom, and about a fifth only make a lesson plan. (NPC, 1996:45). The conclusion is that too much of emphasis has been placed on the production and distribution of improved materials without equally focusing on the strengthening of the support system in the schools. The mismatch between the inputs and the underlying implementation processes has become a serious issue to be addressed in order to produce desired impact from the programme.

Resource Availability

22. The expenditure on free textbook distribution is rising steadily. Per page printing cost only has just doubled within a span of nearly 7 years, rising from Rs. 0.07 in 1990 to Rs. 0.14 in 1996. This will rise further if provision of quality textbooks and other ancillary materials is to be sustained. The situation clearly calls for generation of resources from multiple resources and efficient utilization of existing resources.
23. Cost considerations have adversely affected the production of quality textbooks. Opting for low quality production to reduce unit cost is not a desirable solution. The absolutely free textbook distribution system does not seem financially feasible on the long-run. A system of mixed funding in which certain proportion of the cost is shared by the consumers needs to become a suitable choice.
24. In recent years, thinking has also been going on the development of a textbook reuse scheme in the BPEP. As the quality of paper and printing used in the newly produced textbooks is poor and of substandard, even the project's internally conducted study (PCTDU/BPEP, 2052-53b:8-9) has shown that only a small proportion of students ranging between 8-20 percent had the books reused under this scheme. Experience in successful textbook reuse, especially of Malaysia, shows that the scheme can become cost-effective in the long-run, provided the quality of paper is good with special incentives/disincentives provided to the users including both children and schools. This experience has to be piloted with selected schools or school clusters in some districts.

Recommendations

The Ministry of Education has achieved significant gains in the area of textbooks and instructional materials. The present status of Nepalese textbooks can be favourably compared with other countries of the SAARC region. However, the government responsibilities regarding textbooks development and distribution have been increasing over the years. Before 1971, government responsibility was limited regarding the preparation, publication and distribution of textbook materials. The MOE shouldered the responsibility in this area to implement the policies prepared by the NESP (1971-76). The burden of the responsibility started getting heavier when - the government adopted the policy of distributing textbooks free of cost to the primary students. Today the textbooks agenda is one of the important areas of concern for the MOE. On the basis of the analysis and assessment of the sub sector, certain problems and issues have been identified which call for immediate attention. The following recommendations are made to address these problems and issues.

Policy

1. The process of textbook review and revision based on school level testing and feedback should be institutionalized and should become an on-going task of PCTDU/CDC.
2. The present reimbursement policy of buy first and refund later should be reviewed.
3. Keeping in view the cost constraints imposed by the policy of free textbook distribution for students, the following measure are recommended for adoption by the MOE.
 - 3.1 Keeping the basic philosophy of making textbooks available to students free of cost as it is now, the concept of "free textbook" should be changed to "textbook loan" system. Students should get textbooks as loan and should be required to return them to schools when they get promoted to the next grade.
 - 3.2 Schools should be provided funds to buy books for students and they should keep the account of the money spent on books.
 - 3.3 A long-term thinking needs to be developed on producing work books separating exercise part from each primary school textbook. In the beginning the better schools can be persuaded to use them on cost sharing basis. With the improvement in classroom teaching learning, the use of the workbooks can be increased. This will obviously reduce the textbook production cost on the long-run.
4. A realistic scheme for textbook reuse needs to be developed. In the beginning the textbook reuse policy may be implemented for Grade III-V, as a pilot programme in about ten districts. On the basis of this experience, the textbook

reuse policy should be implemented nation-wide. In the beginning the reuse scheme can work on a norm of two year durability. School Management Committees, Village Development Committees should also be involved and made responsible for the management of distribution and reuse scheme of textbooks.

5. With view to promote the quality, the government should adopt an open policy to allow the production of textbooks and other materials in the private sector provided they fulfill the requirements set by the national curriculum. In the beginning this should be applicable to the private boarding schools only. At present, these schools are using textbooks produced by private sector publishers. The need is only to monitor whether these textbooks are based on the national curriculum or not.

Textbook Development and Production

1. The publishing cell of PCTDU should be enriched and expanded with improved technical and electronic facilities in order to enable this unit to produce better CRC for a larger number of textbooks and other materials. This can be developed as a publishing house of the MOE.
2. Selection of competent book writers should be made on the basis of their performance and experience. To ensure the production of quality textbooks, experienced and adequately qualified book writers should be employed to work in groups for different subject areas.
3. The quality of the textbooks should be improved by using better quality paper, binding and multi colour illustrations. The additional cost of the better quality textbook should be compensated through adopting textbook reuse scheme so that the whole textbook printing and distribution system becomes cost effective.
4. The current system of JEMC's monopoly in printing should be reviewed. The printing of textbooks can be opened for wider participation by other competent agencies. The following measures are recommended for this.
 - 4.1 The *Sajha* publication may be made to share the printing task in the beginning.
 - 4.2 The private sector should be allowed to print all textbooks approved by the MOE for use in the private schools.
 - 4.3 Private sector printers may also be allowed to print some textbooks on experimental basis through contract with the MOE to provide better quality textbooks than the JEMC. For this such private sector printers should be made to pay some royalty to the government.
 - 4.4 JEMC should also develop programme for printing books at the regional level.

Textbook Distribution

The task of distribution of textbooks through *Sajha* Publication should be reviewed. The private sector book distributors should also be allowed to operate on the level of commission given to *Sajha* publication. Such equivalent rates of commission to private sector distributors should be made permissible if they agree to cover a whole region of the country.

Development and Distribution of Instructional Materials

1. The acute shortage of materials to assist teacher to improve his instruction should be addressed urgently. Production of two type of materials is suggested.
 - (a) Content-related instructional materials
 - (b) Method-related instructional materials
- (a) The content-related materials should be prepared mainly for the use of school children. These reading materials provide additional knowledge to the students to enrich the information and knowledge available from the textbooks. Such materials should be the property of the school. The following factors should be taken into consideration for the production of supplementary reading materials (SRMs).
 - They should be produced on the basis of local/regional needs.
 - The REDs should be involved in the production of SRMs in their respective regions.
 - Technical support for the production of SRMs regionally should be provided by PCTDU/CDC.
 - Updating of the previously published SRMs prepared under the Seti ERDP and PEP should be made for immediate use in schools.
 - Production of SRMs in different national languages should also be encouraged.
 - Quality of SRMs should be improved using better quality paper, illustrations and multi colour printing.
 - Specific SRMs should also be produced on cost sharing basis to meet the demands of schools using English from Grade I.
- b) The method-related materials should be those that are used by the teachers, head masters and supervisors. Teachers guides, curriculum guides, teaching manuals for the preparation of teaching materials and evaluation techniques fall under this category.
2. The PCTDU/CDC should also gradually implement a programme to develop audio visual aids (AV aids) for the primary schools. Video and audio cassettes, maps, charts, pictures, slides, blocks etc. should be developed and

distributed to the primary schools on cost sharing basis. The following initiatives should be taken into consideration for this programme.

- JEMC should be provided support to produce such materials. It has got the basic infrastructure.
 - MOE should provide necessary facilities to other private sector enterprises interested to produce such instructional materials.
3. Each public school should be supplied with essential instructional materials for use in classroom teaching. Following arrangement should be made for the use of these materials in schools.
- Providing these materials free of cost for a period of five years. The care and upkeep of these materials should be the responsibility of the school. If the same thing is demanded again before the expire of the five year period, the schools will be supplied upon payment of the cost price.
 - These materials should be made available to private schools upon payment of the cost price.
4. A strong monitoring and supervision mechanism should be established to see whether these materials have been maintained appropriately and used adequately in the classroom. Schools not making adequate use of these materials in classroom teaching should be penalized. This can be done through RCs.

Linkage of Instructional Materials Development and Teacher Training

1. The teacher training curriculum should include the study of curriculum materials.
2. The in-service teacher training should focus on the practice of using those materials in classroom teaching. Recurrent teacher training should be organized by RCs involving all concerned teachers to practice on the use of new materials.
3. The teacher training institutions should also study the pedagogical aspects of these materials and provide feedback to the PCTDU/CDC.

Review of Textbook and Other Materials

The new textbooks and teacher guides for Grade IN have been implemented nationwide in the first phase of BPEP. The task of reviewing these materials for further refinement should be based on the systematic assessment of these new materials. The Research Evaluation Unit (REU) of CDC should initiate the following activities:

- Preparation of adequate framework of all essential tools, criteria and the sample size to be included for reviews of the material.

- Formation of different review teams including relevant experts.
- Dissemination of field data through wider discussion with other concerned book writers and evaluators.
- Review of textbooks and other materials in succession starting from Grade I in the first year and Grade V in the fifth year.

Research and Human Resource Development

1. The quality of the teaching-learning materials can not be improved in the absence of a built-in organizational research base. The improvement and refinement will depend largely on the availability of feedback data. The curriculum materials produced by PCTDU have been disseminated nationwide in a phase-wise manner. Nevertheless, there is insufficient data to make informed decisions at present. Accordingly, the following research studies are recommended to generate relevant data.
 - (a) Study of the textbook availability in schools, effectiveness of the current distribution system including the potential of alternative distribution models, operation and impact of reimbursement on free textbook provision.
 - (b) Study of the use of textbooks, teacher guides and other instructional materials in the classroom.
 - (c) Comprehensive study of the materials in terms of their coherence pedagogical organization, level of difficulty and adequacy of the relevant content.
 - (d) Other studies as necessary
2. The REU of CDC should work in close association with the PCTDU and other relevant agencies regarding curriculum matters.
3. The testing, revision and refinement of the new materials should continue as an on-going process of research and development.
4. The selected book writers and other concerned personnel should be provided short-term training before starting any specific task on material writing.
5. There is a need to equip the units responsible for textbook development with adequately trained personnel on the writing and production of curriculum materials. The programme of training should provide opportunities for advanced training to 10 expert level personnel in foreign countries.
6. There is also a need to support the national institutions to enable them produce experts in the production of primary curriculum materials.

PLAN OF ACTION WITH ESTIMATED BUDGET

| SN | Programme and Activities | 1st | 2nd | 3rd | 4th | 5th | Budget |
|-----------|---|-----|-----|-----|-----|-----|--------------|
| 1. | Revision of Materials | | | | | | 56,000,000 |
| a. | Textbook | | | | | | |
| (i) | Textbook revision Grade I | | | | | | |
| (ii) | Textbook revision Grade II | | | | | | |
| (iii) | Textbook revision Grade III | | | | | | |
| (iv) | Textbook revision Grade IV | | | | | | |
| (v) | Textbook revision Grade V | | | | | | |
| b. | Teacher's Guide | | | | | | |
| (i) | Teacher's Guide Revision I | | | | | | |
| (ii) | Teacher's Guide Revision If | | | | | | |
| (iii) | Teacher's Guide Revision III | | | | | | |
| (iv) | Teacher's Guide Revision IV | | | | | | |
| (v) | Teacher's Guide Revision V | | | | | | |
| 2. | Preparation of Supplementary Reading Materials | | | | | | 50,000,000 |
| 3. | Preparation of Other Instructional Materials (AV aids, Chart, Maps, Blocks, Atlas | | | | | | 10,000,000 |
| 4. | Free Textbook Distribution | | | | | | 895,000,000 |
| 5. | Research and Human Resource Development | | | | | | 30,00,000 |
| (i) | Research Studies | | | | | | |
| (ii) | Out-of-country staff training to produce experts in textbook \riting, editing. designing and the evaluation | | | | | | 50,00,000 |
| (iii) | Short term training and workshops on materials development | | | | | | 20,00,000 |
| (iv) | Desk top publishing equipment and materials | | | | | | 50,00,000 |
| 6. | Miscellaneous | | | | | | 10,00,000 |
| | Total | | | | | | 1,0160.00.00 |

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EXAMINATION REFORM

Context

1. Today, the Nepalese education system is highly dominated by activities called external and internal examination system. Quite a chunk of the school-working days are used both by the teachers and the students in examination-related activities such as special preparation for examination, preparation of tests/questions, holding of examination and examination of answer copies. In the case of external examination, schools are suspended from teaching. In most cases, all these examination-related activities take place at the cost of actual teaching in the schools. The effects of such examination is particularly very harmful for the primary education system where almost fifty percent of the student population can hardly understand the drama of examination in which they have to perform as actors. Examination conducted in conventional style steals the teaching time of teachers and learning time of student. Primary school teachers have hardly been trained to prepare valid tools of examination. Faulty examinations are conducted by the untrained teachers and a large percentage of students of the beginning Grades are declared to have failed in the examination - a shocking experience for the beginning learners. The negative effect of the faulty examination system has been realized by the concerned authorities for quite some time. Some efforts also have been made to improve the system. But, the situation has remained as depressing as ever before.
2. Some value and use have been created for the external examination like SLC, PCL, B.A, etc. An SLC certificate is a pre-requisite for entrance to tertiary education. An SLC certificate qualifies persons to be eligible for certain positions of government and private organization. External examination at the end of tenth Grade also serve other purposes. The SLC examination at the national level helps identify national norm of performance of students to some extent. The results of the SLC examination can be used to develop programmes for the improvement of instruction at secondary level. The SLC examination has some degree of validity and reliability. None of the value and uses of SLC examination is applicable to the external examination at the end of the fifth Grade conducted at the district level. In fact, the rivers is the case. The primary education system suffers from the invalid and unreliable examination system at the final stage of education. The final external examination at the fifth Grade provides an excuse for teachers form their professional responsibility making Primary Schools incompetent institutions to provide a final stamp on the achievement of students.
3. Examination reform as an idea has passed through at least three decades in Nepal. An examination reform unit was established in the Department of Education in 1965 and some activities were initiated. It is worth recording that Dr. Koladarci, the Dean of Stanford University (California, USA) was invited to assist in the examination reform activities. Quite a few projects in MOE had "Examination Reform" s one of the major activities. Some activities were

carried out to improve SLC examination. Nothing percolated below SLC level. A major reform programme was carried out in the process of the implementation of National Education System Plan (1971-76). Attempt was made to use the internal assessment system. NESP suggested to conduct three quarterly tests in a year instead of half- yearly and annual examinations (NESP. 1971, p. 40). Paper-pencil-tests measure only the students achievement in cognitive domain which is not enough for the total evaluation of the students' progress. Therefore, the students of all Grades of primary level were continuously evaluated internally by the class-room teachers and subject teachers using various evaluation techniques such as, unit tests, observation, homework, etc. At the end of Grade five, external examination was conducted in the school. District Education Office (DEO) was made responsible for district-wide external examination at the end of primary school. The total evaluation of the students was done on the basis of the internally accumulated scores and the external examination scores. But, like many other reform programmes, the NESP examination reform gradually disappeared from the evaluation process.

Review and Analysis of the Current Status

1. As stated in the Primary Education Curriculum (1992, HMG/N), (Appendix I) most of the primary schools (private and public) have been conducting two quarterly tests and one final examination to assess the students for the whole academic year. Although informal evaluation is required to be conducted as mentioned in the curriculum for diagnosing the weakness of the student, teachers in general have not maintained any record of this informal evaluation. Nor have they given any weightage for non-formal evaluation for the promotion. Some private schools, however, are conducting monthly and unit tests, but no weightage has been given to the scores of these tests.
2. The weightage assigned for the quarterly tests and the final examination is not uniformly followed in the schools of non-BPEP districts. It varies from school to school in the same district. Some schools have assigned eighty percent weightage to the final examination and only twenty percent to both the first and the second quarterly tests, whereas others have given 20 to 25 percent weightage to each of the quarterly tests and only 50 to 60 percent for the final examination. Schools have fixed the weightage to the examinations differently.
3. The examination conducted in primary schools is neither helping the students to learn nor helping the teachers to improve teaching. Rather, it is encouraging the students to memorize the contents in the textbooks. Again, the announcement of examination and preparation leave for the examination alert students and threaten them to memorize the whole lessons taught in the class.
4. Primary education is free all over the country. But, schools are charging fees for school construction, repairing, library, games etc. The parents have to pay examination fees for their children to sit in the tests. Unless examination fees are paid, students are not allowed to appear in the examination. This is another

important factor which discourages the students to sit for the examination. And, this has highly contributed towards increasing repeaters and dropout rate.

5. The testing items used in the question papers are mostly low in quality in terms of the reliability and validity. Teachers have tried to use objective type of questions such as true and false, sentence completion (fill-up the gaps) and matching items. Among the objective type questions, multiple choice items are considered as the best items, because, there is less possibility of chances to guess the correct answer. But, the teachers are not using multiple choice items. Teachers do not include all the necessary learning outcomes of the concerned subject in the test. They also do not use marking schemes in scoring the answer copies of the students. The testing instruments, have low content validity and reliability.
6. Defective testing instrument used in the examination has adverse effect on student learning. The questions prepared by unskilled and under qualified teachers do not check the curricular objectives and learning outcomes.
7. Specially, the public primary schools have higher failure rates when compared with those of the private schools. According to the studies done by the different agencies (MOEC 1990, PEP 1991, PEP/UNICEF 1992) there are high rate of repeaters and dropout in the schools which is shown in the tables I and II:

Table I: Repetition Rates by Grade

| Grades | MOEC (1990) | PEP (199 I c) | NON-PEP (1991 c) | PEP/UNICEF (1992) |
|--------|-------------|---------------|------------------|-------------------|
| I | 41.6 | 37.4 | 43.9 | 35.2 |
| II | 18.9 | 19.5 | 25.5 | 17.8 |
| III | 13.9 | 15.1 | 21.8 | 13.9 |
| IV | 14.4 | 18.4 | 25.2 | 13.9 |
| V | 11.9 | 19.0 | 25.9 | 11.8 |
| Total | - | 24.6 | 32.6 | - |

Table II: Dropout Rates by Grade

| Grades | MOEC (1990) | PEP (1991 c) | NON-PEP (1991c) | PEP/UNICEF (1992) |
|--------|-------------|--------------|-----------------|-------------------|
| I | 22.1 | 25.1 | 31.3 | 13.8 |
| II | 9.2 | 23.2 | 31.2 | 8.8 |
| III | 6.0 | 17.9 | 31.9 | 5.0 |
| IV | 8.5 | 20.7 | 30.4 | 8.2 |
| V | 19.4 | | | 6.3 |
| Total | | 22.5 | 30.9 | |

8. All districts are conducting district-wide external examination at the end of Grade five. District Examination Committee (DEC) under the Chairmanship of District Education Officer (DEO) comprises teachers, headmaster, supervisors,

subject experts and representatives from teachers associations. This committee is found responsible to prepare question papers for the external examination of primary level. Conducting examinations and scoring the answer copies of the students are done by the teachers of the concerned schools.

9. District Examination Committee nominates the question setters from the school teachers without considering the background knowledge and teaching experience specially in primary education. The questions are set on the conventional mode which encourage the students to recall the information from the texts. Some improvement in the questions are observed.
10. Teachers have different ideas about the district-wide external examination. According to the private school teachers and headmasters, the current district - wide terminal examination centrally conducted at the end of primary level is unnecessary and impractical. They have different standard of teaching and are also using different text books. As the examination uses textbook-based items, they have to prepare the students from the same textbooks. Therefore, the headmasters of the private schools and some DEO's also are in favour of having separate district-wide examination.
11. The NESP had recommended to evaluate the students continuously by implementing internal assessment system. In the same way, student assessment has been mentioned in the new curriculum. BPEP Master Plan 1991 has also repeated the recommendations for the improvement in the examination. But the conditions have not changed.
12. The Education Regulation (1992) includes direction to promote the students from Grade I to III on the basis of the recommendations of the concerned teacher. The regulation has also suggested to form a committee to look after the evaluation of students. Headmasters and teachers have not felt the need to follow the direction given in the curriculum and the regulation. It is observed that the school level teachers and headmasters have not understood the seriousness of the need to improve student evaluation system.
13. BPEP evaluation unit has prepared tables of specification for the test construction and the model question papers have been distributed to the districts. Sample question papers prepared by a committee of experts were also sent to various districts for the trial tests. Answer copies of the students are in the process of scoring and analyzing for standardization. The result has not yet to be finalized.

Opinion of teachers

A snap study was conducted to collect the opinion of 162 in-service primary teachers from eight districts (Sindhupalchok, Dolakha, Ramechhap, Kabrepalanchok, Bhaktapur, Kathmandu, Rasuwa and Tanahun) in PTTC Dhulikhel:

1. Majority of the teachers (60%) are in favour of using monthly tests, quarterly tests, final tests and oral tests in order to maintain the students evaluation as a continuous process. 24% of teachers are satisfied with three times quarterly tests in a year. The rest 16 percent are in favour of including the weightage of unit test or monthly test and the quarterly tests.
2. Almost all the teachers agree that besides the quarterly tests, there are many other evaluation techniques such as class observation, home-work checking, class work checking, monthly tests and oral tests. Besides, they suggest to assess the students by keeping cumulative records of their educational activities, using rating scales, considering extra-curricular activities, planning educational excursions, giving chance for trial tests, considering regularity and punctuality, and observing discipline, manner, behaviour, class-room participation and discussions.
3. More than half of respondents (53%) are following the new curriculum for giving weightage to the three quarterly examinations. Nearly 47 percent of them suggest to modify the weightage for the examinations. Among them 9% are in favour of increasing the weightage to the final examination whereas others (38%) suggest to increase the weightage to the first quarterly test as shown in the Appendix II No. 3.
4. More than eighty percent of respondents (PTTC) suggested that workshops on item writing exercise and paper setting program or a short-term training specially on student assessment should be conducted . The rest of them like to have model questions from the center or modify the teacher-made questions by district examination committee.
5. More than 50 percent of the teachers are in favour of having the teacher-parent meeting and discussion on the achievement and progress of the students.
6. Nearly 25 percent of the teachers support for the continuation of the current procedure of the district examination. Sixty percent of the teachers suggested that the district examination should be conducted centrally preparing question papers, administering the test, scoring the answer copies of the students and announcing the results. In other words, all the functions of the examination should be done under the direction and supervision of the District Examination Committee. Only about 15% of the teachers, stated that the district-wide examination should be scrapped. The tables related to this study is given in Appendix II.

Problems and Issues

District-level Examination

1. There is no uniformity in the test administration conducted in the same district. Different schools are conducting district-wide terminal examination in their own ways. Due to the loosely administered examination in some schools the students are copying the answer of the question.. Even the teachers are found helping their students in answering the question-paper because of the home centered examination. The bright students are not able to expose their potentialities in the examination due to the disturbance and educationally unsound atmosphere in the examination rooms.
2. There is a lack of marking schemes in scoring the answer copies of the students which make teachers unable to measure the students' achievements accurately. The marks obtained by the students in the examination are mostly influenced by the subjectivity on the part of examiners. And at the same time, teachers are scoring very liberally to help their students score high marks in the external examination.
3. The tendency of the teachers in teaching the students is just helping them to pass in the examination and neglecting the important things to learn.
4. The question papers used for the district-wide external examination are not standardized. The question papers are too easy to students of the private schools. The teachers in general suggest that there should be separate district wide examination for private and public schools. Some District Education Officers are in favour of having separate examinations.

Nature of Current Evaluation System

5. The prevalent examination system does not evaluate the performance of students on objectives of affective domain. This is particularly/specially needed at the primary level where character building and educational value should have prominent place in the instructional process. The measurement in this area is not possible by paper-pencil tests unless the teachers use oral tests and observation techniques.
6. Too much importance given to the faulty examination system is discouraging the creativity of the teachers. The teacher is the best evaluator of the students' achievement and progress. So the creativity of teachers should have a place in the instructional process. This is possible only under the condition where they have the authority to test whether or not the students have learned. Unnecessary influence of external examinations can be disastrous for creative teaching.
7. There is no teachers' manual/booklet on student assessment to help the teachers use for continuous evaluation of the students. A simple and structured teachers' manual/handbook on internal assessment with the help of various evaluation

techniques should be prepared so that the teachers will be able to assess the students in the proper manner.

8. The results of evaluation are not shared with students, parents and other teachers. To bring about the desired results, only efforts spent in student assessment is not enough. The use of the results of evaluation, obtained through examinations and other evaluation techniques, is rare in most of the primary schools. Only some private schools invite the parents in the school to discuss the results of their children with the teachers. But the public schools keep the results of the students confidential.
9. Training of teacher on student evaluation is inadequate. Even trained teachers are not adequately exposed to the techniques of framing good test items, let alone the use of an appropriate evaluation system in the schools.
10. Accountability in the primary education system is missing. A good evaluation system can make the teachers, headmasters and parents accountable for the performance of students.

Recommendations

1. Establish an independent evaluation unit within the Curriculum Development Centre which should be responsible to plan and implement examination reform programmes in primary education. Some of the important functions of this unit should be the following:
 - (a) Prepare a simple and structured handout/booklet/ manual for the teachers on student assessment that will help the teachers to understand and implement continuous evaluation of the students.
 - (b) Conduct nation-wide training/workshop/seminars for the RP's, subject experts, supervisors, headmasters, etc. on student evaluation.
 - (c) Provide program on student assessment in the RC's for all the primary teachers.
2. Commission survey research to fix national achievement norm for all primary school Grades.
3. Initiate a national assessment programme at primary level to help districts to prepare their norms.
4. Prepare a minimum required criterion - a class of learner behaviours at the end of Grade five (Popham, 1975). Construct criterion - referenced test for the district-wide terminal examination.
5. Execute an automatic promotion system in Grade one only in some selected pilot schools on the basis of the following:
 - (a) Attendance rate of student.

- (b) Continuous internal assessment aimed at monitoring the progress of the students.
 - (c) Individual attention to students in teaching/learning process.
 - (d) Use support measures for learning improvement.
 - (e) Conduct special remedial classes for weak students.
6. Clearly specify the expected level of achievement at the end of each Grade which will facilitate maintenance of minimum standard in instructional process.
 7. Organize trial tests for the students who failed in upto two subjects in Grade 2 to 4. Trial tests for the failed subjects should be conducted before the next academic session starts and promote the student who passed the trial test.
 8. Follow the policy to help students get promoted every year and maintain accepted minimum standard of performance.
 9. Student evaluation at the school level should be an important agenda of the school supervisor who visits school. A separate form should be used to record the status of student evaluation (Appendix III).
 10. Implement a human resource development programme to equip the "Evaluation Unit" with adequately trained personnel who will take leaderships in the improvement of student evaluation system.
 11. Get "Student Evaluation" as compulsory subject in the first package of the 2.5 month training programme for primary teachers.
 12. Disband schools from charging examination fees upto Grade III.

Plan of Action on Examination Reform

| S.No. | Activities | Year First | Year Second | Year Third | Year Fourth | Year Fifth | Budget |
|-------|---|------------|-------------|------------|-------------|------------|--------|
| | Policy | | | | | | |
| I . | Establish an "Evaluation Unit in | ----- | | | | | |
| 2. | PCTDU/CDC. Adopt policy on "Promotion" from | ----- | | | | | |
| 3. | Grade I to 11. Adopt policy to set national norm | ----- | | | | | |
| 4. | of student performance in each Grade from Grade I to V. Programme | | | | | | |
| | Implement training programme for | ----- | ----- | | | | .5m |
| 5. | the personnel of evaluation unit of PCTDU/CDC. Develop a training manual to train | | ----- | | | | 1m |
| 6. | all RP's on student evaluation Train RP's on student evaluation | | ----- | | | | 1m |
| 7. | Develop a Handbook on | | ----- | | | | .5m |
| 8. | continuous student evaluation Prepare five set of question papers | | ----- | ----- | | | .2 |
| 9. | for fifth Grade external examination to be distributed to all 75 districts as samples. Conduct a joint study programme | | | ----- | ----- | | .2m |
| 10. | with PCTCU to establish national norm of student performance for each Grade. Prepare few sets of criterion- referenced tests for Grade V and run a trial survey. | | | ----- | ----- | | |
| | Total | | | | | | 4.4m |

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Student Evaluation System Included in the Primary School Curriculum

Introduction

Student evaluation is an integral part of teaching/learning process. Evaluation greatly helps to maintain educational quality. Considering these facts, the following arrangement has been made on Student evaluation in the primary level curriculum.

- 1.1 There will be formal and informal evaluation at the primary level and student evaluation will be a continuous process.
- 1.2 The progress report (results) of the students will be communicated to the teachers, parents and the school administration.
- 1.3 Student evaluation activities will be decentralized as far as possible.
- 1.4 To maintain level-wise quality, there will be district-wide student evaluation at the end of primary level.

Formal Evaluation

In each academic year, there will be two quarterly tests and one annual examination in each Grade

2.1 Quarterly test

Three months after starting the academic year, the first quarterly examination/test must be conducted. This test will be based on the lessons that were taught within that period.

Three months after the first quarterly test, the second quarterly test will be conducted. This test will be based on the lessons that were taught within that period. If it was necessary, some portion of the first quarterly test can be included.

2.2 Annual examination

At the end of the academic year there will be annual examination (the last quarterly test). In the annual examination all the courses of the Grade will be tested.

2.3 Full marks assigned

Full mark for each examination will be on the basis of the full mark mentioned for each Grade in the curriculum.

Annual obtained marks must be calculated on the basis of 10% weightage for the first quarterly test, 30% for the second quarterly test and 60% for the annual examination.

2.4 Report of evaluation

The objective of the student evaluation is not only to promote or detain the students. The main objective is to use the evaluation results for the improvement of teaching. Therefore, after each quarterly/annual test the subject teacher should prepare a report in the given format for the headmaster. The report should cover different aspects of the evaluation.

The following items must be included in the written report.

1. Attendance of the students.
2. Obtained marks of the students.
3. Reason of passing and failing the students.
4. The teacher's measures to improve the result.
5. Functions of the headmaster for improvement.

3. Informal Evaluation

Student evaluation must also be done informally in order to bring reform in teaching considering the achievement of the students. The behavioural and practical aspects of the children will be considered in informal evaluation. Informal evaluation must be done to assess the development of skills and attitudes among the children. At present, informal evaluation will be done through observation method. The result of the informal evaluation of the student should be mentioned at the end of each test.

4. Unit test

At the end of each unit, the teacher must conduct tests to find-out what the student has learnt, which portion is difficult to the students, what are the concepts learnt by the student, etc. Such evaluation will help the teacher to diagnose the weaknesses of the students for remedial teaching.

5. Examinations

There will be district-wide examination at the end of primary level. The marking schemes should be provided by the DEO examination committee to examine the answer copies. The answer copies must be checked accordingly.

6. Question-paper

- A. Question papers for the examination must be based on learning outcomes.
- B. The question should be prepared to include all the learning outcomes equally.

- C. The question paper should contain 30% of easy questions that can be solved generally by all, 50% of medium difficulty and the rest of the question should be difficult ones.
- D. Types of question:- For Grade I to 3 tests should be prepared containing short-answer questions that can be answered by writing one or two sentences. For Grade 4 and 5, tests should be prepared including short answer and long questions answers equally.

Criteria for Promotion

The following two conditions must be met by students to pass in the subjects;

- A. 32% of the full marks must be obtained.
- B. 32% of the assigned full mark in the final test of that subject must be obtained.

Trial test

Trial test will be organized for the students who failed in upto two subjects in Grade I to 3. Trial test in the failed subjects will be conducted before in the next academic session starts. The students who passed the trial test can be promoted.

PRIMARY TEACHER TRAINING

Context

1. Despite the efforts to improve the primary teacher training programme during the past four decades, the country has not been able to make any significant headway in this area. In fact, the status of primary teacher training has even deteriorated in some programmes. Today, primary teacher training system annually produces far less number of trained teachers than what the system used to produce a decade back. The present teacher trainers are also far less technically qualified than those who trained the primary teachers in the 1980's. In absolute number, the country has almost double the number of untrained teachers than what it had twenty years back. Several studies and reports on primary teacher training have testified this state of the art.
2. One of the major reasons for the unsatisfactory state of primary teacher training is the frequent change of the basic policy that governs teacher training. Some such policy change has uprooted the very foundation of primary teacher training structure and strength. Other policy changes have nullified the gains of the decades. Some examples are as follows:
 - The National Education System Plan (1971-76) recommended to adopt the policy of mandatory ten-month training to primary teachers. Accordingly, Educational Regulation of 1972 included compulsory training for permanent tenure for teachers. The structure of Tribhuvan University, Institute of Education was expanded to meet the qualitative and quantitative teacher training needs. But the mandatory training requirement was removed times and again. The created training capacity started to remain under-used, and the very faith on training requirement among teachers depleted.
 - The establishment of Institute of Education in Tribhuvan University was a milestone in the development process of teacher training. Even few countries of South East Asian region had such a scientific institutional structure during that time. The Institute of Education made significant progress in building training capacity to deliver quantitative training. But, for reasons unknown, the Institute of Education was dissolved and it was recreated in the form of a Faculty of Education on the basis of the recommendation of a commission on higher education (RCHE, 1980). During the same period, countries like Peoples Republic of Korea, Peoples Republic of china started establishing university of education.
 - Excessive tampering by unprofessional institutions on professional spheres of teacher training has been one of the important reasons for the decay of the programme. The government decision to reduce the ten month in-service training to five and four months was accepted by professional training institute (Faculty of Education). This was the first

major setback in this area. The final death blow was the decision to provide 150-hour training as a substitute to the ten-month training programme (Basic Needs Programme, 1987). The panchayati gimmick of Basic Needs Programme is a part of the history now. But, 150 hrs. training has still continued as apparition negatively influencing the development of short-term training package for recognition as training requirement for teachers.

- Frequent changes have occurred in the basic policies on pre-service and in-service teacher training system without duly understanding the implications of such changes. Some such examples are as follows:
 - (i) The "A level training provided by T.U. campuses was discontinued and it was substituted by 4/5 month course which, also, was stopped. The implication was that T.U. stopped to provide primary teacher training, and the main source of primary teacher training dried up.
 - (ii) The Radio Education Teacher Training programme was envisaged and implemented to provide in-service training to the teachers of remote areas. First, a decision was made to stop pedagogic training. Today, both the policies have been abandoned. The Distance Education Centre is not meeting the needs of distant districts.
 - (iii) The PEP adopted the Seti (ERD) model of short-term need-based recurrent in-service training in the Resource Centres. This model is almost abandoned now and the RC's are used to provide 2.5 month in-service training leading to ten-month training certification.
- During 1970's the newly established Institute of Education employed some B.Ed. holders as teacher trainers. The IOE implemented faculty development programme to raise the professional qualification of the teacher trainers. By the end of 1980's, almost all the teacher trainers of IOE/FOE hold master degrees and, subsequently, were better qualified to function as teacher trainers. When the government announced the policy to adopt 10+2+3 structure of education and communicated the intention to phase out Proficiency Certificate level from the universities, all the human resource development programme to raise the professional qualification of the teacher trainers of PC level is almost wasted because they will no more provide pre-service training for primary or lower secondary level. In 1996, MOE/NCED established nine primary teacher training centres and initiated 2.5 month in-service training programme in make-shift physical facilities with teacher trainers having B.Ed. only. This indicated that the government is still emphasizing on the quantitative targets at the cost of quality.

Past Experiences

Primary Teacher Training has passed through several phases with distinct characteristics in each phase.

- a. **The Mobile Normal School Training Phase (1956-66):** The training centres moved from one place to another depending on the need of training teachers for the districts or localities. The duration of training was 10-month and the 8th grade pass was the academic requirement for trainees for admission.
- b. **The Permanent Primary Teacher Training Centres Phase (1967-70):** The Primary Teachers Training Centres were permanently located to provide training for two groups of trainees. Those having 8th Grade pass certificate were provided one year professional training. Others who did not possess 8th Grade pass qualification were offered one year academic upgrading education and the professional training was given in the second year.

Institute of Education Phase (1971-80)

1. In the process of the implementation of National Education System PIM (NESP-1971-76) teacher training was made mandatory for permanent tenure of teachers. The mandate to train teachers was given to Tribhuvan University (TU). The Institute of Education under TU conducted various types primary teacher training programmes. The A' level training was degree oriented programme given to those who had passed SLC examination, and the 'B' level training was given to under-SLC candidates.
2. A 'B' level for under-SLC women prospective primary teachers was developed in 1971 with the assistance of NORAD and UNICEF. The objective of the Women Teacher Training Programme (WTTP) was to girls increase the enrolment of in schools by staffing primary schools with women teachers.
3. The "on-the-spot" primary teacher training programme was conducted at different densely populated areas of the country. The same 'A' level curriculum was adopted. Training was conducted in the morning, so that teachers had not to be absent from the school work. The theories learnt in the morning sessions were applied in classroom during the day time under the supervision of the trainers.
4. Another modality of primary teacher training was the Distance Education Programme (DEP) for in-service teachers. The DEP had developed specific package focusing on teaching primary subjects (Nepali, Mathematics, Social Studies, and Education) and self- instruction materials (SIM) were developed for the trainees. The training was reinforced through contact sessions.
5. In 1978, Radio Education Teacher Training Programme (RETT) was developed with financial and technical assistance from USAID. The main objective of the RETT was to train under-SLC primary teachers of remote

areas. For the effective training, SIM's and radios (2500) were distributed to trainees. A 100.000 watt Short-wave transmission was installed for Radio Nepal for broadcasting the RETT lessons.

Project Phase (1980 - 1997)

6. Realizing the importance of education for rural development and improving the quality life in the hills, the government (HMG) designed a pilot project: Education for Rural Development in Seti Zone with support from UNESCO/LTNDP, AGFIIND and HMG. Teacher training was one of the main components of Seti project. The focus of the training programme was to help teachers acquire skills in classroom teaching and practical skills in healthcare and agriculture (ERD Seti project MOEC, 1992). Teachers were also trained to be the change agents in the community.
7. The experience of Seti project motivated the government to develop and design Primary Education Project (PEP) with the loan assistance of IDA/World Bank in 1984. The PEP adopted the clustering of satellite schools of ERD Seti project. The PEP was developed with the objective of improving the quality of primary education through improving physical facilities and skill-based teacher training programme. Various types teacher training of mainly 12-day packages were conducted in resource centres (RC) by resource persons (RP).
8. In 1987, the government realizing the need of improving quality of primary education decided to provide 150-hour training to all the primary teachers under the Basic Needs Programme.(BNP, 1987).
9. At present, 10 month training package developed by Primary Education Development Project (PEDP) is in operation. The package is split into four packages of 330 hrs/2.5 months duration. All the primary teacher training agencies PTTCs, BPEP, DEC under MOE are using the packages. The rationale for splicing the 10 months packages into four is that the teachers-in -service can not be trained for ten months at a stretch owing to the difficulty in managing substitute teachers for the schools.

Current Status

Policy

1. The present state of Primary Teacher Training is the result of frequent changes in the training policies of the HMG. The NESP (1971-76) made training mandatory for permanent teacher tenure. The compulsory teacher training was waived after 10 years. The lifting of mandatory training for teachers was a big setback in Teacher training programme.
2. In 1981, MOE took over the responsibility of providing primary teacher training to in-service teachers from Faculty of Education. During the period

between 1981 and 1987, MOE had no specific primary teacher training policy and programme. It was only in 1987 that MOE, under Basic Needs Programme, reintroduced the compulsory training for primary teachers. SLC was adopted as the minimum required qualification for entry into teaching job. All the in-service primary teachers were required to undergo a 150 hr. training programme which continued up to 1994 (Basic Needs P.1987).

3. Considering the inadequacy of 150 hr. training programme Primary Education Development Project (PEDP) prepared a 10-month training package for primary teachers as recommended by National Education Commission (1992). HMG has adopted the 10-month programme as a complete training for primary teachers.

In-service Training Under BPEP

4. Basic and Primary Education Project has been conducting various type of training such as 2.5 month, 180-hr., grade teaching, multi grade teaching **and** recurrent training for in-service teachers through its resource centres (RCs) as recommended by BPE Master Plan I. During 1995/96, BPEP provided 150 hr. training to 2100, 180 hr. to 1273, grade teaching to 198, and multi grade teaching to 583 in-service teachers. Grade IV curriculum dissemination training was given to 16770 primary teachers of 40 districts. BPEP also provided training to 900 teachers of early childhood education. of 900 Shisu Kakshyas (early childhood education classes). By 1995/96, BPEP has established 669 resource centres where in-service training programmes on 180 hr., 330 hr. and recurrent training for primary teachers have been conducted (BPEP, MOE/BPEP/RMEU, 1996). From 1996/97 has expanded its programme by organizing 2.5 month training programme for 9000 teachers.

In-service Training Under NCED

5. National Centre for Educational Development (NCED) has been established with the purpose of preparing school level education manpower. NCED has started providing training to in-service primary teachers through its 9 Primary Teacher Training Centres (PTTCs). During the period from 1994 to 1996, the NCED has provided training on package I to 5,152, and package II training to 1028, and package III and IV to 94 in-service teachers. In the beginning of the current year 1997, training on package I and II were conducted and the total in-service trainees in 9 PTTCs were 745 (NCED Examination Section, 1997). The PTTCs conduct training three times a year for the teachers of 25 districts.

In-service Training Under DEC

6. Distance Education Centre (DEC) is the continuation of Radio Education Teacher Training Project (RETTP) sans the resources enjoyed by RETTP. DEC provides training to in-service primary teachers through radio broadcast supplemented by self-study-materials (SIMs) and contact sessions. DEC has been providing 180 hr. training to those teachers who had had 150 hr. training.

DEC has provided 180 hr. training to 5,389 in-service teachers and 26 month training teachers (DEC Office Record, 1997).

Pre-service Training

7. Though the need of pre-service primary teacher training has been urgently felt, there is no significant programme at present. The FOE stopped primary teacher training when 'A' level training programme was discontinued. The other agency which used to provide primary teacher training was vocational high schools which offered courses on education as the vocational subject of 400 marks. That has also been stopped.
8. The only potential pre-service training programme is offered in higher secondary schools under Higher Secondary Education Board: (HSEB). Currently, around 114 higher secondary schools have been offering education courses. It is reported that only 4 percent of the students passed the HSE examination in 1996.
9. As the need ' of providing pre-service training is realized to be crucial and urgent, MOE/NCED has authorized 19 private training institutions (PTI) to conduct training for prospective teachers. Twelve of them have already started providing training. The total number of trainees of those 12 PTIs was 652 trainees. The list of the PTI which have conducted training is; given in appendix I.
10. The trainers of private institutions were not given any kind of exposure on primary teacher training. No textbooks and reference books were available for trainees and trainers as well. The trainees were not provided even the training curriculum which the trainees under MOE programme. received.

Curriculum/Training Packages

11. Various types of curriculum and training packages were found to have been developed by different agencies on their own initiative for training' primary teachers in the past. PEP and BPEP had their own training packages for twelve days training. Seti Project had developed training package for 21 day which focused on classroom teaching. In 1987, MOE developed 150 hr. training curriculum which was adopted by PEP, later BPEP and DEC. Realizing, the inadequacy of 150 hr. training package for primary teachers, PEDP developed a 10-month training package. This 10-month training package has been adopted by the training agencies of MOE; NCED, BPEP and DEC. The package is delivered in four phases, each phase of 2.5 month or 330 hr. duration, thus, maintaining uniformity in package and duration of training which were lacking in the previous primary teacher training programme.

12. The present 10-month training curriculum consists of 24 courses on 11 subjects with total weightage of 1320 hours of teaching. The package is loaded with 89 percent theory-based courses and 11 percent practice-based courses. (Appendix II).

Training Capacity

13. Qualified and well trained manpower is a very crucial factor in running successful training programmes. The main problem with the NCED and DEC at present is the lack of their own teams of qualified and trained trainers/instructors. BPEP has used its RPs as instructors but they are not adequately qualified and trained. Most of the trainers (RPs) in BPEP are reported to have BA and B.Ed as basic qualifications. The data available from BPEP revealed that 1025 district level trainers were given 10 days trainer - training in 1993. No further training has been made available to them since 1993. In terms of the qualifications and training, the instructors of BPEP are not much different from those of NCED.
14. The present total manpower capacity of NCED and its PTTCs excluding, administrative support staff is 81 in number. The average number of instructors in PTTCs is 7. All the instructors are deputed to PTTCs from other sections of MOE. Almost all of them are school supervisors. Ten instructors including the principal hold master degree (M.A., M.Ed. and M.BA) and the rest are B.Ed. Mid Term Review team pointed out that 3 to 6 days trainers' training is inadequate (Upreti & Khaniya, 1996).
15. The instructors of PTTCs had received 6 days' orientation on trainer's training. In a snap survey, 36 percent of the trainers expressed that their trainers should be adequately trained.
16. The problem with NCED is that it does not have its own cadres of instructors for PTTCs. Most of the school supervisors who were deputed to PTTCs as instructors did not want to become permanent instructors. Only very recently, four permanent posts of instructors have been created (one principal and three instructors for English, Science and Math.) for each PTTC.
17. The manpower quality of DEC is no better than BPEP and NCED. At present, only 10 personnel which include script writers and a studio engineer, are working. Only six of them have B.Ed., Others have non-education degrees. None of them are trained for the job. None of them have adequate experience and training for the job. In spite of its well- built infrastructure to cover teachers of all the 75 districts, DEC has remained almost crippled in terms of manpower and resources.

Training Modality of BPEP for 2.5 Month Training

18. BPEP provides training to in-service teachers of 40 districts through its resource centres (RC). Resource persons (RPs) are the main trainers in

BPEP. High School Headmasters and teachers are also involved in conducting training. RP's of other RCs are deputed to RC where training is conducted. Since the RPs have to take care of their respective RCs, they can not remain in the training centre for a period of 2.5 months. Therefore, the training schedule has been so planned that the particular RP conducts training on his/her subject every day for six hours. After completing his training responsibility, the RP goes back to his/her RC, and next trainer starts training.

Training Modality Of DEC

19. DEC provides training through broadcast of specially prepared lessons over Radio Nepal for half an hour from 5.30 pm to 6.00 pm. The training is supplemented by self-instruction materials (SIMs) and contact sessions for which a local high school teacher is appointed as resource person.

Major Achievements

1. In spite of the difficulties created by the frequent changes in the basic policies on teacher training during the project period MOE has scored significant achievement in several segments of primary teachers training programmes of Basic and Primary Education Project (BPEP). Several agencies of MOE have demonstrated their competence and capacity to provide various types of training to primary teachers by conducting coordinated and integrated training programmes simultaneously throughout the country.
2. One significant gain of the Primary Teacher Training Programmes of BPEP is its success to cover the largest number of primary teachers within a short period of time. BPEP was given the responsibility to train teachers in 40 BPEP districts and it provided various packages of training which included 150-hours, 180-hours and 330-hours. The achievement to meet the numerical training target has been remarkable (Appendix III).
3. The in-service training of primary teachers has adopted a cascade model which has helped to conduct the training in many centres with trainees of manageable size at training sites closer to the homes of the teachers. The Primary Teacher Training Unit has successfully used a modality of in-service training which can be adopted as one of the successful models for in-service training.
4. The training materials prepared for trainers and trainees have ensured that the quality of training remain at acceptable level. By and large, this is the first time in the country when well-planned training based on adequate training material has been conducted to the in-service training of primary teachers. The training materials stand useful as pedagogical tools for teachers.
5. Besides the thrust on 150 hrs, 180 hr and 330 hrs training, BPEP continued to conduct such short-term recurrent type in-service training to headmasters and teachers on subjects like school-management, grade-teaching, multi-grade

teaching and maintained its original purpose of providing skills which has been reported to be of immediate use to the teachers and headmasters.

Status Analysis

1. **The Policy Problem:** The conversion of Resource Centres into training centres has negated all the philosophy and history which supported the expansion of the Resource Centre network in the country. One of the major gains of PEP was its success to combine training with supervision and to provide training that showed immediate positive impact on the classroom instruction. To-day, the RC's are conducting the certification-oriented 2.5 month training on the basis of the policy decision taken by MOE in April 1996. In the mad rush to achieve the target of training 9000 teachers in about 300 RC's the useful recurrent training has been marginalized. Today, none of the basic tenets of resource centre operation is visible in the operational scene. RPs travel from one RC to another to provide 2.5 month training. Untrained teachers from secondary schools are invited to train the primary teachers. The quiet and need-based RC training has almost lost in the din and bustle of the 2.5 month programme. This is mainly because of change of policy of the government to use RC's for 2.5 month training.
2. **Gap between Planning and Programming:** The Eighth Plan has the target of providing one-month training to 35000 teachers. In the mean time, the government decided that 10-month training is a complete training for teachers. So, this should follow that the MOE is obliged to train only 3500 teachers for 10-month to meet the plan target. If the 2.5 month training was to be provided, the target should be about 16000 teachers only and that target could easily be attained without disturbing the whole process of RC-based recurrent training. BPEP has adopted a special modality of recurrent in service training which is basically different from that of PEDP which mainly aims at creating permanent training institutions to provide long-term training. Though the goal is the same, the chosen modality is different. A forced mixture of the two different modalities have affected both BPEP and PEDP in terms of their impact in the classroom teaching.
3. **Training as the end in Itself:** Many school teachers and educational personnel have rightly observed that trainings of one sort or other have overwhelmed some districts. Educational personnel of sorts have been found busy in providing training and teachers have been busy in attending training programmes. Newly appointed supervisors have been made instructors to provide 2.5 month training in PTTC's. Untrained secondary teachers have been invited to RC's to train primary teachers. RPs hop from one RC to another to run training programme. Schools have been closed to depute all teachers to attend "whole School Approach" training. It is training everywhere as if training is the end in itself. None has tried to calculate the cost of training for schools. There is opportunity cost for teachers. And so far, there has not been any significant study to measure the impact of the training programmes.

4. **Missing link between Planning and Management:** A chaotic situation was observed in the PTTC's. There were assorted groups of trainees. Some had completed 150 hr training and there were others who had even completed 4-month training. All were deputed to complete the 2.5 month training. The DEO's who depute teachers for training have not taken the job of deputing right type of teachers. They have deputed teachers indiscriminately: young and old, new and experienced without following any valid criteria for selection. Many teachers expressed that they had obliged the government by attending the training programme. They would be happy if an attendance certificate was issued to them at the completion of the training. As reported by the Principals of the PTTC's trainee's motivation to learn was very low. The trainers had no reference books to prepare for instruction. The trainees had no textbooks for their personal study. In short, one could state that proper planning was absolutely missing. The training management had zeroed in on achieving quantitative target only.
5. **Programming with borrowed manpower and Loan Money:** It is to the credit of NCED that it could implement such massive training programme with borrowed manpower. But, such state of affairs can not and should not continue. In the absence of competent professional staff, the effectiveness of the training programme has been affected. Trainers and trainees have to be associated by providing financial incentives which has become possible because of the availability of loan money. Such situation can not continue for training programmes which should form a part of regular activities of the government. Professionals cannot be borrowed every time when NCED needs them. Financial incentive as an incentive can not be a sustainable strategy.
6. **Professional Programme without Professional Human Resource:** NCED is the only institution of MOE which serves it in all areas of professional training. In fact, this institution was created when HMG/N decided to takeover all the in-service training programmes for primary teachers and educational personnel from the Faculty of Education of TU. The programmes have been taken over. But, NCED still wholly depends on the professionals of TU. Such dependence on borrowed professionals has already affected the programme. For example, the decision was made to use the 10-month curriculum prepared for the in-service teachers for pre-service training also without examining the professional aspect of the training programme. The existing 10-month training package can be cited as another example. The 10month training curriculum does not confirm to the accepted format of curriculum adopted by TU, MOE, HSEB. It is neither a curriculum nor a teachers guide. Professional educators and trainers have suggested to develop the 10-month curriculum in the accepted curriculum format. As there are no professional staff, NCED has to wait for another project to do this task. In fact, what is required is an equivalent of a Faculty Board or an Academic Council to provide professional advice to NCED.
7. **Costly In-service Training and Cheap Pre-service Training:** A rough estimate of the current in-service primary teacher training shows that it costs

about Rs.20,000 to provide in-service training to one teacher. The programme has been expensive because of the training allowance provided to the trainees and some other allowance to the trainers. On the other hand, HMG/N provides nothing to the institutions which provide pre-service training. The recently approved 19 private training institutions and the Higher Secondary Schools receive no financial assistance from the government. There is a serious need to take note of this unhealthy gap.

8. **Gap Between Content and Intent of the 10-month Curriculum:** The 10-month primary teacher training curriculum was prepared by the local and expatriate experts specially for the in-service training. The curriculum has included all the subjects that are normally found in the professional training courses. One does not find much difference between the "A" level primary teacher training curriculum of TU and the present curriculum. One can not see any professional basis in the splitting of the curriculum into four segments. For example, the first segment should have included those subjects which would have immediate use for the serving teachers. Again one can not see any justification for giving more weightage for the subject like Mathematics and less weightage to the subject like Social Studies. Similarly, it is difficult to understand why the subject like Home Science was included in the primary teacher training course. The subject like Evaluation Technique should have been a core course rather than an elective one. In brief, one can state that the 10-month curriculum is more suitable for the pre-service training. In-service training curriculum should have in-built flexibility. In-service training curriculum should be geared to the immediate professional needs of the teachers.
9. **The 10-month teacher training curriculum: A Strange Professional document:** The 10-month training curriculum is a bunch of strange elements. It has a curriculum format which is a strange mix of curriculum content and teaching methodology. Each subject is divided into several units of teaching and each unit contains items like objectives, content, educational materials, teaching methods and evaluation. Some units of the same weightage has three objectives while others have eight objectives. Some units have the list of upto ten books as "educational Materials" while others have to list of materials like iron, match stick, pin, heater coil etc. Even the contents of the course are strange. For example, the Foundations of Education course has the following units:

| | | |
|----------|---|----------|
| Unit I | Classroom organization for teaching | 9 hours |
| Unit II | School management | 9 hours |
| Unit III | Construction of materials for teaching/learning | 12 hours |
| Unit IV | Development of tools for evaluation | 12 hours |
| Unit V | Relationship between school and community | 6 hours |

This assortment of subjects of the units can hardly fall under a "Subject", let alone the Foundations of Education. And the names of thirty two publications are given in the list of "References". It is apparent that there was no coherent

thinking behind the construction of this course and the editing is conspicuous by its absence.

10. **Trainings to Produce Under-trained Teachers:** An analytical observation of the 2.5 month training provided by BPEP, PEDP and DEC clearly indicated that these efforts are producing a new cadre of under-trained teacher for the primary education system. RP's who were never prepared to run long-term training were lost in the quagmire of finding instructors to teach different subjects of the 2.5 month curriculum. The PTTC's presented a ridiculous training situation where both trainers and trainees were provided the same document known as curriculum. The trainers had no other material other than the curriculum as their tool of teaching. The trainees had no textbooks or any other materials for their self study. Problem of another type was detected in DEC training. The problem was mainly that of shortage of resources: financial and technical. The self-instructional-materials are getting slimmer and slimmer every year mainly because of the shortage of funds to include adequate materials in the SIM's. The broadcasting time has been reduced mainly because of the shortages of money to pay the radio-charge. This scenario of 2.5 month teacher training leads one to conclude that training plans and programme have been implemented in the most haphazard manner. The concern for quality has been completely ignored.

Problems and Issues

1. Almost all the studies on school education sector have included teacher training as one the important agenda of the studies and they have presented recommendations on the basis of their findings and conclusions. The reports of Education and Human Resources Sector Assessment (IEES, 1988), Teacher Education Project (CANEDCOM, 1988), National Education Commission, (HMG/N, 1992), Basic and Primary Education, Master Plan (1994), and Primary School Teacher Training in Nepal, Status Report (CHIRAG, 1995) are particularly important, and quite a few of the issues raised by these reports have remained at the issues stage even in 1997. HMG/N have remained quite active during the past decade to improve the primary teacher training programme. Many important decisions have been made in terms of policy formulation, programme development and implementation. Some of the items identified as issues are no more in the issue-stage. Other items identified as problems have been solved by formulating policies and/or implementing programmes. But a large number of the old issues are valid even today. A large number of new problems have appeared in the process of the implementation of the new policies and programmes.

Policy

2. Today, HMG/N have numerous stated policies on teacher training and such policies are clearly stated in the government documents like Education Regulation. In many cases, absence of the policy is not the problem. In fact, the problem is the lack of consistent adherence to the policy. The policy on mandatory training for permanent service can be cited as an example. The BPEP Master Plan stated "Policy swings on making training compulsory (1970-80), optional (1980-87) and again compulsory (1987-BNP-150 hrs training have impaired and enacted the cadre of trained teachers which has decreased from 39% (1976) to 35%(1990) (BPE Master Plan, 1991, P.278). The Education Regulation (1971) reinstated the mandatory training but remained for about one year. The fourth amendment of the Education Regulation in 1996 has reinstated the policy again.
3. The policy on training duration has also changed several times within a decade. The ten-month duration was reduced to 4/5 months in 1982 which led the operation of four-month training by FOE and PEDP project. The further reduction of the duration to 150 hour invited disaster in the primary teacher training programme. Such a change in the policy confuses those who prepare quantitative and qualitative target. Such a fluid state of policy on duration is highly detrimental to the development of appropriate training packages.
4. When HMG/N adopted the policy of introducing Higher Secondary Education by adding two years in secondary education concurrently phasing out Proficiency Certificate level from Tribhuvan University, the T.U. Education Dean office including its campuses felt that their responsibility to produce manpower of PC level was over. Today, they are waiting the days when PC level education would be completely phased out from their programme. This meant that there will be no significant programme to prepare primary/lower secondary teachers.

In the mean time Higher Secondary School included courses in education to produce trained teacher. There are more about 114 higher secondary schools which offer education course. But, this programme will be changed if the newly adopted policy of providing general education is implemented. If this new policy of HSS curriculum is adopted, the country will not have any institution to provide pre-service training to the prospective primary teachers. Absence of institutions to provide pre-service training will be a major problem for the government. It is also a major policy issue. The questions related to this are:

- Should Higher Secondary Schools provide pre-service primary teacher training?
- Should Primary Teacher Training Centres provide pre-service primary teacher training?
- Should the government established a net-work of primary teacher training institutions?

- Should the government encourage private institutions to provide per services training?
5. There is total absence of government policy on in-service and pre-service training. Much of the government resources is spent today by providing pre - service training to the serving teachers in the form of in-service training. This misconception of in-service training has led the government to shoulder the responsibility, which, by the very nature of the training, should have been born by the teachers. This misconception on in-service training has invited problems in planning and implementation of in-service training and pre - service training. It has also raised several issues.
 - If the ten-month training programme is to be pre-service training, what kind of responsibility should be born by the government to ensure that the required number of trained teachers with relevant training is provided every year.

Management and Coordination

6. Coordination of teacher training programme has been swinging from the complete absence to total uniformity during the past decade. At one time, project driven programmes proliferated to the extent of creating islands of training programmes in total isolation. The PEP, PEDP, Radio Education, Basic Needs : all developed their own in-service training programmes. There came a time when all trainings were leading towards 150-hour training. At present, all the training agencies are directed to provide NCED 2.5 month training programme. Coordination to the professional programme should not mean regimentation and uniformity. Coordination should mean unity of purpose allowing institutions to follow diverse paths and models. The Education Regulation (1992) has provided a Teacher Training Coordination Committee without providing guidelines to perform its tasks. Even the task of coordination has not been adequately clarified. The problem is not the absence of mechanism for coordination, The problem is that the MOE has not adequately planned to make use of the available Training Section. The MOE has even moved the teacher training task to a training institution which is not established to perform such task. The problem is that MOE has not understood that MOE is the only institution that can and should coordinate all educational programmes including primary teacher training.
7. The nature of the task of coordination of teacher training has changed drastically over the years. The Resource Centres have been getting institutionalized as training centres for teacher. MOE has planned to establish well-equipped Primary Teacher Training Centres. Higher Secondary Schools have started providing pre-service training. T.U. campuses are phasing out their pre-service teacher training of Proficiency Certificate level and private campuses are offered permission to run +2 level education/training. This change of the scenario has important implications on the coordination of teacher training programme. MOE has not dully understood the depth and

variety of the problems of coordination in teacher training in the emerging-context.

8. Inefficient and inadequate management system is one of the major problems to implement the effective teacher training in the country. The government spend around 120 million rupees this year to provide training to about 20,000 primary teachers. This is a major programme. But, there is no suitable management mechanism at the central level. In spite of the existence of the Training Section in the MOE, the management task of teacher training management has been handed over to NCED. A training institute can not be a policy making and management agency of the government ministry. It is detrimental to the growth of NCED to provide effective training on educational management. It also sidelines the MOE from the task of policy making on teacher training. This defective location of teacher training management is a major problem now, and it will remain a major problem institute a sound effective management system if the present arrangement is continued. Some management issues are the following:
 - Should the present system of managing teacher training programme through a training centre be continued?
 - Should the government establish a strong management system at the central level to manage teacher training programme?

Quality of Training

9. Though there is no empirical evidence to make definitive statement on the quality of the current teacher training programme, an analytical matching of the efficiency indicators with the prevalent system suggests that the quality of training teachers is far from satisfactory. Though inadequately qualified in terms of professional qualification, the BPEP has tried to maintain the quality by providing adequate support materials. But, in general, well qualified professional teacher educators and adequate teaching learning materials are the minimum essentials to ensure quality training. The PEDP training of 2.5 month in nine PTTC's and similar trainings in RC's do not possess any of these two basic requirements. In such case, training quality is bound to be poor.
10. As stated earlier, training curriculum revision has remained a ritual in the absence of input in terms of recent literature on primary teacher training. The libraries of FOF and CDC are the archives of books of 1950's and 1960's. Further, most of the national experts on teacher training had their training in 1970's and hardly any effort has been made to provide them any refresher training. Therefore, curriculum revision exercises have remained futile exercises. A cursory observation of the primary teacher training curriculum prepared in the form of different packages testify this truth.
11. Professionals, bureaucrats and laymen make bold statements on the degrading quality of teacher training without any understanding of the ramifications of such remarks. Some even quote a findings of the study which had concluded that there was no difference between trained and untrained teachers. Hardly,

they have read the study and they are not sure of the validity of the study design and the competency of the investigator. In fact, such a situation has occurred because there has not been any comprehensive reliable study so far on the impact of teacher training programme. Such a void status have even encouraged some academics to raise quixotic question on the use of teacher training programme itself. The absence of a reliable impact study of the teacher training programme on the quality of instruction has been a problem towards building an improved teacher training programmes.

12. Another important problem in building a sound teacher training system is the love of planners to attain high quantitative targets without considering the systems ability to achieve them. The obsession for quantity appeared in early 1970's when NESP was implemented. The problem of achieving quantity aggravated to the fatal level when the Basic Needs Programme promised to train 60,000 teachers within ten years. The 150-hour training programme was invented by bureaucrats bringing about near disaster in the national primary teacher training programme just to achieve the quantitative target. Planners did not learn from the past mistakes and the blunder of fixing unattainable target was repeated by the Eighth Plan also by fixing the target of training 35,000 primary school teachers. (Eighth Plan 1992, p.474) Such a blunder of fixing high quantitative target can occur again if plans were prepared without due consideration of the training capacity and quality needs.

Pre-service Training

13. The responsibility to organize pre-service primary teacher training was legally shifted to Tribhuvan University from MOE in the process of the implementation of NESP (1971-1976). But, TU stopped offering pre-service training from the mid 1980's when it removed "A" level programme from Proficiency Certificate level. The Vocational Secondary schools which also were providing pre-service training to prospective candidates by offering 400 marks in "Education Courses" also stopped this activity when the government changed the secondary school curriculum to the early 1980's. Since these two major pre-service primary teachers training programme ceased to exist, the government have started to recruit people without training which has resulted in the rising rate of untrained teachers in the ranks of primary school teachers. The MOE is now providing the pre-service training in the form of in-service training by using all the available modalities at a very high cost. But, the inflow of untrained teacher outnumbers the production of fully trained teachers. One study has predicted that it will take 62.5 years to train all primary school teachers if the present rate of training is continued (CHIRAG, 1995, P.10).
14. The Higher Secondary Schools have started providing pre-service primary teachers training by providing "Education Courses". There are more than one hundred Higher Secondary Schools which provide "Education Courses". But, the output of such schools has been extremely low because of the low enrolment in these schools and low pass-percentages in the final examination.

It has produced persons within the past few years. Even this small programme of pre-service training will cease to exist if the HSEC adopt the policy of providing "General Education" as stated in the agreement between T.U. and MOE. This will further aggravate the problem of pre-service training.

15. Recently, MOE has approved some 19 private institutions to provide pre service training. NCED has made the 10-month in-service training curriculum available to these institutions for their use and twelve institutions located at various parts of the country have trained about 572 persons in the 2.5 month programme in one batch. The decision to allow private institutions to conduct primary teacher training is a policy question. These twelve institutions have charged relatively high tuition fees and have admitted students who live close to the training centres. If past experience is any guide, these training centres can not sustain beyond few years. Such centres which maintains on the source of tuition fees from students will not able to continue unless they are allowed to run degree-leading programmes. Unless a strong mechanism of quality control is adopted such centre can not provide training of acceptable quality. Besides these limitations of such training centres, they also do possess some potentialities. Private institutions could form an important part of the national system of pre-service primary teacher training. If allowed to provide degree leading programmes such private training centres can thrive in the semi-urban and urban centres. If strict criteria are fixed and if the programmes are closely monitored even acceptable quality of training can be ensured. If the current policy of recruiting only trained persons is strictly followed, these private training centres will continue to have pre-service trainees and the fees will be adequate to sustain such institutions.

Process of Training

16. Teacher training being a professional programme should emphasize on providing adequate skill. In this case, the trainees should go through a process of learning skills to teach effectively in addition to develop a positive attitude towards teaching. Such training process is possible when the trainees are offered adequate opportunity to learn the skill by repeated practice. Unfortunately, primary teacher training programmes of longer duration and even teacher training programmes of the university for that matter, have not been able to follow a dully practice-oriented training. The practice-teaching system has been a mere ritual. The visible downhill started when the Institute of Education was converted to Faculty of Education in 1982. The premier teacher training institute (FOE) of the country was forced to de-emphasize the skill part of the training programme because of two reasons : (i) shortage of required facilities to provide adequate skill training, (ii) absence of required academic freedom/autonomy to institute innovative practices in the training process. To-day, one of the major problems of in the teacher training programme is its weak training process. The TU Faculty of Education may not be able to improve the process in the present status. The case is still worse with Higher Secondary Schools.

Primary Teaching as Career

1. Besides training, there are numerous other factors which determine the quality of instruction in primary schools. The academic qualification is one important factor, among others. In 1971, HMG/N declared the policy that SLC plus one academic-year training was the minimum requirement for a primary teacher. More than two decades have passed. The number of secondary schools have almost doubled. The secondary schools have started producing three times more SLC graduates every year and thousands of SLC holders apply for primary teaching job for few hundred vacancies. Quite a large number of applicants hold PCL certificates or above. Time is appropriate now to reconsider the academic qualification for a primary teacher. Several studies have revealed that the present academic level of SLC holders is, in general, inadequate to teach at primary schools.
2. Nearly three thousand vacancies occur in primary teaching positions every year. A large number of teacher leave primary school teaching to join other profession. Quite a few of the primary teacher get jobs to teach at lower - secondary level.
3. There are quite a few problems and issues related to the present status of the job of primary teachers. There are three levels in the job of primary teachers as per government regulation (Appendix IV). But the other higher levels have yet to become fully operational. So, primary teachers get less motivated. They leave the job of primary school teaching for slightly better jobs elsewhere.
4. Related to the job of primary school teaching, there are some important issues.
 - What are the appropriate measures to retain the good primary teachers in primary teaching? Can they be retained if level-promotion is made fully operational? Is the time opportune now to raise the academic requirement of primary teachers to +2 HS completion level?

Funding of Teacher Training

1. Government financing for pre-service teacher training is missing for more than a decade. Except the HMG/N contribution to pay the salary of teachers of TU Faculty of Education, MOE has almost providing nothing for the operation of pre-service training programme. During the same period MOE liberally funded the in-service training programmes under different projects. Even the newly established Higher Secondary Schools which provided pre-service teacher training did not receive any significant financial assistance from the government. Recently, MOE has allowed some privately organized groups to offer pre-service primary teacher training and these groups of people have started providing training with relatively high tuition fees as their only financial source.

2. An observation of current state of financing of teacher training programme leads one to make the following statement:
 - The pre-service primary teacher training programme suffers from extreme resource shortage resulting in low-quality training programme.
 - The government has shouldered the responsibility of providing pre-service training to the in-service teachers by offering very expensive programme.
 - Reports available in the MOE estimate the unit cost of 2.5 month in service teacher training is about Rs.5000. A rough calculation suggests that the unit cost of pre-service training would be about Rs.300.

The present state of affairs leads to raise the following issues:

- If the quality of teaching in primary schools largely depended on the effectiveness of teachers, is it not cost effective to bear the expense of pre - service training to make the best use of billions of rupees spent every year to support the primary education system?
- As pre-service teacher training programme is far less expensive than the in-service training programme of (longer duration), won't it be economical to fund pre-service teacher training programme?

Lack of Research and Theoretical base for Policy Formulation

1. In Nepal, very little has been done in terms of research to help policy makers make decision on the teachers and their training. Most of the policies on teachers and training are based on the personal assumptions. There are some policy questions such as:
 - What should be the duration of teacher training?
 - What should be the content and modalities of in-service and pre-service training?
 - What is the level of correlation between the available incentive and teachers-effectiveness?
 - Is there any correlation between higher academic qualification of teachers and their performance in the classrooms?Other countries have tried to find answers to these questions through research and survey.
2. From the Normal School primary teacher training curriculum (1955) to the preparation of PEDP curriculum (1996) Nepal has seen several major curriculum reform programmes to develop a sound curriculum for primary teacher training. An analysis and comparison of the recently developed curriculum with the formats and structures and contents of earlier curriculum indicates clearly that all these curricula produced at different times do not significantly differ from one another. All the exercises look more mathematical rather than theoretical exercises to develop a pragmatic relevant

curriculum. A curriculum reform exercise on teacher training should base on the identification of a teaching model which is based on learning theories. There are several learning theories based on different schools of thoughts Skinnerian behaviorism, Purgation and Brunerian psychology of structural cognitive approach, humanistic theories rooted in phenomenology and existentialism propounded by Paulo Freire or Carl Rogers are some of the important ones.

Contrasting to the teaching-model approach, there are schemes of training that emphasize on the acquisition of teaching skills by the trainees. There is abundant literature of experimental research on training that deals with different forms of skill development: questioning strategies, lesson pacing, cue providing, feedback and praise, the use of time etc. The curriculum reform activities so far undertaken do not seem to have based their curriculum structure and content on the basis of these teaching models of teaching and learning.

Recommendations

Despite continuous government efforts during the past four decades in the area of teacher training, success has been very limited both in the fronts of achieving the target of increasing the quantity of trained teacher and raising the quality of training. The problems of teacher training have remained as acute as ever before. The analysis and review of the past experiments and experiences indicate the following as the major shortcomings:

- The concern to achieve the quantitative targets has usually dominated the planning and implementation of teacher training programmes.
- Inadequate professional exercise has remained a permanent feature of the process of the development of training programme.
- Lack of clarity on the concept of pre-service, in-service and recurrent training has caused imbalance in the fixation of priority for different teacher training programmes.
- Ineffective input and process management have plagued the teacher training programmes both in the pre-service and in-service programmes.
- Financing teacher training has been like pendulum swinging either towards excessive cost-effectiveness or towards excessive cost intensiveness.

Quite a few commission, committees and research organization have studied the primary teachers training programme of Nepal. They have presented recommendations for improvement. Some of their recommendations have been given in Appendix V).

Keeping these past experiences and future needs in view, the following recommendations are made to improve primary teachers training programmes:

The following policies are very crucial for the growth and development teachers training programme:

- The requirement of minimum ten-month training duration to be complete training for primary teacher should be maintains: at any cost.
 - A complete training should remain a prerequisite to be eligible permanent tenure in primary school teaching.
2. **Policy Formulation Process:** As a policy making body of HMG/N, MOE is responsible for the development of policy on teacher training. As teach training is a highly technical area, a new structure will be helpful -developing appropriate policy. A Teacher Training Council should be constituted under the chairmanship of the Minister of Education. Besides the experts on teacher training, the membership of this Council should represent all agencies such as: CDC, OCE, NCED, FOE, HSEB, training campuses, private and public schools, university training institutes . The head of the training section of the MOE should be the member secretary of the Council.
- The Council should constitute a Standing Committee to take decisions on administrative issues. The Council should also constitute other permanent committees to discharge other functions: (i) Affiliation/approval committee (ii) Academic committee, (iii) Coordination committee.
3. **Training Agencies:** Pre-service training should be conducted by Higher Secondary Schools, and other agencies that are affiliated or approved by Teacher Training Council for teacher training. In-service training should be conducted by MOE through various agencies like Distance Education Centre, Resource Centres, and Primary Teacher Training Centres.

Training Curriculum:

Pre-service Training: The concerned agencies (universities and Higher Secondary Education Board) will be responsible for the development of curriculum for pre-service training. TTC should be the final body to approve the training curriculum for certification purposes.

In-service Training: Teacher Training Council should be the final authority to approve curriculum for all in-service training programmes which will lead to ten-month training and certification. The curriculum for recurrent training will be developed and used by the training agencies.

Policy should be adopted to develop training curriculum that is based on the needs of schools to improve the quality of teaching and learning.

5. **Certification of Training:** A system of teacher-certification should be instituted. Teachers who have completed all required courses of training should be provided "Teaching Certificate". MOE will designate appropriate agencies to confer such certificates.
6. **Resource Centre:** The primary function of the Resource Centre will be : (i) To conduct short-term need-based school-centered recurrent in-service training. Combination of training and school supervision will be the basic modality of RC training. The immediacy of effect of training on classroom teaching will be the basic consideration of RC training.

Multiple use of Resource Centre: RC's should be used for training programmes of different modalities of recurrent training. It will be used as "Contact Centres" for Distance Education Training.

7. **Modality of In-service Training:** In-service trainings of all types will be organized by adopting different modes and modalities on the basis of the following considerations:
 - Cost-effectiveness
 - Convenience to teachers
 - Support to self-learning
 - Immediacy of its use

Linking In-service Training with Incentive Programme: Serving teachers will be encouraged to receive training on their own expense by linking long term training with promotion in career. Efforts will be made to provide credit to trainings organized at RC's for packages of not less than one-week duration.

Multiple Modality for In-service Training: The ten-month training package will also be provided in four packages for the serving teachers, and each of these packages will be provided in all appropriate modalities. For example;

| <u>Package</u> | <u>Modality</u> |
|----------------|--|
| First package | Distance Training mode |
| Second package | PTTC, SEDU, Campus |
| Third package | PTTC-HSS |
| Fourth package | School-based, self-study and Distance mode |

8. **Waiver of Training Duration for Experienced Teachers:** All in-service teachers will not be required to undergo ten-month training. A training waiver system should be introduced on the basis of the age and experience of teachers.
9. **Maximum Use of Distance Training Modality:** Distance training modality will be used extensively mainly to reach maximum number of untrained

teachers within a short possible time. In addition to the radio broadcast, VCR TV, also, will be used in a limited scale to enrich the distance training systems. Distance training modality will cover the whole country and schools and the RC's, in general, will be used as the "Contact Centres".

10. **Scholarship to Women Trainees and from Backward areas disadvantaged communities:** Provision should be made to provide scholarship to female trainees and trainees from disadvantaged communities in the pre-service training programme.

Planning

1. A comprehensive plan on teachers training should be developed on the basis of the need of the system to make competent teachers available for the primary schools. This training plan should include the following:
 - Numerical target for in-service and pre-service training.
 - Fixing numerical target for all modalities of training.
 - Types and components of training.
- A. Tentative plan on numerical target for 1998-2002 is follows:

| Type of Training | | Target |
|---|------|--------|
| <i>Pre-service training</i> | 6000 | 13,000 |
| Higher Secondary Schools | 5000 | |
| Private Training Centres | 2000 | |
| PTTC's | | |
| <i>Long-term Training to serving teachers</i> | | 35,000 |
| First package of 10-month training | | 28,000 |
| Second package of 10-month training | | 5,400 |
| Complete 10-month training | | |

Management

1. The current inadequate management mechanism of the MOE and NCED has adversely affected the efficient operation of primary teacher training programme. HMG/N will study the following alternative structures of teacher training management and adopt one.
 - A. Establish a Department of Teacher Training under MOE with the following sections: (i) Pre-service and in-service training (ii) Administration and finance (iii) Research and development, (iv) Monitoring and Evaluation (v) Planning and programming.
 - B. Establish a Division of Teacher Training within MOE with sections as stated for the Department in alternative A.

- C. Upgrade NCED with the Executive Director at Special Class level and establish Division of Teacher Training to manage teachers training programme. Merge the Primary Teacher Training Unit and Resource Centre Unit of BPEP within this Division.
- D. Establish National Institute of Education by an Act of Parliament as an apex body on teachers training with Teacher Training Council as its Governing body. Operate all PTTC's under this institute.

The tasks and structure of different management system are given in, Appendix VI.

- 2. Countries like Malaysia, the Philippines and Thailand have strong and effective teacher training programmes. All these countries have strong Teacher Training Departments at the central level to plan and manage teacher training programmes. In Shree Lanka, National Institute of Education of university status operates under MOE as the professional arm of the government. All government teachers training colleges are professionally under the NIE. An observation of the systems in other countries can help develop an appropriate management structure to administer teacher training programme in Nepal.
- 3. Each District Education Office should keep a Teacehr-Training Record-Card which should keep the updated record of all the credit-training of the particular teacher. Attempt should be made to keep the training record of teachers in the central office under the MOE which is responsible for teacher training programme. A "Teaching Certificate" should be issued to the teacher who has completed the required hours of the long-term training for certification.

Training

- 1. More than anything else, teachers normally follow the teaching techniques used in teacher training centres when they actually teach in the school classroom. Therefore, the teachers of the training centres should strictly practice what they teach and preach about the effective methods of teaching.
- 2. Ten-month training is one of the shortest training durations of primary teacher training adopted by Nepal. Because of the short-duration, the process of training should emphasize on skill-oriented training.
- 3. Almost fifty percent of the training on pedagogy should be conducted by apprentice-method. The trainee should be observed while teaching, and the trainer should help him correct his/her mistakes through individualized instruction.
- 4. With the availability of appropriate technology like .video-tapes, audio-visual equipment, the conventional practice-teaching is getting irrelevant and impractical. So new techniques like peer-teaching, micro-teaching, simulation

teaching should be adequately used to reduce actual practice teaching lessons. A system should be devised to allow in-service teachers to practice-teach in their own schools.

5. The teacher training process adopted by the training programme should result in an improved teaching behaviour of student teachers which should be in quantifiable terms in some measure. One of the latest techniques presently used in many countries is competency-based teacher training programme. This system of training tries to create abilities and qualities that are placed in actual job situations. Knowledge is integrated into a pattern of behaviour to serve a useful purpose. Applied to teachers, competency means the right way of conveying units of knowledge and skills to the students. The right way includes knowledge of contents as well as the processes, methods and means of conveying them in an interesting way involving the students (DPEP, Tamil Nadu, April 1996).
6. Another approach to training method is the participatory method which is based on the assumption that "most effective learning occurs when the learner is treated as a constructor of his or her own knowledge and given the opportunity to share responsibility for the selection, prosecution, and evaluation of the tasks through which knowledge and competence are acquired (Wells and Chang, 1986). In the context of teacher training in Nepal, the participatory approach would be most suitable for in-service training.

Training Curriculum

1. The curriculum reform activities in the primary teacher training programme have not adequately addressed the national needs and recent curriculum reforms. The curriculum recently adopted by the government for in-service training is more appropriate for the pre-service training in terms of its structure and content. The curriculum for in-service training should be more flexible and the contents of training should be broken into packages of shorter duration. A comprehensive exercise should be commissioned by the government to develop primary teacher training curriculum for in-service training on the basis of the findings of needs assessment.
2. Though there is no basic difference between the recently adopted training curriculum and the ones that were used in the 1970's and the 1980's, it can still be used for another few years for pre-service training. The basic problem is that the experts who drafted the present curriculum are almost the same persons who developed the curriculum earlier in the 1970's and the 1980's. These experts have not been provided any refresher exposure by the projects. One major input from the projects could have been making the services of expatriate curriculum experts available along with the recent books on primary teacher training curriculum. Nothing was done in this connection. As a result, the curriculum reform activity has been a mathematical game of permutation and combination, addition and subtraction. Such a ritual of curriculum reform

activities should be stopped. The following activities should precede the next curriculum reform.

- **Human Resource Development:** Create a pool of about ten experts who possess Master's Degree in primary teacher training from countries like the Philippines, the U.K. and the U.S.A.
 - **Research Base:** Conduct a comprehensive study to identify the weaknesses of the current curriculum in bringing about expected improvement in the teaching of primary school teachers.
3. The next reformed primary teacher training curriculum should be based on the objectives of providing measurable teaching competencies in the teachers. The curriculum should emphasize producing teachers who can use appropriate skills on the basis of his/her creative faculty. The areas of competencies should be as follows:
- Preparation of teaching plans to achieve specific objectives of the contents of the curriculum.
 - Ability to adopt the curriculum content to meet local needs and ability of students.
 - Ability to use methods and techniques for the learner-centered approach.
 - Ability to produce and use teaching materials.
 - Ability to prepare appropriate evaluation tools.
 - Ability to work as catalyst in bringing innovation from outside to the school classroom.
 - Willingness and measurable behaviour to assist the students in learning.
4. The ten-month in-service training curriculum should be revisited with those considerations in mind. The design of the approved training curriculum needs major modifications to make it useful for the trainers and trainees. The following should characterize the in-service training curriculum:
- The theory component of the in-service training curriculum should be provided mainly through Distance-Training Model.
 - The pedagogy component should be designed with maximum flexibility in order to provide such training in all types of venues like RC, campus, PTTC, private campus, SEDU, etc.
 - A training programme/package of upto one-week duration should be counted towards the ten-month training.
 - The current training curriculum can be re-structured mainly to divide it for face-to-face training and distance training.

| Distance Training Mode Subjects | Weightage (hrs.) |
|--|-------------------------|
| Education Foundation | 90 |
| Primary Education | 90 |
| Child Development Curriculum and Learning Theory | 90 |
| Nepali | 90 |
| | 360 |

The rest of the pedagogical courses could be provided partly through distance mode and partly through face-to-face mode of training.

- There are distinct training needs of teachers. Those teachers who would teach from Grade I to III may need training on grade-teaching. Others working in remote areas may need training on multi grade teaching. There are teachers specializing on subjects to teach in Grades IV and V. Therefore, training packages should be developed to cater the needs of all types of teachers and these packages of more than one-week duration should be counted towards certification.

Pre-service Training

1. HMG/N should give due priority to the pre-service training which has so far been neglected during the past decade. Making adequate provision to provide pre-service training is the only way to stop the in-flow of untrained teachers in the primary education system. Pre-service training is far less expensive than the in-service training.
2. There are some preconditions to bring stability and quality in pre-service training. The present policy of mandatory training requirement for tenured primary teaching service should be strictly followed. The policy of giving preference to trained persons even in the recruitment of temporary teachers should be adopted.
3. Keeping in view the educational qualification requirements for primary teachers, the following should be the agencies for pre-service primary teacher training:
 - a. The MOE should offer affiliation to the private institutions to provide pre service training of ten-month duration at a stretch. These training institutions should be allowed to make academic arrangement with Higher Secondary Education Board to allow the student complete HSE by adding necessary courses for that certificate. They should use the professional education course of the HSEB.
 - b. Some Higher Secondary Schools should be designated as the training centres for primary teacher training. Such schools should be established in

strategic locations and they should be provided financial assistance on the basis of appropriate criteria such as:

- Non-recurrent grant to create adequate physical facilities and to purchase equipment required for professional training.
 - Recurrent lumpsum grant to the HSS's to cover about 50 percent of the salary of teachers of the school.
 - The HSS's which offer pre-service primary teacher training would specialize only in education course and would not provide facilities to major in other areas.
- c. Some TU campuses which are providing PCL in Education should be allowed to continue this course with some modification in the curriculum to provide pre-service primary teacher training. There should be an agreement between TU and MOE for about five years. This measure will help produce trained persons for primary schools. This will also help in making use of the trained manpower resources in some TU campuses.
- d. The MOE/PTTC's should also provide pre-service training and should serve as model and resource centre for other training centres and HSES operating in the region.
- e. The Distance Education Programme should be expanded to include pre service training programme within its fold. In the first phase, theory courses could be open for pre-service training, and provision should be made to help students receive complete training by coordinating the Distance Education Programme with other training agencies.
- f. Each PTTC should run pre-service training for the serving teachers to provide ten-month training at a stretch. The deputation on such training should be regarded as a reward for the teachers for their excellent performance. While on deputation, teachers should be provided adequate allowance for maintenance.
- g. Primary education system has about 60 percent teachers who have not received the ten-month training. This backlog of untrained permanent teachers is too large for the government to plan and implement through the current type of in-service training to provide the ten-month pre-service training. This problem can be solved by adopting two policies:

Policy one: It is the responsibility of the individual teachers to receive pre-service training of ten-month duration.

Policy two: The duration of training requirement will be waived for serving teachers on the basis of their years of experience and age.

The following are the options:

| | Age | Year of Experience | Training requirement |
|------------|--------------------|--------------------|-----------------------|
| Option I | 50 years and above | x | one-week workshop |
| | 45 years to 49 | 15 | 330 hours |
| | 40 year to 49 | 20 | 330 hours training |
| Option II | 50 years and above | x | one-week workshop |
| | 45 years to 49 | 20 | 330 hour of training |
| | 40 years to 49 | 20 | 660 hour of training |
| Option III | 50 years of above | x | 330 hour of training |
| | 45 years to 49 | .15 | 660 hours of training |
| | 40 years to 49 | 15 | 990 hours of training |

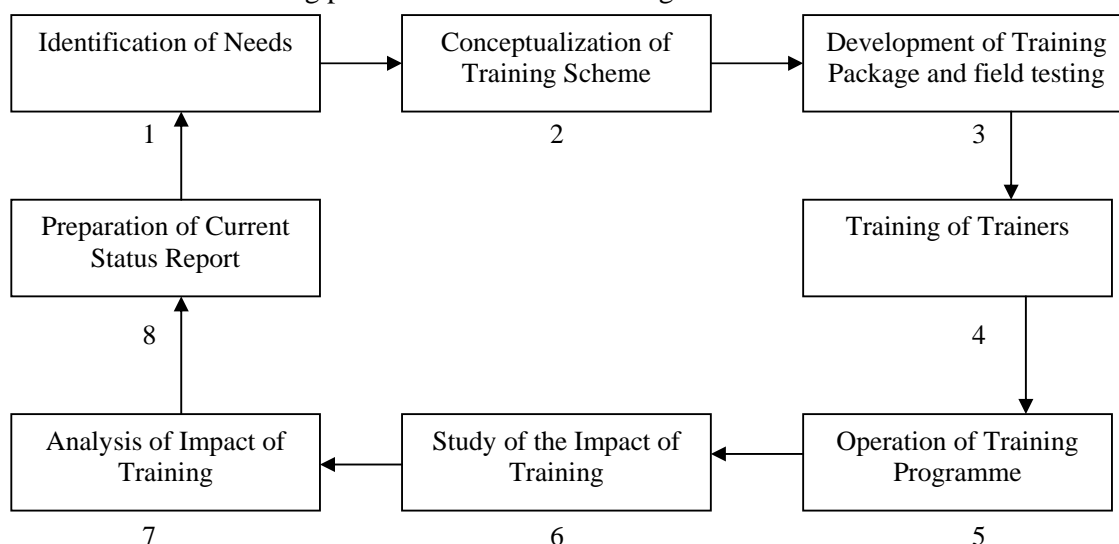
The appropriate choice should be the option I.

Note: A. If a teacher has completed the training on the basis of the "Waiver policy" s/he should be qualified for the opportunities of career promotion. However, s/he will not be entitled to receive the training allowance of a trained teacher unless s/he completes the training course.

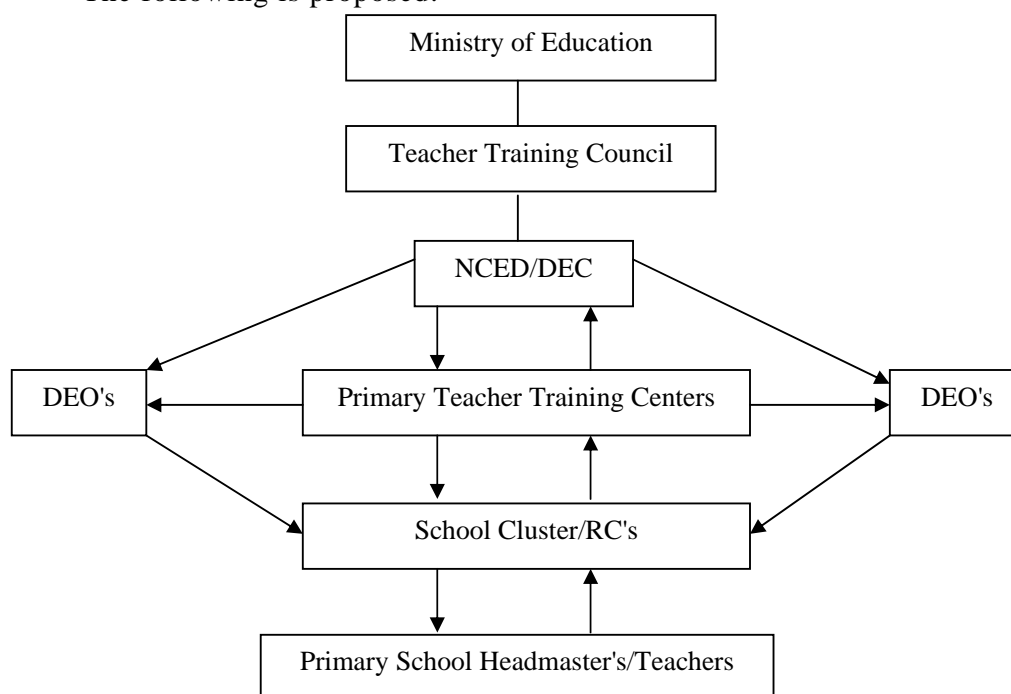
In-service Training

- The in-service training should be defined as follows:
 - The in-service training is the type of training designed to help improve the teaching skills of teacher through short-term workshop training. Such trainings will be mostly provided in the Resource Centre/schools.
- The in-service trainings should be conducted as recurrent training with the following main features:
 - Programme based on the needs identified by the teachers of the cluster or needs identified by MOE at macro level.
 - Programme that would be conducted without hampering the regular teaching in schools.
 - Programme that would bring about immediate impact on the classroom teaching.
 - Programme that would be conducted without any significant cost.
 - Programme that would mainly concentrate on areas such as: (i) preparation and use of instructional materials, (ii) understanding of objectives of instruction (iii) specific teaching skills iv student performance evaluation.
- Financial provision should be made to offer an organized recurrent training for at least 20 days to all the primary school teachers and headmasters every year. Such training should be organized in RC's or sites which are within walking distance of the participating teachers. Even distance mode can be added to supplement the face to face training.

4. The in-service trainings should be organized without hampering the regular teaching in the schools. The appropriate time for short-term trainings are: (i) just before the beginning of new academic year, (ii) just before the quarterly and final examinations, (iii) just before the long vacation, (iv) during the long vacation.
5. The MOE should adopt "systems approach" to in-service training. It should follow the following process of in-service training:



6. The MOE should develop a national structure for in-service training. The following is proposed:



Pre-service Training of In-service Teachers

1. Though the MOE statistical report (1995) states that 42 percent of the 82645 teachers are trained, there is no information on the duration of training received by these trained teachers. Their training duration ranges from 150

hour training to the 10-month training. So a precise planning is not possible at this stage. However, on the basis of 1995 statistics and the number of teachers who have received 330-hour training during the past two years, the number of teachers who have not even completed 330-hour training can be estimated to be 35,000 in 1997. Keeping in view the training capacity of PTTC's and the experiences of RC-based training, the following policy options are available:

- Option I a. The first package of the long-term training for the serving teachers should be provided in PTTC's and DEC programme only.
- b. The first package of 10-month training should be provided to the serving teachers by the MOE by offering the training allowance and other facilities as has been in practice in 1996/97.
- c. The rest of the three packages will be offered through DEC. Teachers will join the training at their own cost and at their convenience.

- Option II a. The first package of the long-term 10-month training will be offered in PTTC's, RC's, campuses, and through Distance Mode under complete management of MOE. The rest of the packages will be offered through DEC only except for some programmes in PTTC's.

- Option III a. A programme should be launched by MOE to provide 10-month training to all teachers (about 50,000 teachers) in a planned way to cover all teachers within five years.
- b. Teachers will be provided the facilities equivalent to what has been in practice in 1995-1997.

The Master Plan team's choice is option I.

The details of the programme are given in Appendix VII.

Career Path for Teachers

- 1. Nepal has relatively a very sound career-path system for primary school teachers. Primary school teaching is also the largest employer for SLC graduates in non-farm and non-industry sector. The amount of applicants for primary school teaching has testified that candidates with higher than SLC qualification are abundantly available in the hills, plains and valleys of the country. In this background, the following is recommended:
 - a. The government should fix PCL/HS (12-year schooling) as the minimum academic/professional education for fifty percent of the positions in the

primary school teaching to be accomplished by the end of the Ninth Plan period. By the end of the Tenth Plan, all the primary school teaching positions should be upgraded requiring Higher Secondary Certificate/Proficiency Certificate for entry qualification for primary school teaching.

- b. A system should be instituted to appoint Higher Secondary/PCL Certificate-holders in the highest level of primary school teaching positions. Provision should be made to allow lateral entry through open competition in the 50 percent of the middle and highest levels of primary school teaching positions.

Financing of Primary Teacher Training

1. The past tradition of funding pre-service and in-service primary teacher training through the regular government budget should be revived both for maintenance and expansion.
2. Institutions which provide pre-service training should be given recurrent and non-recurrent grant. The recurrent grant should be based on some criteria such as : (i) quality of training (ii) number of persons who completed the training, and (iii) location of the training centre.
3. Financing teacher training should include financial support for the training of teacher trainers, master trainers, research related to the improvement of training programme and monitoring and evaluation of teacher training programme.
4. The Government should adopt the less-expensive system giving due priority to pre-service training and training through Distance Training Mode.
5. The policy on fixing training allowances and benefits to teachers should be based on some principles. The allowance should be adequate for maintenance if the trainees have to stay in the training center for an extended period. If the trainees commute to training centres, allowance should cover lunch and bus-fares. There should be uniformity in the rate of allowance and benefits in all training programmes organized by the agencies under the Ministry of Education no matter whether they are project-funded or not.

Primary Teacher Training Centres

1. Within a few years, all the nine Primary Teacher Training Centres will be operating in the newly built physical facilities. At present, eight of them are operating in make-shift rented facilities with instructors deputed from other cadres. There are some important steps which should be immediately taken to help PTTC's perform their tasks at acceptable level.

2. **Teaching Staff:** Each PTTC should be provided with adequate number of teaching staff covering all the subjects of the curriculum. The tentative number is as follows:

| Subject | Number |
|---|--------|
| 1. Foundations of Education | 1 |
| 2. Nepali | 1 |
| 3. English | 1 |
| 4. Methods of teaching primary subjects | 4 |
| 5. Dance and music | 1 |
| 6. Practice teaching coordinator | 1 |

3. **Staff Professional Training:** All the teaching staff of PTTC's should possess professional qualification of Master degree level except those who teach Dance, Music and Arts and Craft. A B.Ed. should be regarded inadequate to be a teacher trainer.
4. **Human Resource Development Programme:** An appropriate professional qualification for a PTTC instructor is an M.Ed. in Primary Education or M.A. B.Ed (in Primary Education). Persons with such qualifications are not available in Nepal. TU has not yet offered M.Ed. or B.Ed. in primary education. Therefore, the MOE should negotiate with FOE to offer M.Ed. programme in Primary Education. The M.Ed. programme should be of one year duration for M.A.-holders and two-year programme for B.Ed.-holders. A human resource development programme should be instituted to produce about 100 M.Ed.-holders who would be recruited as instructors in PTTC's. In addition, the candidates who would hold the position of leadership in PTTC's should have the professional degree in the institutions of foreign countries.
5. **Cadre of Instructors:** The PTTC's should have a teaching cadre of its own. There are two alternatives to develop such a cadre.

Alternative A: The MOE should create positions of Education Service (teaching) for PTTC's.

Alternative B: The MOE should establish National Institute of Education by an Act of Parliament. This Institute should be similar to Higher Secondary Education Board and the Council for Technical Education and Vocational Training in terms of its autonomy to create its own cadre of personnel. All professional staff of the PTTC's and the Institute will belong to this special service cadre.

6. **Career promotion for PTTC Staff:** There should be a hierarchical organization in the PTTC's to ensure quality of training in the PTTC's by providing path for career promotion. The proposal is as follows:

| Position | Number | Gm class |
|--------------------------|--------|----------|
| 1. Principal | 9 | First |
| 2. Training Coordinators | 26 | Second |
| 3. Instructors | 55 | Third |

7. Tasks and Responsibilities: Besides providing the regular pre-service and in-service programme, the PTTC's should perform other tasks closely related to the efforts to improve the quality of instruction in the primary schools. Some such tasks are as follows:

- Conduct training/workshops for primary school headmasters
- Conduct training/workshops/seminars for supervisors, and Resource Persons.
- Conduct action research and surveys to collect data and information to provide empirical data base for future planning and programme development.
- Operate as field-institution of NCED and support NCED by conducting all types of programmes which NCED would organize to raise the level of efficiency of the primary education system of the country.

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Plan of Operation of Primary teacher training

| SN | Programme and Activities | Year | | | | | Budget |
|----|--|-----------------|-----------------|-----------------|-----------------|-----------------|--------|
| | | 1 st | 2 nd | 3 rd | 4 th | 5 th | |
| 1. | Policy decision Recurrent short-term training to be regarded as in-service training | | | | | | |
| 2. | Credit oriented long-term training to be regarded as pre-service training | | | | | | |
| 3. | Policy on training waiver for serving teachers | | | | | | |
| 4. | Policy on "Teacher Certification" to be adopted | | | | | | |
| 5. | Policy to expand DEC programme to be adopted | | | | | | |
| 6. | Policy on new management structure for PTT | | | | | | |
| 7. | Policy on linking training with career promotion | | | | | | |
| 8. | Policy on upgrading PTTC staff. | | | | | | |
| 1. | 10-month Training Curriculum Revision and repackaging | | | | | | 1.2m |
| 2. | Preparation of textbooks | | | | | | 2m |
| 3. | Preparation of collected reference materials | | | | | | 1m |
| 4. | Preparation of SIM | | | | | | 1.2m |
| 5. | Radio Script | | | | | | .6m |
| 1. | Recurrent Training Curriculum Development of curriculum 15 packages | | | | | | .5m |
| 2. | Training manual development | | | | | | .2m |
| 1. | Institution Building Building physical facilities for TTD or National Institute of Education | | | | | | 10m |
| 2. | Improving physical facilities of Distance Education Centre | | | | | | 2.5m |
| 3. | Improving facilities in PTTC's and maintenance | | | | | | .5m |
| | Quantitative Target of Training Teachers Pre-service Training | | | | | | |
| 1. | Training of prospective teachers | | | | | | |
| | HSES : 6000 per student cost : Rs. 1200 | | | | | | 7.2m |
| | Private training center 1500 per student cost : Rs. 1200 | | | | | | 6m |
| | PTTC 2000 per student cost : Rs. 6000 | | | | | | 12m |

| SN | Programme and Activities | Year | | | | | Budget |
|----|--|-----------------|-----------------|-----------------|-----------------|-----------------|--------|
| | | 1 st | 2 nd | 3 rd | 4 th | 5 th | |
| | Pre-service training to the In-service Teachers | | | | | | |
| | PTTC 10,000 per student cost Rs.5000 First package | | | | | | 50m |
| | DEC 50,000 per student cost Rs. 1000 | | | | | | 50m |
| | PTTC 5,400 per student cost Rs. 5000 10-month training | | | | | | 27m |
| | Recurrent Training | | | | | | |
| | 2+20days for every teacher every year RC's 90,000 teachers -per students cost Rs. 50 per day | | | | | | 450m |
| | Research and Development | | | | | | |
| | A comprehensive study on training effectiveness | | | | | | 2m |
| | A study on trained teacher behaviour | | | | | | 1.5m |
| | Effectiveness of different trainings | | | | | | 1.5m |
| | Scholarship for Trainings | | | | | | |
| | Scholarship for female students 500 students (60,000) | | | | | | 3m |
| | Scholarship of students from remote areas and disadvantaged groups (1000 scholarship Rate 1200 per year) | | | | | | 1.2m |
| | Scholarship incentives | | | | | | 1m |
| | Non-recurrent grant for training institutes | | | | | | |
| | Higher Secondary Schools (20x.5m) | | | | | | 10m |
| | Private Training Centres (15x.2m) | | | | | | 3m |
| | Human Resource Development | | | | | | |
| | Grant Assistance to FOE to train 200 persons in M.Ed. in primary for PTTC's, HSS, & PTI | | | | | | 3m |
| | Grant Assistance to FOE to upgrade 10 training staff (Foreign Training) | | | | | | 5m |
| | Grant Assistance to HSEC upgrade its professional staff (5) foreign training | | | | | | 2m |
| | Training of PTTC chiefs 10, in foreign country | | | | | | 5m |
| | Training for DEC staff (Foreign Training) | | | | | | 2m |
| | Equipment Grant | | | | | | |
| | 1. Video camera set photocopy machines, and other equipment to all PTTC's | | | | | | 3m |
| | 2. Equipment for HSEC | | | | | | 1m |
| | 3. Equipment for higher Secondary Schools-20 | | | | | | 2m |
| | 4. Equipment grant for FOE | | | | | | 1m |
| | 5. Equipment grant for other institutions | | | | | | 2m |
| | Total | | | | | | 671.1m |

Appendix I

A list of 12 Private training Institutes that have already started training for pre-service teacher are listed below:

| S N | Name of the Private Institutes | No.of Trainers | No.of Trainees (in the 1 st Batch Dec 1996-March1997) |
|--------|--|-------------------|--|
| 1. | Sri Nemdhari Basu Dev primary teacher training center, Mudbalwa Rautahat | 7 | 32 |
| 2. | Sri Mithila teacher training center, Janakpur, Dhanusha | 7 | 50 |
| 3. | Sri Shaheed Yague Bahadur Shiksha Kendra, Baniya, Siraha | 6 | 49 |
| 4. | Sri Shaheed Yatra Bahadur Thapa Shiksha Kendra, Bastiput, Lahan | 6 | 40 |
| 5. | Sri Biral Shikshak Talim Kendra, Biratnagar. | 6 | 56 |
| 6. | Prathmik Shikshak Talim Kendra, Jaleswor, Mohottari | 5 | 81 |
| 7. | Institute of Health Research Development Janakpur, Dhanusha. | 6 | 37 |
| 8. | Sri Anu Sandhanatmak Shiksha Bikas Pratisthan, Pokhara, Kaski. | 6 | 120 |
| 9. | Pachhimanchal Prathamik Shikshak Talim Kendra, Galyang, Syangja. | 6 | 52 |
| 10 | Sri Prathmik Shiksha Talim Kendra, Bhiman, Shindhuli. | 5 | 42 |
| 11 | Sri Prathmik Shikshak Talim Kendra, Bajura, Koli. | 5 | 40 |
| 12 | Sri Kharka Prathmik Shikshak Talim Kendra, Dhangadi, kailali. | 8 | 53 |

Appendix II

The 10-month In-service Primary Training Curriculum

The 24 courses, which from the 10-month programme are listed below. These courses are divided into four 2.5 month segments. The last two of these segments contain elective courses of which the trainees must choose one from three options.

| | | | |
|---|-------|---|-------|
| First 2.5 Month Segment | | Second 2.5 month Segment | |
| Education Foundation I | 45 | Education Foundation II | 45 |
| Nepali | 90 | English | 90 |
| Mathematics | 90 | Environment Science | 30 |
| Social Studies | 60 | Physical Education | 30 |
| Practice Teaching | 35 | Arts and Crafts | 35 |
| | <hr/> | Practice Teaching | <hr/> |
| | 320 | Total | 320 |
| Total | | | |
| Third 2.5 month Segment | | Fourth 2.5 month Segment | |
| Primary Education and Community Development | 90 | Child Development, Curriculum and Learning Theory | 90 |
| Nepali | 35 | English | 35 |
| Mathematics | 35 | Environment Science | 17 |
| Social Studies | 35 | Physical Education | 17 |
| Practice Teaching | 35 | Arts and Crafts | 35 |
| | | Practice Teaching | |
| (ELECTIVES-CHOOSE ONE) | | (ELECTIVES-CHOOSE ONE) | |
| Classroom Organization | 90 | Evaluation Techniques | 90 |
| Non-Formal Education | 90 | Teaching/Learning Materials | 90 |
| Home Science | 90 | Physical Education | 90 |
| | <hr/> | | <hr/> |
| Total | 320 | Total | 320 |

The total of 320 hours for each 2.5 month segment does not include the 10 hours at the end of the segment which are designated for course evaluation. Thus, the total number of hours in each segment is 330. This is divided into 285 hours of formal instruction, 10 hours of course evaluation, and 35 hours of practice teaching. The numbers in this table refer to hours (60 minutes), not of periods of 45 minutes. The division of each 2.5 month segment into 45 minutes periods is 380 periods of formal instruction, 13 periods of evaluation, and 47 periods of practice teaching.

Appendix III

BPEP's Major Achievements in Teacher Training and Preparing Training Materials

| SN | Types of Training | 1992/93 | 1993/94 | 1994/95 | 1995/96 | Total |
|----|---|---------|---------|---------|---------|-------|
| 1. | 180 hrs. In-service Teacher Training | - | - | 4760 | 1273 | 6033 |
| 2. | 150 hrs. Basic Needs In-service Teacher Training | | | | | |
| a. | Teaching methods (12days) | - | 1780 | - | - | 1780 |
| b. | Educational Materials (12days) | - | 1746 | - | - | 1746 |
| c. | Learning Strategy and Evaluation (12 days) | - | 1746 | - | - | 1746 |
| 3. | Teaching improvement training (Basic Needs Training) | | | | | |
| a. | Grade Teaching (12days) | 161 | 635 | - | 198 | 994 |
| b. | Multigrade Teaching (12days) | 140 | 1406 | 556 | 583 | 2685 |
| c. | Extra-curriculum Activities (12days) | 70 | 496 | 902 | - | 1468 |
| 4. | Subject-wise teaching | | | | | |
| a. | English Teaching (12days) | 163 | - | - | - | 163 |
| b. | Math Teaching (12days) | 165 | - | - | - | 165 |
| c. | Science Teaching (12days) | 140 | - | - | - | 140 |
| 5. | Teacher Training on grade 1 Curriculum (Textbooks) (6days) | 18181 | 18835 | 19848 | 16709 | 73573 |
| 6. | Orientation on New Curriculum and Textbook for Headmaster (6days) | 15308 | - | - | - | 15608 |
| 7. | Master Trainer's Training (6days) | 71 | 85 | 84 | 160 | 400 |
| 8. | District level Trainer's Training (6days) | 1025 | 1025 | 1012 | 884 | 3946 |

BPEP's Major Achievement in Materials Production

| SN | Materials Production | Target | Achievement | Percentage |
|----|--|--------|-------------|------------|
| 1 | Trainer's Guide Books (copies) | 3,000 | 3,000 | 100 |
| 2 | Training Manual (copies) | 20,000 | 20,000 | 100 |
| 3 | Training Supportive Materials (copies) | 6,000 | 6,000 | 100 |

Source: "Target and Achievement" BPEP MID-TERM REVIEW, 1995

**Categorization of Primary Teachers by Salary
As of Amendment 4**

| Class Category | Qualifications and Training | Salary scale per month | | | |
|----------------|---|------------------------|--------|---------------|--------|
| Class I | a) SLC or I.Ed. or equivalent | 3200/-40(8) | 3520/- | E.B.45/- (7) | 3835/- |
| | b) SLC plus training or I.Ed. or equivalent | 3400/-40(9) | 3760/- | E.B.445/-(8) | 4120/- |
| Class II | a) SLC, I.A. or equivalent | 2200/-24(10) | 2392/- | E.B. 26/-(7) | 2574/- |
| | b) SLC plus training or I.Ed. | 2300/-24(10) | 2540/- | E.B. 26/-(10) | 2800/- |
| Class III | a) Under-SLC (failed in two subjects in SLC) | 1650/-16(8) | 1778/- | E.B. 18/-(7) | 1904/- |
| | b) Under-SLC plus training | 1750/-16(10) | 1910/- | E.B. 18/-(10) | 2090/- |
| | c) Under-SLC (Less than above qualifications) | 1520/-14(8) | 1632/- | E.B. 16/-(7) | 1744/- |
| | d) Under-SLC plus training (as that of class III a) | 1610/-14(10) | 1750/- | E.B. 16/-(10) | 1910/- |
| | e) SLC | 1850/-18(8) | 1994/- | E.B. 20/-(7) | 3134/- |
| | f) SLC plus training | 1950/-18(10) | 2130/- | E.B. 20/-(10) | 2330/- |

Source: School Administration Section MOE, Circulation notice to DOE's

REVIEW OF RECOMMENDATIONS

Introduction

Different agencies, commissions, committees and plans had made recommendations for the development of different aspects of primary education in the recent past. Those involved in primary education development plan were ADB/CANEDCOM 1988, Internal Efficiency of Education System USAID (IEES) 1988, National Education Commission (NEC) 1992, and Primary Education Master Plan I (1991). Some of the main recommendations still valid directly related to improving primary teacher training programme are as follows:

Policies on Teacher Training

1. Make teacher training mandatory for entering the teaching profession (NEC).
2. Provide compulsory training to all primary teachers-in-service (NEC).
3. Give priority to female teachers (NEC).
4. Increase salary and other facilities to teachers according to their qualifications and training (NEC).
5. Prepare definite policy concerning the preparation and employment of pre-service primary teachers (IEES).
6. Follows a clear and consistent policy of training in-service and pre-service teachers indicating the type, quality and duration of the training (BPMP).
7. Make teacher training programme a preparation of professional personnel (IEES).

Management of Training

1. Adopt mobile teacher training approach with the use of the district RC as its base (CANEDCOM).
2. Establish zonal level 14 training centers located at each Zonal Headquarters (CANEDCOM).
3. Develop a cadre of primary teacher trainers to improve the training of primary teachers (CANEDCOM, BPMP and IEES).
4. Establish a systematic promotion (up grading) programme for trained and qualified teachers (CANEDCOM).
5. Arrange promotional incentives for trained teachers (IEES).
6. Prepare plan for adequate preparation of teachers educators working for either in-service or pre-service training programme (IEES).
7. Prepare separate plans of in-service and pre-service teacher training with a clear assignment of responsibilities to different training agencies (IEES).
8. Finalize a comprehensive training plan, which includes not only quantitative and qualitative targets of the pre-service and in-service teacher training but also resource allocation and institutions responsible (BPMP).
9. Initiate and standardize a national primary teacher certification system (BPMP).

10. Establish Illaka/Resource Centre-based teacher support centers. Solicit professional cooperation from teachers' association (BPEMP).
11. Select teachers for training on the basis of aptitude, inclination and future use, and the incentives (such as promotion) to the training as well as actual performance in the school (BPEMP).
12. Pool available resources under NTTCB and allocate resources according to the need (BPEMP).

Training Coordination

1. Clarify the role of TU in the preparation of Teachers by reorganization of the Faculty of Education (IEES).
2. Entrust the TU, Faculty of Education, in addition to regular pre-service programmes, with the design and implementation of appropriated teacher educators programmes, have them undertake research and prototype projects to enhance the efficiency and effectiveness of teacher education (IEES).
3. Create a National Teacher Training Coordination Board (NTTCB) to integrate and coordinate all training programmes under one umbrella (BPEMP).

Training Modality

1. Each of the Mobile Team will provide post-training, follow-up to teachers and headmasters through on-the-spot coaching, consulting and demonstrating at local school sites (CANEDCOM).
2. Use district's RC as base for Mobile Teams (ADB/CANEDCOM)
3. Develop and implement activity/practice-based trainers' training programme (CANEDCOM).
4. Adopt Distance Education which has proven to be a powerful and cost-effective means of teacher training in many countries (CANEDCOM).
5. Organize in-service training programmes as close to schools as possible and promote the use of the Resource Centres for the recurrent training of the teachers –in –service (IEES).
6. Focus initial training of in-service teachers on developing essential pedagogical competencies. Adopt modular training approach to provide optional training to in-service teachers through various modalities such as RC-based, ad correspondence course with a provision to accumulate credits (BPEMP).
7. Adopt appropriate modalities of training such as FOE campus-base training for pre-service teachers, Regional TTC and mobile teams for providing initial training to in-service teachers, and RC base recurrent training (BPEMP).
8. Focus Radio Education Teacher Training (now DEC) on teacher upgrading programmes only (BPEMP).

Package

1. Develop multi-media training materials with due consideration of materials development under different projects (BPEMP).

2. Develop separate packages for pre-service and in-service teachers training and also maintain a link between them (BPEMP).
3. Provide teachers with simple techniques for self-evaluation for improvement (CANEDCOM).
4. Design and develop training curriculum that minimizes lecture (CANEDCOM).
5. Develop a standard training package that will be use in all training programmes (IEES).

Tasks of Teacher Training Department/Division

Planning and Programming

1. Develop annual plans and programmes to meet the quantitative and qualitative targets fixed by the government development plans
2. Help and coordinate with other agencies and units of the MOE or agencies related to teacher training to plan annual training programme.
3. Develop micro-level training plans and programme to be conducted at the district and school cluster level.

Pre-service Training

1. Development and revise policy on pre-service training.
2. Develop annual programmes and targets on pre-service training of teachers and communicate to the training institutions.
3. Coordinate programmes with the training institution like HSEB, Universities, Campuses.
4. Develop programmes to ensure the quality of training in the pre-service training institutions.
5. Provide support programmes for the pre-service training institutions.
6. Develop promotional programmes of pre-service training.

Evaluation and Monitoring

1. Conduct training-process-monitoring of all types of training programmes either by the section or by external expert monitors.
2. Conduct both formative and summative evaluation of all types of training programme for primary teachers.
3. Student Performance Evaluation:
 - Develop policy on internal and external examination for all in-service training programme leading to the ten-month training.
 - Implement the approved policy on trainer achievement evaluation.
 - Develop and implement the system of keeping accumulated records or

examination of all in-service teachers in the districts and in the MOE Training Division/Department.

- Making efforts to continuously improve the evaluation system in the in-service training programmes.

Research and Development

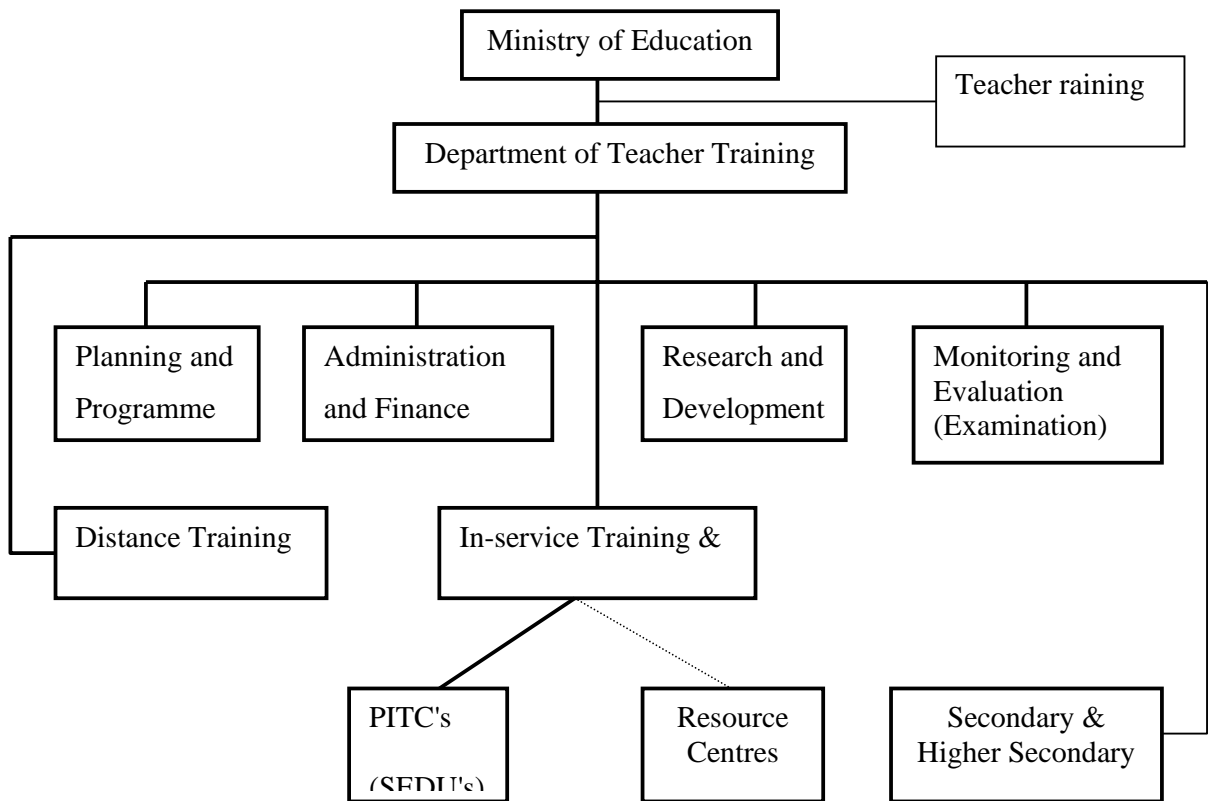
1. Identify research areas and topics to constantly improve the relevance and effectiveness of teacher training programme.
2. Conduct research or assign competent institutions to conduct research to improve the quality and effectiveness of teachers training.
3. Disseminate the findings of the research to the training agencies.

In-service Training

1. Maintain the up-dated record of trainings (leading to ten-month training) of all serving teachers.
2. Prepare annual and periodic plans for recurrent and credit trainings for all the in-service teachers.
3. Assist Research and Development Section to conduct research on the impact of all sorts of training in order to improve the training programmes.
4. Manage the in-service training at the national level by preparing implementation programme and by providing fund for such programmes.
5. Improve the capacity of the Resource Centres to conduct recurrent training.
6. Coordinate with training agencies to conduct in-service training programmes.
7. Develop and update the criteria for the accreditation of in-service training programmes.
8. Plan and conduct human resource development programmes to main trading institutions with qualified trainers.

Management Structure of primary Teacher Training

Alternative A



NB: The Department of Teacher Training could manage both primary and secondary teacher training. In this case, SEDU's will come under In-service training division.

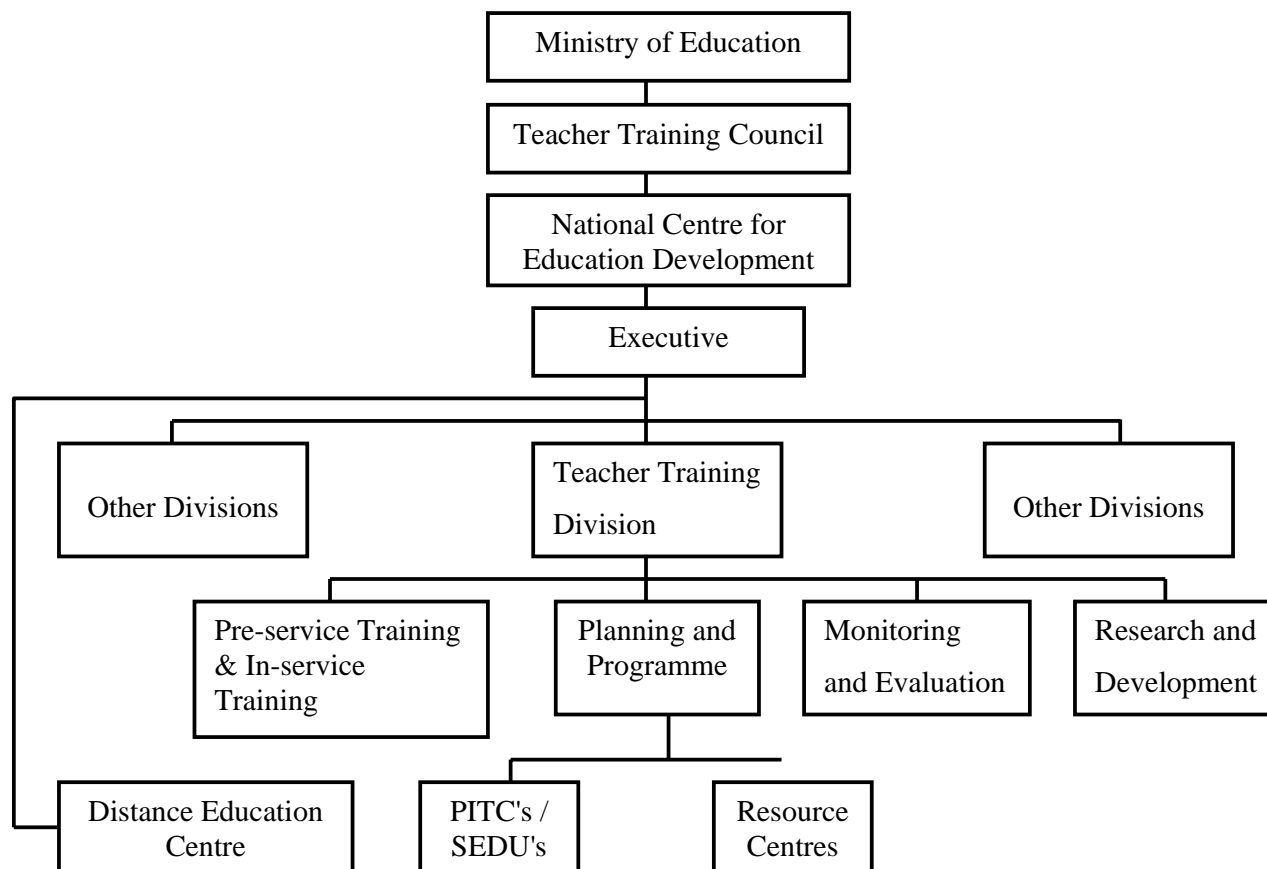
| Professional Staff Requirement | |
|--|--------|
| Level | Number |
| Gaz class I | 1 |
| Gaz class II | 5 |
| Gaz class III | 10 |
| NB: Additional Personnel will be required if secondary teacher training is added | |

Alternative B:

Division of Teacher training will function as one of the Divisions within the MOE. The Structure of this Division will be almost similar to the Department of Teacher Training. Administration and Finance Sections will not be required for this Division. This Division will manage both the primary and secondary teacher training.

Alternative C:

Management of Teacher Training Under NCED



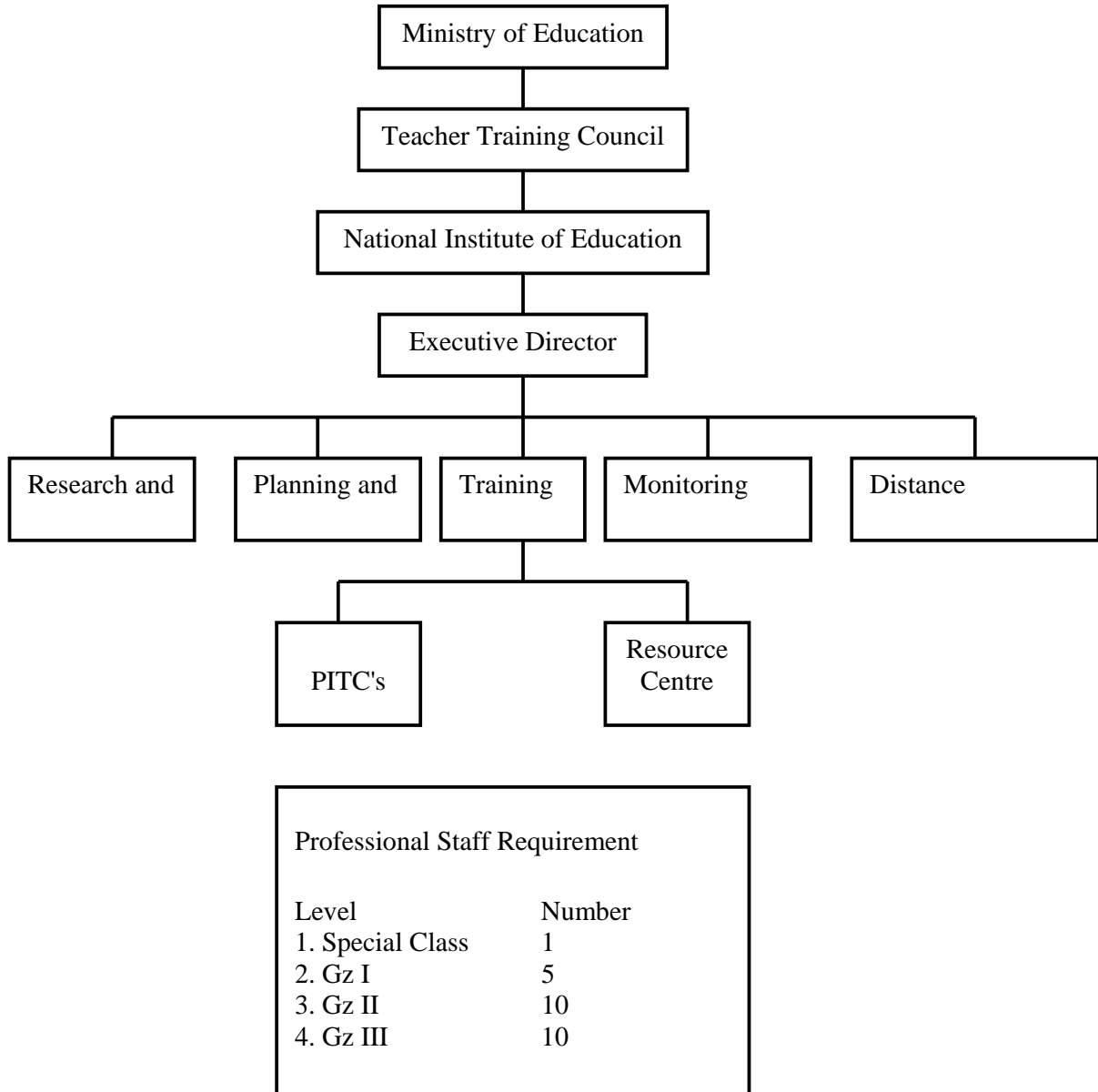
Professional Staff Requirement

| Level | Number |
|------------------|--------|
| 1. Special Class | 1 |
| 2. Gz Class I | 1 |
| 3. Ga Class II | 1 |
| 4. Ga Class II | 4 |

This requirement is the additional staff need for NCED

Alternative D:

Management of Teacher Training Under National Institute of Education



Appendix VII

1. The training plan of option I will achieve the following training target.
 - a. 35,000 teacher with complete package 5 training within three year (1999/2000)
 - b. 50,000 teachers will complete packages II training by the year 2001/2002
 - c. 5,400 teachers will complete the ten-month training.
2. The training plan of option II will achieve the following training target.
 - a. 35,000 teachers will complete the first package within training target.
 - b. 55,000 teachers will complete the second package at the end of the fifth year.
 - c. 5,400 teachers will complete the ten-month training.

The training plan of option II will allow 50,000 teachers to complete the ten-month training.

Training Plan For In-Service Teachers
(Ten-Month Training)

Option I

| SN | Year | NCED/PTTC | Package | RC | Package | DEC | Package | Total | Budget |
|----|-----------|-----------|-------------|----|---------|--------|---------|---------------------------------|--------|
| 1 | 1997/1998 | 5,000 | I | x | x | 5,000 | I | 10,000 of P.I | |
| 2 | 1998/1999 | 5,000 | I | x | x | 10,000 | I | 15,000 of P.I | |
| 3 | 1999/2000 | 1,800 | II+III+IV | x | x | 10,000 | I | 10,000 of P.I , for II, III, IV | m |
| 4 | 2000/2001 | 1,800 | II, III, IV | x | x | 10,000 | II | 10,000 of P.II 1,800 of II-IV | |
| 5 | 2001/2002 | 1,800 | II-IV | x | x | 15,000 | II | 15,000 of P.II 1,800 of II-IV | 127m |

Option II

| SN | Year | NCED/PTTC | Package | RC | Package | DEC | Package | Total | Budget |
|----|-----------|-----------|---------|-------|---------|--------|---------|----------------------------|--------|
| 1 | 1997/1998 | 5,000 | I | 5,000 | I | 5,000 | I | 15,000 of P.I | |
| 2 | 1998/1999 | 5,000 | I | 5,000 | I | 10,000 | | 20,000 of P.I | |
| 3 | 1999/2000 | 1,800 | II-Iv | x | x | 15,000 | II | 15,000 of P.II 1,800-II-IV | 277m |
| 4 | 2000/2001 | 1,800 | II-IV | x | x | 20,000 | II | 20,000 of P.II 1,800-II-IV | |
| 5 | 2001/2002 | 1,800 | II-IV | x | x | 20,000 | III | 20,000 of P.II 1,800-II-IV | |
| | | | | | | | | | 277m |

Training Plan Option III

Training of Teachers by Number, Agency and Package

| Fiscal Year | NCED/PTTC's | Package | BPEP/RC's | Package | DEC | Package | Total |
|------------------|---------------|--------------|---------------|--------------|----------------|-------------|----------------|
| 1997/1998 | 5,000 | I | 10,000 | I | 5,000 | I | 20,000 |
| | 2,000 | II | - | - | - | II | 2,000 |
| | 7,000 | 2 Pkg | 10,000 | 1 Pkg | 5,000 | 2Pkg | 22,000 |
| 1998/1999 | 3,000 | I | 3,000 | I | 7,000 | I | 15,000 |
| | 2,000 | II | 5,000 | II | 5,000 | II | 12,000 |
| | - | | 2,000 | III | 3,000 | III | 5,000 |
| | 5,000 | 2Pkg | 10,000 | 3Pkg | 15,000 | 3Pkg | 30,000 |
| 1999/2000 | 2,000 | II | 4,000 | II | 4,000 | II | 10,000 |
| | 1,000 | III | 2,000 | III | 4,000 | III | 7,000 |
| | - | - | 2,000 | IV | 2,000 | IV | 4,000 |
| | 3,000 | 3Pkg | 8,000 | 3Pkg | 10,000 | 3Pkg | 21,000 |
| 2000/2001 | 2,000 | II | 5,000 | II | 10,000 | II | 17,000 |
| | 2,000 | III | 5,000 | III | 15,000 | III | 22,000 |
| | 1,000 | IV | 5,000 | IV | 10,000 | IV | 16,000 |
| | 5,000 | 3Pkg | 15,000 | 3Pkg | 35,000 | 3Pkg | 55,000 |
| 2001/2002 | 1,000 | II | 3,000 | II | 5,000 | II | 9,000 |
| | 1,000 | III | 5,000 | II | 10,000 | III | 16,000 |
| | 2,000 | IV | 10,000 | IV | 18,000 | IV | 30,000 |
| | 4,000 | 3Pkg | 18,000 | 3Pkg | 33,000 | 3Pkg | 55,000 |
| Grand Total | 20,000 | 4Pkg | 61,000 | 4Pkg | 102,000 | 4Pkg | 198,000 |
| Total cost: 500m | | | | | | | |

RESOURCE CENTRE OPERATION

Context

1. Many countries around the world have initiated school clustering for economic (sharing resources), pedagogic (staff development and curriculum improvement) and administrative (accountability through testing and monitoring, school supervision, reporting information to higher authorities) reasons (IIEP, 1992). School clustering, which in simple terms is an administrative grouping of schools in close proximity, has been given a number of names such as 'nuclues,' 'complexes,' 'zones,' 'school learning cells,' 'school clusters,' 'teacher centers,' etc.
2. It has been reported a number of times that the quality of instruction in the primary schools of Nepal is very poor (IIES, 1998; The Basic and Primary Education Master Plan, 1991; The World Bank, 1992; National Education Commission, 1992, New Era, 1995). High dropout rate, high repetition rate, low achievement rate, low degree of relevance are some of the problems confronting the primary education system. A number of factors contribute to the poor quality of instruction. First, primary school teachers have inadequate academic and professional preparation. Second, they have little or no opportunities for professional exposure, and training opportunities are available to a limited few in the urban areas. Third, the system of school supervision is fragmented and weak. Although the government has created a mechanism of school supervision, it has remained ineffective for several reasons. While school supervisors do not pay regular visits to schools, there are no other effective supervisory structures operating at the local level. Fourth, teachers in remote areas work in isolated conditions and do not receive any professional support and assistance. Opportunities for professional exchanges and interactions between and/or among the teachers do not exist. Fourth, institutional management is not only inefficient, but also non-existent in many schools. Neither the School Management Committee (SMC) members nor school headmasters are aware of their roles and responsibilities. Fifth, instructional materials are rarely used in primary classroom. Teachers lack motivation and do not have adequate know-how of preparing teaching aids. Finally, no institution or structure exists at the local level to disseminated ideas for reform, which are often centrally prepared, related to the professional and academic improvement of teachers, i.e. revised curriculum and textbooks, new teaching methods, and materials. The Resource Centre (RC) grew as a response to the need to bring educational services closer to the schools, in particular to respond to the needs of local teachers and students.
3. In Nepal, a modest attempt was made in the early 1980s to introduce the idea of school clustering primarily designed to promote school supervision. It involved dividing the schools into supervisory units and giving one secondary school or a lower secondary school the responsibility of supervising primary schools within the supervisory unit with the purpose of raising the quality of instruction. It could not gain much direction and support hence; it saw abrupt discontinuation.
4. The Seti Education For Rural Development Project (SERDP), a pilot project designed to raise the quality of instruction in primary education through improved supervisory system and increased in-service teacher training,

initiated the RC system by clustering nine or ten schools and designating one of the centrally located schools as RC school. The RCs provided a broad range of services to neighboring schools such as supervising and assisting satellite schools within their jurisdiction, providing support to non-formal education programmes, conducting in-service training programmes for primary school teachers, supplying materials to local schools, and providing a venue for monthly Friday meeting for teachers of satellite schools, and providing a venue for monthly Friday meetings for teachers of satellite schools to discuss their pedagogical concerns (Crowley, 1990).

5. Later, the Primary Education Project (PEP) also pursued the RC approach as a method of developing primary education in 6 districts of Nepal. However, there was fundamental difference between the two projects in the way the RC was organized and managed. In the SERDP, the institution, i.e., the RC school, was vested with the responsibility of organizing and managing the RC activities. In return, the RC school was provided with an amount equivalent to the salary of secondary school teacher. It was up to the school to decide whether or not a teacher would be employed using the funds received. In case a teacher was employed with the use of these funds, he or she would not be individually responsible for ensuring project activities. The provision of extra salary was intended to facilitate the working of the RC so that regular teaching learning activities would not be disrupted due to the additional demands made by new responsibilities. On the other hand, the PEP made the provision of one Resource Person (RP) for each RC to carry out the RC-based educational programmes. There was a Field Coordinator (FC) who, in addition to planning, implementing and supervising the PEP programmes, assisted, coordinated and monitored the activities of six RPs. Thus, in the PEP, the responsibility was borne by one individual, whereas in the SERDP, it was institutional.
6. Evaluation studies have indicated the positive role played by the Resource Centres in bringing about improvement in the quality of teaching of the teachers through regular supervision and teachers training (CERID, 1989); CERES, 1995). Encouraged by the positive experiences of the Seti Project and PEP, the BPEP has embraced the RC system as a strategy to provide services to teaches to enable them to perform effectively in their classrooms.

Present Status

1. The Resource Centre (RC) concept adopted by BPEP is very similar to that of the PEP. It involves grouping neighboring schools into a cluster and selecting one of them as a RC. Any school, whether a primary, lower secondary or secondary, can be designated as a Resource Centre. However, in order to qualify for hosting the Resource Centre, the school has to be in centrally located place, with 10 to 15 schools within a radius of four hours' walking distance form the Resource Centre. In most cases, secondary schools have been selected to serve as RCs. Often central location (2 to 3 hours of walking distance) and availability of physical infrastructure form the criteria for selection of the RC.
2. Resource Centres are expected to provide a broad range of services to neighboring schools, such as recurrent teacher training, school supervision, professional and technical support, and delivery of educational inputs. The RCs provide an excellent forum to the satellite school teachers for professional interactions and exchanges through the Friday meeting. In addition, the Resource Centre is a place where a number of educational activities,

exhibitions, and programmes are held with a view to developing healthy competition among the schools. Major functions of the RC as listed in the Resource Centre Operation Handbook (BPEP, 1993) are as follow:

- To mobilize the physical and human resources available within the school clusters for the educational development of the satellite schools;
 - To organize trainings, workshops, and seminars in order to enhance the working efficiency of the teachers and headmasters;
 - To promote educational awareness in the school and the community;
 - To supervise and monitor the activities implemented in the satellite schools; and
 - To reduce disparities between the schools.
3. The RP, a full-time employee, is the man implementer of RC-based educational programmes. His major responsibilities include: conducting training programmes for teachers and headmasters, holding meetings of teachers, headmasters, and SMC members, organizing cluster-wide co-curricular and extra-curricular activities, supervising schools, providing support and guidance to the teachers, collecting, compiling and analyzing cluster-wide educational statistics, conducting village surveys, distributing educational materials, operating NFE programmes, and launching community awareness programmes. A Supervision Manual has listed 33 job responsibilities of the RP (BPEP, 1996). A recent decision (1996) of the Ministry of Education has converted the RC into a venue for providing the first package of the 10-month primary teachers training. Some 300 RCs in BPEP districts have been chosen to deliver this package. The RPs have been heavily engaged in conducting the training programme, to a certain degree at the expense of the other activities.
 4. A Resource Centre Management Committee (RCMC) is constituted in each RC, which is entrusted with responsibility of preparing plans, programmes, and the budget, mobilizing local resources, and supervising and monitoring the project activities. The SMC Chairman of RC school serves as ex-officio Chairman of RCMC, and RP as Member-Secretary. Other members of RCMC include Chairmen of the satellite schools (3), headmaster of the RC school (ex-officio member), a local educationist, Municipality or Village Development Committee members nominated by DEO (3), and headmasters of satellite schools (2).
 5. Altogether 669 RCs are in operation in 40 projects districts. There are 569 RPs presently serving in them, of whom 199 are school supervisor, i.e. regular government employees. About 12,000 schools are currently receiving support from the project. The average number of schools per cluster is 17.
 6. The Project has a provision to construct a RC hall within the complex of the schools chosen to be a Resource Centre. The RC hall allows for teachers' meetings, recurrent and in-service teacher training to be held in close proximity to schools, and a number of other cluster-wide educational activities. Altogether, 394 RC halls have been constructed out of a total of 669, including 133 halls constructed under PEP. The cost of construction of

each RC hall averages NRs.300,000 (USD \$5270). RC halls are moderately equipped with facilities needed to conduct meetings and training activities. A medium size hall accommodates about 30 people with necessary tables, chairs, cupboards, and training materials.

7. The Resource Centre Development Unit (RCDU) in the centre plans, coordinates and monitors the activities of the RCs. Among the several activities of the RCDU include on-the-job training of field level staff through distance approach, preparation and distribution of advocacy materials, preparation of materials to support RPs and supervisors, follow up and monitoring of RCs, identification of high performing RCs through a screening system, administration of matching funds, and strengthening the RCs. The Unit staff consists of 1 Unit Chief, 8 specialists and 4 support staff.
8. A Bachelor in Education degree (Bed) is the minimum qualification required of an RP. Teaching experience is preferred but it is mandatory. Over 50% of the RPs do not have any teaching experience. The status salary structure and status of the RP is equivalent to that of a secondary level teacher. In addition, a monthly field allowance in the amount of Rs.900 is provided to the RP.
9. All personnel decisions regarding RPs such as selection, placement, and transfer are done by the Administration Unit of the Project. This is not however true for school supervisors. A written examination and interview may be conducted to select the RPs. The school supervisors working in the BPEP districts by way of a circular from the Ministry of Education (1996) have been asked to perform the functions of a RP. The circular also established their eligibility to receive the field allowance in the amount of Rs.900 per month. The circular also authorizes the RPs to carry out supervision of both primary and secondary schools falling in their cluster.
10. To keep the RC functioning at all times, the headmaster of the RC school has been given the responsibility of looking after the RC while the RP is away from the RC (for instance visiting satellite schools). The headmaster receives a monthly allowance of Rs. 150 for his or her services. Likewise, the school peon is given Rs. 60 per month.
11. It should be noted that the idea of school clustering is being gradually internalized by the major stakeholders. National policy makers view clusters as a major tool to improve the quality of primary education. The RC system has obtained statutory recognition in the Fourth Amendment of Education Regulations (1996). The RC has thus been a legal echelon of the district level educational management. The Government has taken important steps to regularize the position of the RP.
12. The PTTU organizes a month-long training course to orient the RPs about their roles and responsibilities. The focus of the training is to enable the RPs to conduct teacher training courses for primary school teachers and headmasters. In addition, the RCDU has produced a number of RP-support materials covering a number of areas of work, such as simple ways of conducting professional meetings, managing the RC, supervising classroom instruction, evaluating the effectiveness of the school, conducting community surveys, raising funds etc.

13. The Project bears both the recurrent and development expenditures related to RC operations. With a view to sustaining the RC activities after the termination of the Project, a matching fund scheme has been launched since 1995 under which the funds the RCs locally are matched by the Project. This activity is being implemented in 18 of the 40 Project districts.

Analysis

1. Much of the success of the Project relies on the performance of the Resource Persons because the major responsibility of the project implementation lies with them. Since many of the Resource Persons working in the Project districts are recent graduates and have little or no previous primary teaching experience, some have expressed doubts on the ability of the Resource persons to be instrumental in bringing about instructional improvement in the cluster schools.
2. A recent decision of the MOE has converted the school supervisors into the Resource persons (RPs). The donors have viewed this decision of the government as a positive step towards institutionalization of the RCs. The Resource Centres are thus manned by two categories of personnel: (a) those coming from the teaching cadre and (b) those coming from the rank of civil service cadre. With the deployment of the school supervisors in the RCs, the position of the RP has indeed been regularized. However, this development over-emphasizes the administrative side of education. For instance, a school supervisor, being a civil servant, has the prospect of an administrative post at ministry and elsewhere. School supervisors will soon learn that there is little future in pursuing the academic, teacher professional line. If the purpose is to retain professional people in professional roles like that of the RP, then it may be desirable to create such a structure which encourages only those who are willing and committed to undertake a professional role. What category of personnel would be suitable to carry out the role of the RPs? Where should the authority to hire and fire the RPs rest? These critical questions will have to be answered.
3. The main bulk of BPEP staff consists of the RPs, most of whom are serving on temporary basis and some of whom have been serving since PEP. The question of their commitment, experience and community is of vital importance. BPEP has in the past made a lot of investment to upgrade the capacity of the RPs. Needless to say, a competent and committed staff is a pre-requisite for the institutionalization and sustainability of the project activities. It will not be prudent to use temporary staff of this size for a longer period of time as it may lead to low morale.
4. The Government has adopted cluster approach as a strategy for providing school supervision, teacher training, and other educational services. If the RC structure is to act as an instrument of decentralization of education, many questions still remain to be answered: Can the RCs provide an integrated administrative and educational support structure? What authority and responsibilities should the RCs exercise in terms of supervision, control, planning and reporting? How should the RCs be managed? What central units/departments will coordinate and oversee the RC activities? Should the RCs be developed as instruments of educational improvement or as instruments of teacher control?

5. A Resource Centre Management Committee (RCMC) is constituted in each RC, which is entrusted with the responsibility of preparing plans, programmes, and the budget, mobilizing the physical and human resources, and supervising and monitoring the project activities. While much of the responsibility with regard to the management of the Resource Centre rests with the RCMC, little is known about the role played by it. One study reported that RCMC has not been effective in discharging its roles and responsibilities (CERES, 1995).
6. There exists a controversy as to whether Resource Centre should be located in a primary or in a secondary school. The Master Plan for Basic and Primary Education suggested that primary schools should be selected to host the Resource Centres. The Plan offered three reasons as to why a secondary school should not be selected as the Resource Centre. First, the staff of a secondary school is more concerned with the performance of secondary grade students as the school will be judged based on the pass percentage of students and importance. Second, an RC located in a secondary school does not produce demonstration effect on the primary school and can never be a model for primary schools. Third, the facilities provided to enrich the primary school teaching run a risk of being used for upper grades. These considerations have only partially been taken into account.
7. In selecting the school for RC location, physical proximity or geographical centrality of the school has been used as a primary criterion. A number of other factors such as, the ability of the Resource centre school to exercise educational leadership, the satellite schools' willingness to be a part of the educational development process, natural barriers, and the existing as well as potential modality point have not been taken into consideration. In most cases, these locations are centrally determined without consideration of the feelings of the real stakeholders and local realities. Studies have noted numerous gaps and inconsistencies in school clustering, such as large numbers of satellite schools within one RC long distance between RCs and satellite schools too much political pressure in identifying the RC school, and disregard of satellite school teachers' views (Ceres, 1995; Metcon, 1995). These factors all contribute negatively to the efficiency of the RP/RC model.
8. There are a number of issues with regard to the construction and utilization of the RC hall. First, the construction of the hall is funded by the Project with negligible community involvement. Neither the satellite schools nor the RC school contributes to the construction of the RC Hall. Furthermore, it is also not clear who actually owns the building – the project, the satellite schools or the Resource Centre school. In this context, it may be difficult to develop a sense of ownership on the part of the people without which proper upkeep and maintenance of the building is almost impossible. The Project made an attempt to try out a model of local participation in RC hall construction according to the same model as school construction, but the communities were unwilling to share their part of costs.
9. The utilization of the hall is another big issue. Reports from the field indicate gross under-utilization of RC halls. The physical facilities available in the RC are mostly used for training and meeting purposes. Most RCs are inadequately equipped with facilities, therefore, do not attract teachers and communities. A teacher does not find resources for his or her professional upgrading in the RCs. In some places, the RC halls are used as the headmasters' offices, while

in others, they are converted into classrooms. A study has reported that RC halls remain open less than 50% of the total working days of the year (CERES, 1995). The same study found a very negligible use of the RC buildings by the community people. Likewise, a case study of RCs in Chitwan district reports that the RCs remain open about 100 days a year (Khaniya, 1997). During the field visits, the need for minor repairs in the RC halls has been noted. Adequate funds will have to be set aside for this purpose before minor problems become worse. The RCs visited had a range of training materials and books. However, proper storage space was in short supply, with no possibility of display of materials.

10. One of the primary objectives of the idea of school clustering is to mobilize resources, both physical and human, available in the cluster schools for the improvement of the entire cluster system. Because resources in the primary school are unequally distributed, a system of resource sharing created through school clustering must be considered an important step. Observations show little inter-satellite school exchange and interaction. In order to make RC a sustainable phenomenon, better ways of mobilization of existing resources will have to be developed. The extent to which individual schools within the cluster will benefit depends on the extent of sharing of resources, collaboration in staff development programs, and involvement of headmasters and teachers in cluster-wide educational planning.
11. Organizing Friday meeting is an important task of the Resource Persons. The Friday meeting provides a forum for the satellite school teachers to examine the teaching learning problems experienced by them through collective efforts with a view to seeking immediate solutions. The Project provides a small amount of money for refreshment. A total of 8 meetings supposed to be held in a year. Studies have shown that the Friday meetings are infrequently organized, teachers do not attend them regularly, and discussions are often held on non-educational issues (Gongah, Bista & Karmacharya, 1995).
12. Resource centers serve as the primary mechanism of school supervision. The creation of a supervisory structure at the local level can contribute to make supervision more frequent and regular. One advantage of this kind of supervision is to make available the professional assistance to the teachers as and when they need it. The BPEP envisages regular visits of the schools by the Resource Persons for giving professional assistance to the teachers of the cluster schools. However, study reports indicate that RPs do not pay regular visits to the schools (CERES, 1995; CERID, 1997). Even if schools visits are made, they are often unplanned and poorly organized. The focus is on collection of statistics and general supervision of school functioning. Normally, observation of classroom instruction, demonstration of model lessons and professional guidance to the teachers are not seen as part of school supervision. The supervisory function of the RP has suffered particularly due to the MOE's decision to involve RPs in delivering 2.5 months of teacher training. While too much emphasis has been given on teacher training, some tension has been arisen from the question of how to provide teachers with in-service education and training (INSET) without causing too much disruption to their school's program.
13. There is an overwhelming workload on the RP. They at the same time have to perform a large number of different responsibilities, such as teacher training, school supervision, organization of professional meetings, supervision of NFE

classes, distribution of materials, mobilization of resources etc. The responsibilities are often in contradiction to each other. The RPs receive instruction and directions from all sources which at times create confusion. The question is simply whether any RP can fulfill all these assignments in a qualified and efficient manner. It is not surprising that the CERES study (1995) found only 19 activities being performed by the RPs out of a total of 31 activities listed in the project document. The absence of an adequate support structure and insufficient training to undertake the many fold tasks makes the job of an RP even harder. Also, a revisit of the duties of the RP in a prioritized manner is called for.

14. The role of the RP is understood in different ways. It is often the DEO, an immediate supervisor of the RP, whose interpretation of the position and functions of the RP makes a difference. In some instances, the RP is considered to be an administrative assistant of the DEO. During field visits, too many RPs were found spending too much time at the District Education Office rather than being in the RC or in the field visiting schools and local communities. Some DEOs simply considered the RPs as project employees and did not interfere with their work or provided little guidance and monitoring. Owing to multiple sources of command and a general lack of consensus on the role of RP, the RPs often find themselves in a rather precarious position which may have negative impact on their job performance.
15. While the RPs are expected to carry out pedagogical support and supervision, they are inadequately prepared to undertake the job. The job induction training emphasizes the teacher trainer role of the RP. that the RCs have been recognized as the backbone of the development of basic and primary education, one would expect that the training should intend to prepare the RP as generalist in primary school development. There is no long-term, comprehensive professional development plan to upgrade the knowledge, skills and attitudes of the RPs necessary to undertake the multiple roles envisaged. A limited and narrow view of RP training has far-reaching implications for the overall development of basic and primary education. Once, such comprehensive training is established, retainment of RPs in the their posts becomes imperative.
16. The roles and functions of the RC have been defined in a number of documents (BPEP Mid-term Review, 1996). Some of them are as follows:
 - The RC as a local education support system.
 - The RC as the last point for educational delivery to schools.
 - The RC as the mechanism for enhanced supervision of schools.
 - The RC as a deliver and developer of educational resources.
 - The RC as a Basic Teacher Training Centre.
 - The RC as locus of community educational development.
 - The RC as a local agent.
 - The RC as a community service center.

There are gaps, however, between the roles perceived and the roles actually performed by the RCs. The RCs have principally functioned as teacher training centers at the expense of recurrent teacher training, teacher support and on-site supervision. Therefore, whether the RPs should be used in credit-oriented teacher training programs is a major issue. During filed visits and

discussions with concerned officials of the MOE and BPEP, it was expressed that the RCs should mainly focus on their principal functions such as recurrent teacher training, teacher support and supervision, delivery of educational services, dissemination of ideas related to professional and academic improvement of teacher i.e. curriculum, new teaching methods and materials.

17. Resource Centre Managing Committee (RCMC) is essential for the smooth functioning of the RC. It can play an important part in implementing and overseeing RC activities. Although the project documents have specified the composition and duties of the RCMC, it does not enjoy statutory powers and a legal status. Despite the provision of RCMC, many RCs have been operating without this governing body. In the absence of such a body, important management, planning and control functions have been jeopardized.
18. The RC operation has basically been a on-man business. The RP bears a central role in the overall operation of the RC. What is unfortunate is that there is little coordination between the RC and RC school. It appears that the RC system has not been fully integrated into the local educational system. The headmasters and teachers of both the RC school and the satellite schools do not feel as a part of the cluster system. It needs to be emphasized that without their commitment and involvement, RC activities cannot take place successfully.
19. The present RC/RP model has remained less effective in the hill and mountain districts than in the Terai, especially where walking distances to the schools from the RC exceed 3-4 hours. A survey of BPEP operations in the existing remote districts has reported average time distance between the RC and the satellite schools as being over 3 hours (METCON, 1995). In some cases, this distance was found to be 6 hours. This resulted in the infrequent supervision of schools by the RPs and irregular teacher participation in RC-based activities. The study reported that unfavourable weather conditions and natural barriers often posed difficulties for satellite school teachers in participating in RC activities.

Strength of Resource Centre

Although detailed studies on the effectiveness and impact of the RC system have not been undertaken, a few study reports (CERES, 1995: Metcon, 1995) and observations indicate that the RC system has indeed some strength. Some of them are listed below:

- Frequency of supervisory visit to primary schools has increased.
- Frequency of communication downward to the school and upward from the school to higher authorities has increased.
- Frequency of communication among schools, which traditionally remained in isolation from each other, has also tremendously increased.
- The schools are beginning to recognize the value of clustering. Sharing of resources among schools has increased.
- The number of professional events, Friday meetings, and headmasters meetings has significantly increased. There are now greater opportunities for teachers to get exposure to new ideas about teaching and learning.

- The frequency of the preparation and use of instructional materials has increased.
- In-service training of primary school teachers has decentralized.
- Teachers have found the recurrent training to be useful in providing them the skills and competencies in classroom teaching.
- Clustering formed an appropriate mechanism for disseminating new and revised curriculum materials to the teachers. The dissemination of primary curriculum and textbooks was greatly facilitated in BPEP districts compared to non-BPEP districts due to the presence of RCs.
- There has been a significant change in the approach to supervision. School supervision is now understood as process of providing professional; support rather than inspection. Supervision is closely linked to inservice training of teachers.

Critical Issues and Problems

From the analysis of the present status of operation emerge a number of issues:

1. The whole notion of the RC system as strategy and an instrument for improving basic and primary education through recurrent teacher training, professional support and supervision has yet to be understood.
2. The role of the RP is not clearly defined. There is an overwhelming amount of workload on the RP. There is doubt as to whether these wide-ranging assignments will be accomplished by the inadequately trained RPs in a qualified and efficient manner.
3. While the RP is a key person in the RC system, his or her effectiveness largely depends on the professional and/ or academic support system created at the cluster level. There does not exist a local support structure to assist the RP in undertaking his or her manifold responsibilities.
4. The Government decision to convert school supervisors in to the Resource Persons RPs has sparked a debate as to who would be more appropriate to undertake the role of the RP. The development of the school supervisors, who come from the rank of civil servants, over-emphasizes the administrative side of school cluster strategy. The risks are that the RCs may lose the vitality and they will soon become another routine operation in the civil service. There is little charm for the school supervisors in pursuing the academic and teacher professional line. Reports from the field clearly indicate that there is resentment among the supervisors to do the RP's job.
5. Because there is a centralized practice of RP selection and appointment, individuals interested in these jobs use their personal influence to get themselves appointed to these positions, though almost all of them have a minimum level of qualification. In the absence of localized recruitment system, it has been difficult for the EOs and the RCMCs to creat affiliation with the cluster on the part of the RPs.
6. Centralized recruitment and frequent turnover of RP undermine the basic concept of being a Resource Person for teacher support and development of basic and primary education. Supporting schools, supervising teachers and facilitating development of basic and primary education demand that the RP has a profound knowledge about local schools and communities and that has

developed good relationship with them over time by working in a most collaboration manner.

7. The RP training package is not comprehensive enough to cover all aspects of basic and primary education. It simply emphasizes the teacher trainer role of the RP. The supervisors have been performing the RP's roles and responsibilities without any job orientation.
8. The work of the RP is not sufficiently coordinated and mentioned. The time spent by the DEO and PC in field activities is negligible. A study has reported a number of instances of RP absenteeism, leading to closure of the RCs (CERES, 1995). It is not clear as to whom the RPs are accountable.
9. Because many RP's are recruited from non-teaching ranks, they have no experience of practical teaching in the school. Fresh graduates of the Faculty of Education (FOE) are recruited as RPs. Since secondary school teaching dominates the B.Ed. curriculum, it is less likely that these graduates will have developed the kind knowledge, competencies and attitudes often necessary in primary school settings.
10. The district management has not adequately harnessed and used the RC system in the delivery of educational services. Many of the regular activities of the MOE, such as distribution of textbooks, collection of educational statistics, maintenance of teacher records are not integrated into the RC structure.
11. RCMCs are either nonfunctional or have remained passive. The existence of this body is yet to receive a legal recognition. The members are largely unaware of their roles and responsibilities.
12. Almost all the RC-based activities are centrally planned. The RCs have thus been centers for distributing information, materials and programs initiated from the center. If the RCs are to serve as backbone for the nation-wide provision and development of basic and primary education, educational planning and programming must evolve from the cluster level. The capacity of the RP to plan, initiate, implement and monitor educational change is extremely limited.
13. Teachers' participation in planning and implementation of RC activities is minimal. Although a few instances of teachers participation were found, it was restricted to participation in implementation of decisions already taken elsewhere.

Major Recommendations

Nationwide Replication of the Resource Centre Strategy

1. Based on the reviews of all available literature, discussions with senior MOE and BPEP officials, followed by field visits and seminar on Resource Centre operation, it is the conclusion of the Master Plan Team that school clustering is the best available strategy for improving the quality of basic and primary education. A number of inputs have proved to contribute to quality enhancement of education, such as recurrent teacher training, teacher supervision, effective management, community mobilization, efficient

delivery of educational services, effective teacher participation in decision making, in-class professional support to teachers, and sharing of resources. These can be effectively provided to the primary schools through the Resource Centres. So, it is recommended that RC system be replicated throughout the nation.

2. While the Team recommends for the nationwide replication of RC system, it should be clearly emphasized that the RC is simply not another bureaucratic layer between the District Education Office and the schools. Above all, the RC is a center for school development and a mechanism to implement organizational and instructional strategies for school improvement close to the building level. As it is obvious from its name, a Resource Centre should provide resources to its clients: the satellite schools and their teachers. It is a service and/or resource agency rather than an inspection agency. It is the conclusion of the Team that the BPEP model of manning each RC with a generalist in primary education, i.e. the RP, should be the norm.

Recruitment of Resource Persons

1. The RPs should be brought in from the teaching cadre. This provision will make an RP more academic and closer to the school and the community. It will be rewarding to the promising teachers to avail an opportunity to serve the cluster. The local recruitment to experienced teachers as RPs would allow for the much needed increase in the number of RCs as the project activities are launched nationwide. Such an arrangement will ensure stability and sustainability. It should be emphasized that pedagogical support and supervision should be separated from administrative control and inspection. The development of supervisors as RPs emphasizes the administrative control function of supervision. The supervisors are often understood as the arm of the Ministry of Education, whose job it is to check whether the schools are doing the work properly. The separation of these two functions by deploying senior and competent teachers in the RPs position, teachers really will see the RPs as a colleague, as somebody who is more experienced and whose job is to provide pedagogical support. This provision will provide greater flexibility in teacher career planning. Such a flexibility will foster innovation and improve teaching by allowing teachers to move sideways, participate in educational development activities, take professional leadership roles and come back into teaching.
2. The recruitment of RPs can be done in two ways. First, create a cluster-wide pool of most senior and experienced teachers with a B.Ed. degree and have them work as an RP on a rotation basis. If this option is followed, then it will be the responsibility of the RCMC to identify and appoint the RPs. One advantage of this option is that it makes the RP more responsible to the RCMC. Second, enlist permanent teachers within the district to work on these positions through some competitive examination with written as well as oral test, so that very best from amongst the teachers are taken to manage the RCs. In the case, selection of RPs can occur at the district level.

Relationship between School Supervisors and Resource Persons

1. As has been indicated earlier, much of the work of the RP is not monitored and coordinated. It is suggested that the post of school supervisor be converted into Field Coordinator FC or Assistant District Education Officer

(ADEO). It was stated in the previous chapter that the District Education Office, due to its distance from schools and its limited staffing, is restricted to carry out a number of functions from district level. There should preferably be a sub-district education authority between the clusters/schools and the district. The division of work is much needed not only to coordinate and monitor the work of the RPs but also lessen the ever increasing burden of the DEO. The FC/ADEO will be responsible for the implementation of all educational programs, general administration of schools within the sub-district level, coordination and support to the work of RPs, and supervision of secondary schools. This arrangement will enable the RPs to concentrate on academic components, while supervisors will share the administrative responsibility with the DEO. It will further decentralize the administration of basic and primary education.

Lead Resource Centre

1. Resource centers presently operating in the project districts are at varying stages of development in terms of technical competence, commitment for development work, availability of and capacity to mobilize local resources, and institutional capability. The Project has recently worked out a RC Upgrading Plan under which a total of 77 Rcs (at the rate of one RC in each constituency) in 40 Project districts are to be provided with educational materials and equipment. In the addition, DANIDA has identified 23 RCs to be provided with educational supplies, training materials and audio-visual equipment. These efforts are, indeed, noteworthy. However, it is proposed that at least one Resource Centre should be developed as a Lead Resource Centre (LRC) for every 25 RCs with adequate professional books, text and reference books, audio-visual equipment, reprographic facilities, curriculum packages etc. A Lead Resource Centre may be identified on the basis of accessibility, availability of support services, availability of the physical facilities, proximity to district headquarters, availability of qualified and committed RP and RC school staff and prospects for growth. The LRC will act as the nucleus of all Resource Centre activities in the district. The status of the Resource Person of the LRC will be equivalent to the Class II secondary school teachers. A Master's Degree in Education should be the qualification of the RP.
2. A Lead Resource Centre will have the following roles and responsibilities:
 - Resource sharing with other Resource Centres;
 - Provide a venue for exchange of ideas and information among the RPs and with authorities in the district;
 - Training of trainers and Resource Teachers;
 - Loan service;
 - Serve as resource library;
 - Formulation of annual programs;
 - Organizing refresher training courses for the RPs;
 - Maintain a bank of recurrent teacher training modules;
 - Developing linkages with other resource institutions within and outside the education sector; and
 - Act as a technical wing of the District Education Office.

Support System

1. As the RP has to bear overwhelming burden of workload, it is impossible for him/her to undertake all the tasks expected of him. This has happened over time by simply adding to the tasks without any notion of the totality of the workload. Therefore, there is a need for a support system at the cluster level to support the functions of the RC. A network or a group of highly experienced, well performing and widely respected teachers should be created to assist the RP in his or her work. It is recommended that a group of Resource Teachers (RTs) should be enlisted from among experienced and qualified primary level teachers, preferably one in each core subject area of the primary school curriculum. The teachers themselves should identify the persons to work as RTs. The RTs will support their fellow teachers by being resource people.
2. The RTs should be trained to be resource people through training programs specifically designed to upgrade their skills and orient them to their new roles. The RTs will be trained at the Lead Resource Centre by the RP themselves. The primary function of these RTs would be to assist the RP in upgrading teachers skills, facilitating innovation, introducing new curriculum materials, and introducing change and improvements through school visits, demonstration, professional workshops etc.

Disengagement of RPS from 2.5 Months' of Training

1. As a result of RPs heavy involvement in 2.5 months' of primary teachers training, the core functions such as recurrent training, professional support and supervision have greatly suffered. That frequent pedagogical supervision, recurrent training and appropriate professional assistance to teachers have been identified as critical factors in raising the quality of teaching and learning in primary schools, the RPs should not deflect from these core functions. Therefore, it is recommended that the RPs be disengaged from 2.5 months' of primary teachers training.
2. The RC brings training, professional supervision and required educational services as close as possible to the primary school. The strength of RC-based teacher training lies in its emphasis on need-based, practice-based and school-based inservice teacher training for continued professional advancement of the teachers. The RC-based training should therefore focus on skills and competencies that have direct relevance to classrooms and those that can be immediately used by the teachers to improve teaching-learning situation. It is recommended that recurrent teacher training packages be developed covering all aspects of primary school teaching-learning, with flexibility for local adaptation. Credits accumulated by the teachers through recurrent teacher training sessions should be considered for teacher certification.

Training of RPs

1. There is a need to develop a comprehensive training program for RPs. Bearing in mind that the job profile of the RP should be that a generalist in basic and primary educations development, the training package may include topics such as local educational planning, leadership in educational and community development, school supervision, classroom observation, clustering strategies, basic teaching methods, school management, school based educational development, basic research methods, development of locally based curriculum, adaptation of national curriculum, child-centered teaching methods etc.

2. The following training modalities have been suggested for the training of RP:
 - At least, one month-long supervised teaching (internship) in primary school prior to development as a Resource Person.
 - Job induction training of one month duration to be organized by RCDU to acquaint the RPs with their jobs and responsibilities.
 - A three-month long pre-service training to be organized by the Faculty of Education.
 - A week-long refresher training course to be organized at LRC every year.
 - Continuous support through self-instructional materials.

RP: RP Ratio

1. The principle of 'one RP for every RC' should be strictly followed. This system will provide the RP with sufficient time to plan, implement, and monitor cluster activities. This would mean that about 1339 RPs would be needed by AD2002.

RC Facilities

1. Most RCs are being used for organizing meetings and training events, but the centers have not been developed into the concept of a resource center in the true sense of the word because of the lack of infrastructure and shortage of equipment. The RC is a center for teachers' continued learning and professional development. The RCs should, therefore, be equipped in such a way so that they can provide services to teachers and local schools. These services may include library facilities, teaching learning materials, public services like typing and duplicating services, teaching modules. It needs to be emphasized that the RCs should provide access for teachers to a library stocked with a wide range of educational books for self-advancement, general review and recreation. By the end of the current fiscal year(1996/97), about 100 RCs will have such facilities.

Planning and Programming

1. At present, centrally developed teacher training packages and programs dominate the RC activities to an extent leaving little or no time for cluster-based activities and innovations. It is natural that centrally prepared plans and programs cannot address the needs and problems of local communities as the needs and problems of one community differ significantly from those of others. Central Planning and programming inhibit the potentials of the RC To become a local center for educational development. Therefore, it is highly recommended that clusters be encouraged to prepare their own plans and programs and work out the funds needed to execute their programs. In order to encourage bottom-up planning and budgeting, necessary assistance should be provided by District Education Office and RCDU to the RCs.

Management Functions

1. While the Resource Centre has been recognized as legal echelon of educational management, the RC can be delegated some management functions directly related to raising the efficiency of primary education delivery system. Some of such functions may include the following: (a) storage and distribution of free textbooks, (b) storage and distribution of NFE

materials, (c) distribution of teacher support materials and learning materials for school children, (d) maintenance of up-to-date records of all primary school teachers within the cluster, (e) collection of school-based statistics and report them to the District Education Office, (f) assessment of student achievement in order to monitor quality improvement, and (g) evaluation of school performance. These management as well as other professional functions of the Resource Centre should be reflected in the Education Regulations.

Linkages and Relationships

1. The Resource Centres should not merely function as entities under the line of command of the DEOs. It needs to be understood that RC is both a concept and location for primary education development. This notion of RC will not be materialized unless professional and academic linkages and relationships with other institutions are clearly established. Such linkages may be established with secondary schools, higher secondary schools, primary teachers training centers, Secondary Education Development Units (SEDUs) at the local level and CEC, NCED, OCE, and FOE at the national level.

Coordinating Role of RCDU

1. It was noted in the previous section that RPs get directions and signals from various sources. The practice has been that various central units of the project plan their activities and send them to the districts or RCs for execution. This practice not only creates overlapping but also hampers the regular schedule of the RP. It is imperative to strengthen everyday coordination and collaboration between the RCDU and other BPEP units. There is a scope for merger of the Primary Teacher Training Unit (PTTU) with the RCDU in that activities like training of RPs, development of recurrent teacher training packages, preparation of teacher support materials presently carried out by PTTU can be most efficiently handled in close collaboration with the RCDU experts. The RC support functions of the RCDU cannot be preformed in isolation from those that are to be launched through the RCs on an everyday basis.

Resource Centre Management Committee

1. The RCMC has been given important responsibilities in the BPEP documents. However, its composition, legal status and roles and responsibilities have not been provisioned in the Education Regulations. It is suggested that the legal status, powers and functions of the RC Management Committee be established under the Education Regulations. The chairpersons of the management committees of the satellite schools should serve as ex-office members of the Resource Centre Management Committee. The chairmanship of RCMC should be on the rotation basis.
2. A council of headmasters of participating schools should be created, the head of the RC school heading the council. This council will plan common activities for the schools within the cluster, including joint educational development projects, fund raising, extra-curricular activities and examinations. To strengthen the weaker schools, teachers may be transferred from one school to another on a short-term basis. The ultimate goal should be to create self-managed and self-directed RCs with appropriate outside technical and financial support.

Ownership and Maintenance of RC Halls

1. The problems that afflict the RC halls such as lack of community involvement, the question of ownership, the maintenance, the relationship between the RP and the RCHM should be effectively addressed by fully integrating the RC with the host school. Some of the strategies to this end may include provision of the training for RC school headmaster and teachers, joint planning and programming, and increased incentive to the RC school headmaster. Efforts will have to be made to develop the Resource School concept in the long run. A pre-condition would be that such schools are staffed with adequately trained teachers and have sufficient physical facilities. The RC school should be developed both in physical and academic terms so that it will have a demonstration effect for other satellite schools.
2. To meet the repair and maintenance needs of the existing RC halls, sufficient funds should be set aside. In view of the shortage of space, it is recommended that additional shelving and cupboards be provided to address this problem. It should be made clear that maintenance of the RC building is a joint responsibility of the participating schools, particularly that of the host school.

Criteria for Selection of RC School

1. Geographical location is the single most criterion used for identifying the school to host the Resource Centre. A Resource Centre should be identified on the basis of the following criteria.
 - Accessibility
 - Availability of support services in the area
 - Availability of physical facilities in the school
 - Potential for growth and development
 - Adequate provision of teaching staff
 - Community participation
 - Leadership ability of the headmaster
 - Academic performance of the school

Reporting System

1. The ME unit collects data in order to show the attainment of physical targets for each component. A report is produced and disseminated rather at longer intervals. These monitoring activities are valuable but are not necessarily of direct benefit to higher project authorities and the RPs themselves. Therefore, it is proposed that RPs make trimesterly progress reports in standardized form to the FC/ADEO and then be sent to the Basic and Primary Education Unit of the DEO. These reports can be summarized at the district level and then sent to the RED and BPE/DU. This report will form an important management tool and will provide a basis for evaluation of RC activities and for taking any remedial action. The trimesterly report of the RP may include information on:
 - the number of recurrent training courses organized;
 - the number of participants;
 - a summary of feedback from trainees;
 - visits to schools by the RP, with numbers and purpose;
 - number of class observations made;
 - meetings with headmasters, teachers group, SMC members and RCMC members with a summary of the main points and decisions reached;
 - the number of visits from teacher;

- days spent in the field and in the RC;
- details of curricular and extra-curricular activities;
- visits to NFE classes;
- number of days per month when the RC was effectively operative; and
- other important events.

Financial Sustainability of RC's

1. The RCs are heavily dependent on external funds. Until the RCs are not made capable of supporting themselves, the Project will need to continue providing financial support. It is suggested that alternative ways of generating local resources should be explored to support the RCs. A RC Development Fund be created in each RC pooling together resources from VDC, DDC and other sources. The existing matching fund scheme should continue through the Second Phase of the Project. It should be noted that the matching fund program demands that the RPs be engaged in resource mobilization activities at the cost of other regular activities expected of them. Therefore, it is suggested that cluster school teachers should be mobilized in fund-raising activities.

Strategies for Remote Area

1. The physical, social and economic context of the remote areas has significant bearing on various educational activities, including RC operation. A number of factors such as topographical barrier, accessibility pattern, distribution pattern of population pockets and settlements and others negatively affect RC activities to be undertaken in remote and very remote areas of the country. The present model of RC operation is particularly suited to the Terai region of the country.
2. The needs for school improvement are greatest in the primary schools located in the remote and very remote areas. One major challenge of schooling in remote districts is making the school system work – making the schools open as required by the Education Regulations and ensure the regularity of the teachers. School clustering provides a mechanism for intensive supervision. Most primary schools in the hilly and mountainous areas are small which are scattered and distant from all the service centers. Teachers have much lower qualifications than in other schools. They very often seem isolated and do not get enough support. In order to address this problem, alternative strategies for RC creation and operation will have to be identified in hill and mountain areas. There are three kind of specific aspects in education of the remote areas, such as (a) far distances and difficult terrain, (b) small size of the school, and (C) multigrade class, which should be carefully considered while devising a RC structure for remote areas. Some of the strategies may include the following:
 - 2.1 Secondary schools in remote districts are in an advantageous position to host the Resource Centres due to their relatively better institutional set-up and infrastructure compared to primary schools.
 - 2.2 In view of the difficult terrain and long travel distances, frequent school visits by the RP and regular participation of teachers in RC-based activities do not appear to be practical. In such a case, one practical approach would be to adopt a sub-cluster system under one RC umbrella whereby sub-cluster of schools would be created within

each cluster. The RP, as an itinerant, will pay visits to these sub-clusters on a rotation basis and organize instructional improvement and supervisory activities at the sub-cluster level. This arrangement will address the commuting difficulty imposed due to topographical barriers.

- 2.3 Each sub-cluster may consist of 4 or 5 schools, designating one of the centrally located schools as the Lead Schools where most training events and professional meetings would take place.
- 2.4 In the existing structure of school clustering, groups of 15 to 20 schools are clustered and served by a Resource Centre. In the context of remote areas, the idea of constructing one RC hall for every 15 to 20 schools can be very expensive. Therefore, it is suggested that construction of RC halls should be limited to those where several sub-clusters can be served by one hall. Instead of existing strategy of having one hall for each cluster, having one strategically located RC hall for two clusters may be the appropriate strategy in the remote and very remote districts. The type of construction needed will depend on the outcome of mapping exercise, projections of utilization rates, and number of sub-clusters.
- 2.5 Site selection criteria for RC halls should be revisited. It should be a place accessible to all sub-clusters of schools, within or along the main route and wherever possible near other institutions and commercial establishments. Residential facilities with fooding and lodging provisions should be developed in the RCs.
- 2.6 In the remote areas, recurrent teacher training through a whole school approach should be encouraged as much as possible. The sub-cluster system permits the use of whole school approach to recurrent teacher training.
- 2.7 As the RP will be an itinerant, traveling from one sub-cluster to another, the Resource Teachers Program will be most appropriate in the remote areas of the country. Each sub-cluster will have 2 or 3 Resource Teachers, knows to be highly experienced and qualified, who will be trained to go arroung to schools and help the teachers in the schools.
- 2.8 In the beginning of the academic session, the RTs will st with the RP to prepare plans and programs for their respective sub-clusters.

Inclusion of Private Schools in the Cluster

1. At present cluster program has covered only government-aided primary schools and privately managed schools have not been integrated into the system. There is a need to promote interaction between the public and private schools. It is proposed that private schools should be made eligible to receive services such as recurrent training, library facilities and teaching-learning materials. Depending on the financial condition, a membership fee may be levied on such schools willing to participate in the cluster program.

RC Evaluation and Reward System

1. As part of the RC development program, the Project has developed a system of evaluation the performance of the RCs against some indicators (eg. planning, RC management, program implementation and creativity). Based on the performance, a ranking of RCs from highest to lowest is made and the RCs with outstanding scores are awarded cash prizes. This program has been found to be very effective: hence, it should be continued through the Second Phase of the Project.

Structuring RPs Work

1. There is a need to structure the work of the RP so that is a reasonable balance between field-based activities and RC-based activities and between training activities and supervision activities. According to the Education Regulations, the schools are supposed to remain open 220 days a year (although this is not case at present). Considering these official working days as the norm, the work of the RP should be structured as follows:

| <u>Activity</u> | <u>No of Days</u> |
|---|--------------------------|
| Recurrent teacher training | 42 days |
| Planning, programming and coordination | 8 days |
| Professional meetings | 20 days |
| Supervision and follow-up | 60 days |
| Training of HMGs, RTs, SMC members | 20 days |
| RC-based activities (examinations, extra-curricular activities, workshops, delivery of educational materials etc) | 30 days |
| Attending training, seminars and meetings with DEO, RCMC, ADEO | 20 days |
| Community mobilization | 20 days |
| Total | 220 days |

Cluster Improvement Grants

1. Institution "Cluster Improvement Grants" to support local initiatives and meet instructional improvement needs of the schools. Each school would prepare a proposal for instructional improvement and compete for small grants. Thus, the schools would be able to obtain additional funds by means of competitive grant awards. Competition for funds would foster innovation. Each RC would be provided an amount of Rs. 50,000 per year out of which five to ten schools in the cluster would be provided with these grants. The RCMC and the cluster-wide Council of School Headmaster would judge the merit of the proposals submitted by the schools. In selecting the school for these grants, the following criteria may be considered in addition to the merit of the proposal:
 - Internal efficiency of the school
 - Cycle completion rate
 - Student performance in final examinations
 - Level of community participation
 - Number of instructional days
 - Enrollment of girls and children of low-income families

Alternative Models

1. There are 669 school clusters in 40 BPEP districts. As BPEP moves into the remaining 35 districts of Nepal, this will require an estimated total of about additional 662 Resource Centres and clusters. The SAR had an estimated of about 1,300 Resource Centres to cover the entire network of primary schools in the country. Although there exists a consensus among the policy-makers administrators and practitioners that school clustering is the best available strategy for improving teaching learning in the primary schools, there are, however, divergent views as regards the modality of RC operation. Keeping in view the different opinions, the following five models of RC operation have been presented:

Model 1:1 RP for RC

Under this model, each RC will be manned by one RP, with a qualification of B.Ed. The RP will belong to the secondary level teaching service. The returns of this model are high. The RC : School ratio should vary according to the ecological zone. However, one cluster should include 15 primary schools on an average. The Master Plan Team strongly recommends for the adoption of this model.

Model 2:1 RP for 1 RC with lowered RP Qualification

Considering the high costs involved in recruiting secondary level teachers as RPs, the Government may consider recruiting experienced primary school teachers as RPs at their present salary level. This can be less costly and would allow for meeting the much needed increase in the number of RPs. The questions, however, remains whether primary school teachers with SLC qualifications can provide effective educational leadership.

Model 3:2 RPs for 3 RCs

In this model, two RPs will be assigned for three RCs and they will jointly plan, implement and monitor activities by rotating among the RCs. They will be supported by teams of Resource Teachers and RCHMs. In this case, the RP will be a secondary level teacher with a qualification of B.Ed. This model not only provides cost saving but also promotes sharing of expertise between the 2 RPs.

Model 4:1 RP for 2 RCs

This model has been remained in practice since the beginning of BPEP. Although it has potential of reducing the cost in terms of RP salary but it is found to be less effective in that it increases the work burden of the RP. This model runs the risk of diluting Resource Centre capabilities. There is a strong feeling that this model should be abandoned. However, if it is to be adopt, it should be supported by very strong Resource Teacher Program. To make it more effective, RCHMs should near the increased burden of managing the RCs and HMs should assume greater role in school supervision and recurrent teacher training.

Model 5:Self-Managed RC

This model is in line with the school clustering and resource center approach

practice in the Seti Education for Rural Development Project (SERDP). Under this model, the RC school itself will take overall responsibility of managing and implementing cluster activities. These RCs will be self-managed without the service of full-time RPs. The Resource Centre School will be provided with some incentive for its service in the cluster. In order to make this model effective, the RCHM including the staff of the RC school will have to be trained in the light of their new role. In this case, no separate RC hall will be necessary. Each school hosting the RC may be provided with one additional classroom to provide a venue for cluster activities.

Major Features of the Recommended RC Operation Modality

1. The Resource Centre together with 10 to 20 neighbouring schools of the cluster will form a last echelon of national educational management of the country.
2. The RP will belong to the teaching cadre, with primary teaching experience.
3. The RP will be a trained graduate (B.Ed.).
4. The recruitment of RPs will be district-based. Most senior and experienced teachers with B.Ed. degree working in the cluster schools will work as RP on a rotation basis. Or, RPs will be selected through some competitive examinations at the district level. In this case, only permanent secondary level teachers will be eligible to apply for these positions.
5. The position of school supervisors will be converted into Field Coordinator or Assistant District Education Officer, with responsibilities such as primary school administration, secondary school supervision and RC coordination and monitoring. The FC/ADEO will be immediate supervisor of the RP.
6. There will be a legal provision to constitute a Resource Centre Management Committee in each RC. Its powers and functions will be specified in the Education Regulations.
7. The RPs will undergo a special training soon after their appointment.
8. There will be Resource Teachers (RTs) to assist the RP in his or her work. The RTs will be given training in teacher training, educational materials development and professional supervision. The RTs will be provided a monthly allowance of Rs.300.
9. The headmasters of the cluster schools will form a council. The council will plan, organize and implement the cluster activities.
10. There will be provision of training for the headmasters of RC schools in RC management. The RCHM will be remunerated for his or her services.
11. A section will be created in the Department of Basic Primary Education to formulate RC policies, coordinate RC activities and oversee the implementation of the RC operations.
12. The government will provide Rs.75,000 to each RC to meet recurrent expenditure, including the salary and allowances for RPs.
13. Each RC will have its own building with a training hall, an office for the RP, a store and toilets.

Main Functions of Resource Centre

The main functions of the Resource Centre are summarized below:

1. A venue to facilitate the professional growth/ development of teachers on an on-going basis;
2. A focal point in disseminating ideas relating to newly developed or revised school curriculum, innovative teaching methods, teacher support materials;
3. A distribution network for centrally developed educational activities and materials;

4. A mechanism for sharing resources available in the cluster schools;
5. A place where professional and academic support is provided and where teachers discuss and find solutions to their problems for the improvement of the quality of primary education;
6. A place where teachers can find reference books, teaching learning materials and other support materials;
7. A pre-testing center of new teaching and learning methods and materials;
8. A place for producing teaching and learning materials;
9. A center for providing support and supervision to teachers undergoing training through distance mode;
10. A center for coordinating educational development activities;
11. A special needs assessment center and a center for local contact for distance education programs and
12. An integrated administrative and educational support structure.

Functions of the Resource Person

The primary functions of the Resource Person will be as follows:

1. Plan, organize and facilitate recurrent teacher training activities and other professional activities, such as workshops, seminars, and conferences;
2. Conduct training needs analysis of primary school teachers;
3. Supervise satellite Schools;
4. Conduct classroom instruction of teachers;
5. Conduct management training courses for school headmasters;
6. Conduct orientation training programs for SMC and PTA members;
7. Distribute instructional materials;
8. Organize cluster-wide examinations and keep records of student achievement of each individual school in the cluster;
9. Organize cluster-wide extra-curricular activities;
10. Supervise NFE, ECEC, OSP classes;
11. Collect, compile and analyze educational statistics at the cluster level and provide statistical reports to the ADEO;
12. Disseminate and supervise the use of curriculum materials;
13. Assess the impact and effectiveness of recurrent teacher training programs;
14. Conduct professional meetings and refresher programs to promote the continuous improvement of the teaching-learning process;
15. Assist the ADEO in evaluating the performance of each school based on selected indicators;
16. Develop teaching materials that will serve as models for teachers together with RTs;
17. Encourage teachers to use the facilities of the center as well as to share the resources available within the cluster schools;
18. Launch community awareness programs so as to promote enrollment and retention of students, particularly girls and disadvantaged children;
19. Collect, compile and analyze educational statistics at the cluster level and report them to higher authorities; and
20. Collect data, opinions and recommendations on how best to adopt the national curriculum to local conditions;
21. Review teacher performance and recommend promotions for teachers.

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THE TRAINING OF EDUCATIONAL PERSONNEL

Context

1. One of the key factors in the effort of the Government to raise the quality of basic and primary education is to enhance its management capability at all levels of organizational hierarchy. A complex task such as raising the quality of education calls for a multi-disciplinary approach, to which concerned people at all levels must acquire and apply appropriate technical skills, general knowledge and understanding. If worthwhile results are to be obtained, the education and training of responsible staff engaged in education development are absolutely essential. Educational management is a specialized function requiring technical competencies, skills, and knowledge on the part of the different categories of personnel working at various levels. Many educational plans and programs in the past have not been satisfactorily implemented due to inadequate management performance. Needless to say, the level of competence of education personnel directly involved in the execution and implementation of basic and primary education programs can be raised by training them in modern concepts and techniques of administration and management as well as various aspects of basic and primary education such as curriculum and textbook development, assessment, teaching methods, classroom management, monitoring and evaluation, educational planning etc. A systematic staff development program can tackle twin problems of lack of skilled professionals and low morale of personnel
2. The role of the Ministry of Education has considerably expanded in recent years. Its role is no longer limited to granting approval to new schools, distributing financial grants, and inspecting schools to ensure that the schools receiving grants are operating according to the established norm.
3. The Ministry of Education has now been recognized as a technical ministry. In its new role, the MOE is expected to be engaged in functions such as formulation of educational plans and policies, coordination, monitoring and evaluation of educational programs, generation of resources, resource allocation, and technical support. In order to carry out these functions, the MOE needs different categories of personnel with specialized skills. Some such personnel are: (a) educational administrators, (b) educational planners, (c) policy analysts, (d) statisticians (e) subject specialists, (f) curriculum specialists, (g) test and measurement experts, (h) primary education specialists, (i) supervisors, (j) school managers.
4. The Basic and Primary Education Project (BPEP) has been designed to bring about comprehensive reform and expansion in the basic and primary education sub-sector. Its three major goals include: (a) raising the quality of BPE, (b) increasing access to BPE, and (c) strengthening the management of basic and primary education delivery system. In order to achieve these activities, a number of activities have been launched by the Project. To ensure effective planning, program formulation, implementation, and monitoring of these activities, the personnel involved need appropriate professional competencies in various fields.
For improving the quality of BPEP, professional competencies required may be the following:
 - Curriculum and textbook development, revision and evaluation,
 - Development of teacher support materials,

- Development of supplementary readers,
- Development of instructional materials,
- Training of teachers, supervisors and headmasters, and
- Development of student assessment tools.

For improving the access to BPE, the following competencies are needed:

- Effective management and supervision of NFE programs,
- Planning for expansion of formal and non-formal education programs,
- Development of NFE materials,
- Development and implementation of programs designed to address the needs of special focus group, and
- Physical planning and school mapping.

For improving management of basic and primary education delivery system, activities required are the following:

- Increased capacity of educational managers at all levels of organizational hierarchy in planning, managing, implementing, monitoring and evaluating basic and primary education programs,
- Professional upgrading of field level personnel such as RPs, PCs, and HMs in managing educational programs at the cluster and institutional levels, and
- Organizational development at all levels.

Present Status of Facilities for Training of Educational Personnel

In-Country Training Provision

1. There did not exist a permanent institution within the MOE to organize in-service training programs for education personnel until the establishment of the National Centre for Educational Development (NCED) in 1993. The major responsibility of NCED is to provide in-service training to primary school teachers through its nine Primary Teacher Training Centres (PTTCs). Apart from teacher training, it organizes the following training programs specifically designed for primary school headmasters (one month), school supervisors (one month), District Education Officers (12 days) and Regional Education Directors (6 days). NCED faculty comprises 19 posts, including Gazetted Class I Directors, 5 Gazetted Class II and 9 Gazetted Class III technical officers and 4 support staff.
2. Over a period of three years, a total of 2005 primary school headmasters, 136 school supervisors, 43 District Education Officers, and 5 Regional Directors have received training from NCED. The headmasters' training is delivered through cascade method whereby NCED organizes a week-long training for the trainers of headmasters training who, upon completion of the training, go back to their respective districts and conduct the training program. Within the last three-year period, 126 trainers have been trained.
3. The Faculty of Education has long been involved in the training of education personnel. It offers specialization courses in areas like curriculum, evaluation, administration and supervision, school management, educational planning and management in its B.Ed. and M.Ed. programs. These programs are meant for prospective education personnel, they do not serve in-service training needs of the MOE. A few constituent and affiliated campuses of Tribhuvan University run morning and evening classes, which have enabled both school level personnel as well as other MOE personnel to attend. Very recently, the Faculty of Education has developed a B.Ed. Program with special focus on primary

education. Likewise, courses in a number of specialized areas such as population education, environmental education, nonformal education, education technology, early childhood education, educational financing are being developed.

4. In addition to its regular degree-oriented programs, the Faculty of Education has in the past offered three-month intensive training on school supervision a few times for school supervisors. It has also offered special short-term programs for primary and secondary school headmasters. Very recently, the Faculty has developed numerous short-term training courses on Educational Management Information System (EMIS), Monitoring and Evaluation (ME), personnel administration, educational leadership, educational planning, project planning and management and educational supervision meant for intermediate level MOE personnel.
5. The Primary Teacher Training Unit (PTTU) has a 12-days training package for primary school headmasters. This training intends to provide very basic knowledge and skills of primary school management. The training is delivered through the RCs. It is reported that some 4000 primary school headmasters of BPEP districts have received the training.
6. The Resources Centre Development Unit (RCDU) has very recently initiated a on-the-job training program for field-level educational personnel such as RPs, PCs and school supervisors, primarily designed to enrich their knowledge and understanding related to management of basic and primary education. The program uses a distance approach whereby the trainees are provided with a packet of self-study materials, following a short face-to-face orientation. The program is divided into two levels: basic and advanced level, each of 6 months' duration. The trainees remain in touch with the RCDU through mail. Towards the end of the program, they take a short written test. A certificate of participation is given to the participants upon successful completion of the training.
7. The Nepal administrative Staff College (NASC), established in 1982 as an autonomous management training institution, conducts in-service training programs for newly appointed government officers and high level officials. In addition to its regular training programs, the NASC provides consultancy services in management support, organizational analysis, and research. The programs of the NASC are primarily in the area of general administration and management. However, it has in the past organized special training programs for District Education Officers and school supervisors. Because of its specialization in public administration and management, NASC's capacity to offer training to the hundreds of educational administrators is limited.

Out-of-Country Training

There are some training opportunities available to education personnel from a number of international agencies, such as ODA, UNESCO, UNICEF, IIEP, DANIDA, and so on. Quite a few of the education personnel have benefited from such training opportunities. Very recently, over 100 key BPEP staff and MOE officials attended short training courses under DANIDA-supported institutional capacity building program

Analysis

1. The Faculty of Education can potentially contribute to cater to the in-service and pre-service training needs of education personnel. The B.Ed. courses are

primarily for secondary school teachers. Many of the courses of the Faculty of Education are said to be too academic in nature and do not adequately reflect realities of education in Nepal. The Faculty has not received adequate support from MOE. The role of the Faculty of Education in terms of producing educational personnel other than training secondary school teachers has not been made clear. Apart from offering regular courses, the Faculty does not have adequately trained faculty members able to provide training in specialized areas, such as educational planning and management, educational information system, educational monitoring and evaluation, primary school management, test and measurement. Very few faculty members have kept themselves abreast of the recent developments in the field of education.

2. Whatever limited expertise is available in the Faculty of Education has not been adequately utilized by the Ministry of Education. The Faculty, which once catered the entire training needs of the MOE, operates in isolation. Very few professors of the Faculty of Education have any knowledge about the practical world of education in the country. It should be noted that no institutional partnership exists between the MOE and FOE.
3. Limited training opportunities made available for educational personnel have not been effectively utilized. There are no clear criteria for selecting personnel for overseas training. A few fortunate individuals selected for overseas training and study tours are often those who have good personal relationship with the senior decision-making authorities. It is natural to receive training in areas remotely related to one's job responsibilities.
4. Experiences gathered from overseas training opportunities do not get shared and disseminated. Persons trained in certain areas, upon their return from overseas, find themselves somewhere else, which results in non-utilization of the skills and knowledge learnt.
5. Almost every project has some component of staff development under which there are provisions for overseas fellowships, study tours, and short courses. There does not appear to be any central clearinghouse for all these training programs. There does not exist a mechanism in the Ministry of Education to coordinate these training opportunities available under the aegis of different projects. It is often the agency sponsoring training, which identifies the areas of training. Often, such externally identified training areas do not match with the actual training needs of the Ministry of Education. Since there is heavy emphasis on study-visit type program, the staff development component of these projects has not created high level trained manpower within the MOE.
6. The present system is based more on meeting individual needs than on organizational needs. The training needs for different levels or for different functions have not been defined- a function of NCED. It is not directed towards creating a national capacity. The training has been used as incentives to individuals a national capacity. The training has been used as incentives to individuals. It has given the superior authority a power to reward those who are loyal to them. There is a need to blend the incentive factor and the organizational needs.
7. The MOE does not have a comprehensive training policy to guide both long-term and short-term staff development activities. Training of personnel is rather an isolated event, it is not considered as a long-term strategy for organizational development. The MOE does not even provide job entry training to its newly recruited supervisors and section officers that are normally provided by other

ministries. For example, most other ministries provide their newly selected officials the Basic Administration Training through the Nepal Administrative Staff College. But, there is no such provision for those who join the Education Service. The MOE's budget allocation for the training of educational personnel is minimal.

8. There has been too much emphasis on teacher training. In recent years, headmasters' training has found some priority. However, programs to provide substantive training to the numerous types of educational personnel have not been actively organized. The technical capacity within the MOE is extremely limited. The first generation of senior MOE personnel who were trained during the 1950s and 1960s in the United States have retired from their jobs. Due to scarcity of expertise in areas such as educational planning, sectoral assessments, EMIS, ME, curriculum planning and evaluation, educational management and supervision, the MOE has to depend on outside consultants. In most cases, using consultancy services is outside the means of the MOE.
9. Except for those who work in general and personnel administration and finance sections, all central, regional and district level education personnel belong to the Education Service cadre. With a few exceptions, almost all of them have a Bachelor's degree in education. Basic degree in Education seldom means that they have any prior knowledge, aptitude and specialized training either in general administration or in administration of primary education. Therefore, there is a general lack of requisite administrative and management know-how and knowledge of relevant personnel, financial and administrative rules and procedures on the part of educational personnel. So is the case among the school headmasters. School teachers are often nominated to head the primary schools without receiving any pre-appointment management training or job induction training.
10. An evaluation study has reported that the training programs organized by NCED have not made any substantial impact on the overall performance of the headmasters and supervisors (NCED, 1996). Although the participants admitted having been exposed to new ideas through these training programs, but there is little or no evidence that the training programs have brought any significant change in aspects such as working style, efficiency, personal confidence, work motivation, planning and communication skills, competence, work motivation, planning and communication skills, competence and job performance. The participants of the NCED-organized supervisors training and headmasters' training programs, in interviews during our field visits, stated that there was not enough emphasis on practical aspects, that the trainers were not adequately prepared to deliver the courses, that there were not adequate and relevant reference materials, and that course areas had little relevance for them. Other weaknesses of these training programs as perceived by the participants include: poor logistical support, inadequate subsistence allowance, inadequate follow-up and monitoring of trainees, and poor teaching methods. It appears that present efforts for training are more for training's sake rather than for system improvement.
11. In the HMG system, training of more than one month is considered for promotion, leading to a vertical change in the position and designation. The supervisors therefore have an incentive to attend the training program. However, no such incentive exists for the REDs, DOEs and schools headmasters.
12. Although management training is needed for educational managers at all levels of educational hierarchy, it is particularly needed for school level managers. The tasks of the headmaster, often believed to be maintaining school records,

distributing teachers' salaries and making school routines, are becoming increasingly complex. What happens inside the classroom is largely determined by the headmaster's action. The jobs of the headmaster are varied, such as management of the human and physical resources of the school, community and parent relations, development of a positive school climate, supervision of instruction, evaluation of teacher performance, on-site staff development, maintenance of school facilities and equipment, pushing teachers into devoting more attention to the academic purpose of schooling etc. A number of studies have shown positive correlation between headmaster training and student achievement (Fuller, 1987). A meaningful change in primary education cannot be attained without effective administration and leadership at the school site level. However, there is a lack of policy with respect to selection of headmasters as well as declared policy statement requiring management training for school headmasters. Neither there is pre-service training program to prepare primary school administrators, nor there is pre-appointment training of any kind for prospective headmasters. In-service on-the-job training programs are also very limited and fragmented.

13. The training modalities are too conventional and primarily lecture-based. There are no sufficient reference materials for the trainees as well as the trainers. Selection of trainers takes place in a random manner. Management training programs for headmasters are not adequately supervised, and there is no follow-up mechanism to constantly monitor the use of skills and competencies taught.
14. There exist discrete training packages for supervisors, DOEs and REDs. Because educational personnel are frequently transferred within the various agencies and positions of the Ministry of Education, a training program targeted for a particular group such as DEOs or supervisors can become very expensive. A survey conducted by NCED (1997) found only one of 10 DEOs who had received 12-days DEO Training actually working as a DEO, while the rest were transferred somewhere else.

Assessment of Training Needs

1. The training needs of central, district and field-level educational personnel were assessed on the basis of discussions, interviews etc. with them and the analysis of their functions and responsibilities as prescribed by the government. A number of topics have been identified as important for inclusion in the training programs for educational personnel. These topics have been grouped into two major areas: (a) General Areas, (b) Substantive Areas,
2. The following topics would constitute the general areas of training:
 - Administrative practices
 - Management concepts, process and principles
 - Management of human, financial, material and information resources
 - Delegation
 - Decision-making and problem-solving
 - Fundamentals of managerial practice
 - Personnel management
 - General administration
 - Project planning and administration
 - Personnel evaluation
 - Project monitoring and evaluation
 - Manpower planning
 - Policy analysis
 - Resource allocation

- Cost-benefits and cost-effectiveness analysis
 - Accounting practices and financial management
 - Management Information System (MIS)
 - Leadership and motivation
 - Communication and interpersonal relationship
 - Control
 - Organizational behavior
 - Human Resources Development (HRD)
 - Office management
 - Time management
 - Conflict management
3. The substantive areas of training should consist of the following topics:
- Educational planning
 - Preparation of education development projects
 - Costing of educational projects, programs and plans
 - Sectoral and sub-sectoral assessments
 - Educational policy analysis
 - Curriculum development and evaluation
 - Textbook writing and textbook evaluation
 - Monitoring the progress of implementation of education development projects
 - Management of national public examinations
 - Planning for teacher training and training of educational personnel
 - Development of educational indicators
 - Formulation of regional and district educational plans and programs
 - Implementation of education plans and projects
 - Teachers personnel management
 - Supervision techniques
 - Preparation of supervision reports
 - Teacher performance evaluation
 - School evaluation
 - Educational statistics collection, compilation and management
 - Dealing with teacher unions, elected bodies
 - Monitoring school activities
 - Classroom observation
 - Classroom management
 - Curriculum dissemination and feedback
 - Innovative methods of teaching
 - Training design, implementation, follow-up and evaluation
 - Preparation and use of instructional materials
 - School clustering strategies
 - Conducting community surveys
 - Local areas educational planning
 - Community relations
 - Collaboration with NGOs, local bodies and communities
 - School management
 - Institutional planning
 - Curriculum management
 - Maintaining school records, files and registers
 - Techniques of instructional organization
 - Scheduling
 - Maintenance of school building and properties
 - Techniques of social mobilization in primary education
 - Organizing professional meetings
 - Academic planning

- Instructional leadership skills
- Home-school communication
- Organization of co-curricular and extra-curriculum activities
- Organization of staff development activities

Modalities of Training

Training should be seen in the broader context of human resources development. It should be used as a strategy for increasing an employee's knowledge and potential for advancement within an organization through personal growth. Various modalities of training will have to be adopted to make training a continuous process of personal as well as organizational development. Depending on the types and levels of trainees and their requirements, the following modalities have been recommended:

- Job entry / initial training
- On-the-job Training (OJT)
- In-country training
- Out-of-the country training
- Basic and advanced training courses
- Refresher courses
- Specialized / tailor-made courses
- Job rotation
- Mentoring
- Colloquium, workshops and seminars
- Further education

Categories of Educational Personnel to be Trained

1. The categories of educational personnel to be trained include the following:

Central Level

- Senior Educational Administrators
- Educational Planners
- EMIS Specialists
- Curriculum and Textbooks Specialists
- Teacher Training Specialists
- Educational Technologists
- Monitoring and Evaluation Specialists

Field Level

- Regional and District Educational Administrators
- Regional and District Educational Planners
- Statistics and Monitoring Specialists
- Supervisors
- Cluster Managers / Resource Persons
- Headmasters
- Resource Teachers
- School Management Committee Chairpersons

2. Based on the present manpower structure of the MOE and its subordinate agencies, the projected number of personnel requiring inservice training are shown in the Table1 and 2.

Table 1**Table showing the number of central personnel requiring training**

| S.N. | Categories of personnel to be trained | Number |
|------|---------------------------------------|--------|
| 1. | Senior Educational Administrators | 114 |
| 2. | Educational Planners | 10 |
| 3. | EMIS Specialists | 5 |
| 4. | Monitoring and Evaluation Experts | 5 |
| 5. | Curriculum and Textbooks Experts | 35 |
| 6. | Teacher Training Specialists | 100 |
| 7. | Educational Technologists | 15 |
| 8. | Nonformal Educational Specialists | 15 |
| | Total | 329 |

Table 2**Table showing the number of field-level personnel requiring training**

| S.No. | Categories of personnel to be trained | Number |
|-------|---|--------|
| 1. | Educational Administrators | 800 |
| 2. | Educational Planners | 75 |
| 3. | Statistics and Monitoring Experts Supervisors | 75 |
| 4. | Cluster Managers / Resource Persons | 500 |
| 5. | Headmasters | 500 |
| 6. | SMC Chairpersons | 16,396 |
| 7. | PTA Chairpersons | 15,000 |
| | Total | 33,346 |

Institutional Arrangements

Effective management of basic and primary education calls for training of various educational personnel. There are several training institutions and centers in the country, both within and outside the government sector. It is suggested that the training program of educational personnel should make utilization of the existing training institutions. In the connection, the following institutional arrangements should be made:

1. NCED should devote to substantive / tailor-made packages as well as job entry training programs.
2. NASC might be considered for organizing basic management training course for senior educational administrators. The management Association of Nepal (MAN) may also run seminars, colloquiums and workshops on issues related to organizational management.
3. FOE should be given the responsibility of conducting training courses in areas such as educational management, school supervision, training of trainers, curriculum development, test and measurement and educational planning. In addition, FOE should developed B.Ed. and M.Ed. programs in primary education with a view to prepare specialists in primary education.

4. BPEP / RCDU should continue developing both initial and refresher training courses for RPs.
5. PTTCs should be developed in terms of their professional capacity to enable them to organize training courses for field-level educational personnel, such as ADEOs / FCs, RPs, supervisors and headmasters.
6. The RCs, in addition to recurrent primary teacher training, should organize training courses for headmasters, Resource Teachers, SMC members and PTA members.
7. Training programs for field-level educational personnel should be organized in the districts as much as possible. Mobile teams of trainers should be created for this purpose.

Policy Recommendation

Policy, Planning and Coordination

1. Though the national capacity to train educational personnel in different areas has considerably improved during the past few years, the country still faces a shortage of critical human resources for educational development. This shortage of appropriately and adequately trained human resources stands as a constraint for educational development. Part of the reason is the lack of long-term planning in human resources development. National institutions are still unable to produce trained manpower for the changing educational development needs of the country. the present practice of project-led staff development training is not adequate in addressing the long-term needs of the country. It is time for MOE to develop a new strategy for HRD so that it can meet the long-term HRD requirements of future development programs.
2. The Master Plan Team considers training of educational personnel one of the highest priority actions required to improve implementation of the existing education policies, regulations, and particularly for the implementation of basic and primary education programs.
3. In achieving long-term human resources development within the MOE, careful planning is needed. The MOE should prepare a medium-term and long-term HRD plan on the basis of the HRD provisions in the projects, coordinate all in-country and out-of-country training staff development and in-service training activities, assist the projects in locating appropriate training institutions, and develop a computerized database with detailed information on each personnel. The HRD Planning and Programming Section under NIEMDR will be responsible for undertaking these activities.
4. NCED should be fully equipped with adequate trainers and resources to be able to conduct the training of educational personnel. The success of training programs to a large extent depends on the trainers. The MOE should have a plan to upgrade the academic and professional qualifications of the trainers through scholarship, sabbatical and study leave.
5. The limited expertise available in the Faculty of Education should be fully utilized to train the educational personnel. The MOE should adopt a policy of

providing degree-oriented in-service training to its personnel in the FOE campuses. The Faculty should be supported so as to raise its capacity and professional competence to provide training courses in various fields of education.

6. A training needs analysis should be conducted to identify any gaps between the competencies required the competencies available. This should form the bedrock of a training program and policy of MOE. NCED should undertake such an analysis. Management training courses should be designed accordingly.
7. Short-term training is valuable for skill development, skill upgrading, and for meeting specific and immediate needs. But, long-term training programs that enable the personnel to obtain higher education would enhance the overall human resources development within the MOE. Therefore, it is recommended that scholarships for training and higher education be provided to educational personnel, both overseas and in-country.
8. NCED should develop a roster of potential trainers to avoid random selection and use of poorly prepared trainers. Such a roster is desperately needed at the district level also.
9. The MOE should work out the training needs for different levels or for different functions. A systematic roster system should be maintained which can indicate in advance as to how many persons are to be deputed for various training programs and their future plan of posting after they acquire the training in a particular field. A Training Needs Assessment Section has been proposed under the Management Training and Development Division of NIEMDR (see Annex L in the Management of Education Chapter) to undertake this responsibility.
10. Each training course must be sanctioned by an examination leading to the award of certificates which may be given due weightage while promoting staff member from one level to another. This would provide motivation to learn more during the training courses.
11. It has been observed that the government has not been making adequate provision of funds for the training of educational personnel. The MOE should allocate at least 1 percent of its total annual budget to carry out training programs.
12. At present, most of the training programs are held in Kathmandu away from the field. As a result, training becomes extremely expensive. Special efforts must be made to arrange for the training of the field staff in the district headquarters.

Overseas Training

1. An intensive review of the staff development programs of all educational projects should be conducted. Based on the review, an HRD plan should be developed for about three to five years, which will provide guidelines for future training programs.
2. Most participants reveal that short-term training programs they attended were only superficially related to their needs. There is a need to make a thorough review of the effectiveness of such packages. Many of the programs can be arranged more effectively within the country than outside. But the glamour of foreign training has dominated due to its prestige. Therefore, it is suggested that the MOE should assist the national organizations such as NCED, FOE and other

educational NGOs to grow with required competency and expertise to conduct all sorts of training / workshops and seminars on the management and planning of education.

3. Most short overseas training programs provided by the projects are to a great extent incentive training programs, and it is found that the participants do not get to stay to work long enough in their respective agencies after their return. The present system narrows the scope of possibility for brighter and more qualified candidates as competitors. Criteria of selection of candidates and operational procedures needs to be developed. Training opportunities should be brought to open competition.

Management Training for Headmasters

1. School effectiveness research both in developed and developing countries has established the critical role of the headmaster in school improvement. Studies have determined that critical to the implementation of any change in schools are the leadership and management skills of the headmasters should be given the highest priority in the Basic and Primary Education Program (BPEP). The headmasters should be trained to serve as an effective instructional leader and improve school quality.
2. There are 21,473 primary schools in the country (MOE, 1997). Management training for headmasters has to be designed in such a way as to train a large number of headmasters in a cost-effective way and with minimum of duration of absence from the school.
3. The contents and approaches of school management cannot be learned on one-shot basis. Management training is a continuous process and the needs for training are constantly changing. Thus, a management training system is required which is capable of continually upgrading the headmasters' knowledge and skills. If the overall aim is to develop the quality of primary education through enhanced school leadership and administration, the training of headmasters should be put into implementation nationwide at an affordable cost.
4. It is proposed that a modular approach should be adopted to management training of headmasters, with BPEP's first package as initial training, followed by two other modules, each of 12 day duration. Trained headmasters will be defined to be those who have completed the three modules. The two management training packages developed separately by BPEP and NCED should be restructured so as to make a complete management training package for primary school headmasters, consisting of three modules. At the end of each phase, a test should be administered to examine whether or not the participants mastered the contents of the training. Those who do not pass the test should be allowed to re-take the test. The FC in association with the RP should provide follow-up supervision and who receive good evaluation will be finally awarded the certificates.
5. It is also recommended that the 12 day BPEP package of headmaster training should be provided to all the headmasters throughout the country nationwide within the next three years. Available data show some 17,000 headmasters are yet to receive BPEP package, while some 19,000 are yet to get NCED package. The first 12 day module can take place in RCs and be delivered by teams of two trainers (one RP and a trained primary or secondary school headmaster). In addition, there will be the need to provide training by using mobile training

teams and district personnel. It should be recognized that the first package will not cover all aspects of management of the primary school. This package should include materials identified by the headmasters themselves so that it responds well to the priorities of the headmasters. All newly selected headmasters, upon their selection, should undergo the first module of the training prior to assuming the new role. The two other modules should be provided to those who have completed the first module. The development and implementation of the second and third modules should be the responsibility of NCED, which will be delivered through the PTTCs, LRCs, higher secondary schools (those offering education), and the mobile teams.

6. A training plan should be prepared with a clear target of providing the complete package of management training to all primary school headmasters of the country within the second phase of the Basic Primary Education Program.

Management Training for Educational Managers

1. Job Induction Training

A job induction training course will be developed for newly recruited Gazetted III level personnel, such as section officers and supervisors to the Nepal Education Service through the competitive examinations conducted by the Public Service Commission. This is a foundational course mainly designed to provide the new educational personnel with a basic understanding of educational policy, financial rules and regulations, personnel policies, educational regulations and laws and administrative procedures within which they have to work. The primary purpose of the training is to provide the educational personnel with the fundamental knowledge of educational administration in the country. The duration of this training course will be one month. The training course should focus on the following topics, particularly related to practice:

- National policy on education
- Fiscal administration
- Financial rules and regulations
- Educational regulations and laws
- Personnel policies
- Roles, responsibilities and functions of various institutions
- Educational plans and programs
- Primary and Secondary education
- Nonformal education programs
- Primary and secondary school curriculum

2. Tailor-made Training Courses

Placement of personnel should occur only after they complete the job induction training. There are a number of posts in different offices of the MOE that demand specialized technical and work skills on the part of the personnel. Thus, NCED should develop and impart a number of other short-term in-service training courses tailored to the specific skill requirements of the personnel undertaking specific work roles and responsibilities. Depending on the nature of work, the duration of such training courses may last from two weeks to five weeks. Some of the areas in which tailor-made training courses could be developed include the following:

- District-level educational administration
- Local area educational planning
- Project formulation and evaluation

- Statistics collection, processing and analysis
- Curriculum and textbook development
- Test and measurement
- Primary education development, such as RPs
- School supervision
- Educational materials development
- Teacher training
- Nonformal education

3. Basic Training in Education Management

This course will be designed to provide the officers of Class II level with knowledge of the administrative process and concepts of educational management. This is a period during which these officers have to assume more supervisory and management responsibilities. The training should then enable the personnel to assume responsibilities for administering and directing work operations, for managing the execution of educational programs, for the formulation of educational plans, etc. The duration of this training will be one month, NCED should conduct this training with the assistance of the NASC and the FOE.

Training for SMC Members

1. At the local level, training programmes should be organized for SMCs and PTAs to enable them to take on new responsibilities. They will need training in how to monitor enrollment and student and teacher attendance, how to activate the community, and how to mobilize resources.

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NONFORMAL EDUCATION
PART-I
Adult Education Programme

Overview and Status of NFE Programme

Conceptual Frame

1. Nonformal education as a system evolved to 'reform' formal education, to bridge the gap between elite and grassroots-generated knowledge, to pass on 'authentic' knowledge of the ruling state, and to empower grassroots people. Thus, NFE is an opportunity to provide access through liberative process, an activity outside the formal education system to provide education for all, a curricular Programme based on learner's need, a liberative pedagogical process to empower people, and a life improvement knowledge as an end product. This multifact nature of the programme demand different nomenclature but nonformal education became an umbrella term. So the "gold standard" nomenclature and Programme may not be appropriate in the field of nonformal education (Carron & Carr-Hill, 1991).
2. With a view to make people responsive or responsible there are two major schools in nonformal education: functional and conflict. The functional school makes people responsive through awareness and sensitization Programmes. The conflict school, on the other hand, makes people responsible by involving them in the process of dialogue and discourse through concretization. The first school included rural development and human resource development perspectives while the second school incorporates social movement, and concretization perspectives. However, some people especially in the third world feel comfortable with amalgamate school in practice. This school has been at present day's "utilitarian" or "amicable" approach where the essence of each NFE school is drawn (Lamichhane, 1992) in setting objectives, generating themes, designing pedagogical process, and harnessing resources (human, legal, political, authority, and finance).
3. The rural development school values nonformal education to increase agricultural productivity, combat poverty ridden problems, and meet basic requirements of people. The task of NFE Programme in this approach is to train and operationalize peoples' ability to improve their lived rural context. A facilitator in this context has to change people's knowledge, skill, and attitude and help villagers address their needs.

The human resource development school follows Adam Smith's development paradigm and hence heavily relies on training, focuses and productivity, and prepares NFE participants for occupations, household, analytical, and aesthetical appreciated skills. This perspective postulates that human beings are the motor to generate power and activate the engine of development (Lamichhane, 1992), tries to link human resource with economic growth and

egnates NFE participant's power for self improvement through education and training. This "helping people" approach of NFE Programme needs facilitator to provide skills, knowledge, and techniques to enable learners solve their individual, social and well as developmental problems.

The social movement school is a correction perspective which harmonizes individual need with institutional offerings, enables NFE participants to assess their needs, set goals, share responsibilities, and follow praxis. This perspective also uses the pedagogy of questions, problematizes the contexts to develop generative themes, and cultivates the power to become an empowered individual being able to see the contradictions in the society and take self-actualized by individual corrective action. This approach needs facilitator to develop NFE participants "self", the self to understand them, their surroundings, and correct the contradictions s/he finds.

The concretization school values the importance of education for social transformation. Education for this transformative/liberative perspective is to political action to develop a political awareness against traditionally structured socio-economic oppressions. NFE participants are the active subjects to generate collective knowledge of reality through dialogue and discourse (pedagogy of questions). They are the ones who can analyze social reality against given reality, identify social and individual contradictions and challenge the oppressive structure through praxis (reflection – action – reflection) for social justice. The facilitators in class do political orientations to uncover psychological forces of the human beings. This humanistic perspective postulates that NFE participants and facilitators generate themes from their lived experiences to make their own content for discussion. They problematize and analyze the lived context, see contradictions, and prepare themselves for collective undertakings. In this sense, this system-centered approach politically empowers NFE participants to question the socially schooled false consciousness and take a self-actualized collective lead to social transformation.

4. In each NFE school, there are a huge amount of literature. They can be grouped into different forms: literature based on NFE schools, target groups, pedagogical process, and so on. BPEP master plan (1991:311) has given Paulson and Le Roy's classification¹ and adopted Swanson² approach in order to group Nepali NFE literature. But we analyze them differently.

If we analyze the NFE literature on the basis of NFE school, the literature on functional school have been promoting a sense that "mainstream's" values are the real values to be injected in people's mind to order to enable them for

¹ Model A: Structural change enabling collective liberation
Model B: Personal identify change enabling the creation of new collective value systems
Model C: Fulfillment of "five year plan" goals
Model D: Political socialization

² Extensive approach, training approach, integrated development approach, and cooperative approach.

“assimilation.” The ‘incipient elite’ (Carol, 1981) who created these literature always argued about the importance of supply side of information and hence devalued people’s knowledge.

The NFE literature that follow the conflict school advocated the importance of people’s knowledge in place of “expert’s knowledge”. In doing so, the through their pedagogical process, promoted the demand side of information through collaborative knowledge i.e. dialogue and discourse for people’s empowerment.

The NFE literature based on target group gave impression that both literate as well as non-literate are the major target groups to be addressed by using what Arual (1994) claims the four elements of NFE paradigm, enfranchisement, empowerment, enablement, and enlightenment. Enfranchisement means a legitimate party should be made able to state their needs and “insignificant others” should not colonize their brain; empowerment means non directive role make people powerful; enablement means enable person to attain life skill; and enlightenment means not reproduction and reinterpretation of the knowledge.

The NFE literature that were grouped in a pedagogical process promoted “necessary reform” (Bailey, 1990) approach in many cases through “functional” process of social change while a few literature took empowering mode by following counter discourse development theory (Parajuli, 1980), analytical reflection (Pico, 1991) and liberative approach (La Bella, 1987).

5. Nepali literature showed the importance of NFE Programmes to pass on the “information” through extension mode, to capitalize human potentialities through training mode, to promote development through entry-Programme mode, to initialize collective activities through group formation mode, to activate people through empowering mode, and to enforce people for written culture through “teaching” mode.

Nepali Perspective on NFE

6. Nepali educationalists have developed NFE perspective under different aspects. For example, those who identified NFE clients as illiterate adult and children they understood it a Programme to make people literate and help them to continue their learning. Others, who understood NFE as a pedagogical process, could address the “educated” persons through nonformal mode of teaching in addition to the illiterate and neo-literate. Similarly, those who made a view that NFE contents are limited to “life improvement knowledge” they inculcated the perspective that NFE is a means to provide information to the people. Any those who conceptualized NFE under an organizational set up thought that it is a short term (morning and evening) Programme to teach people. The legacy of this fragmented thinking still continues and the holistic vision of NFE is yet to be explored.

7. Under the above NFE perspectives, the NFE Programme in Nepal became an education to “serve” have nots without gearing them to people’s development at the Programme level. It became an spill-over Programme of Karachi plan (1965), UNDP World Development Decade (1991-2000), and Jomtien Conference (1990) at the political level. At the technocratic level, Nepali NFE Programme became playground for the creation of innovative modalities in the development of literacy materials, person power, pedagogical process, and operational strategies. And at the bureaucratic level, this Programme became a “false consolation” to make 9 million people literate by the turn of this century. But his NFE Programme discontinued “political will”, underutilized the available infrastructure, dislinked technical will with political will and forgot grassroots’ popular will. To quote Chiba (1996:285) “Political will in its genuine sense must thus be enlarged to a national will covering political, governmental, technical, and popular will”.

8. The genesis of NFE Programme in Nepal evolved from agricultural extension activities back in 1850s. Another aspect added to it in early 1940s with the inclusion of adult education (for illiterates). The New Era’s inventory on NFE (1997) introduced the term nonformal education for the first time in Nepal (BPEP, Master Plan, 1991:312). CERID gave another break through in 1977 by adding adult literacy, agricultural extension, and children’s education under a nonformal education package. MOE used a synonym to nonformal education i.e. functional adult education or adult education. IRDP regarded NFE as extension activities or oral literacy Programmes. But CERID (CERID, 1995, 1985; Lamichhane, 1992; World Education, 1995) amalgamated these NFE look like Programmes and put them under literacy, skill training, and awareness raining. However, Nepali NFE Programmes are found heavily concentrated on literary education. The current definition made by NFEC/MOR (1997) also echoes the voice of “written literacy ‘ laden” nonformal education Programme.

9. The review shows that Nepali NFE Programme by and large incorporates functional – liberative models for theoretical frame: for its pedagogical process it uses pedantic flavoured dialogue and discourse to generate grassroots knowledge and to fit expert’s knowledge in it; in the classroom discussion, the Programme encourages translation method as per the needs of learner. Similarly, the Programme prepares unemployed youths preferable recommended by the stakeholders to be the facilitator at the local level. And operationally it organized quota based as well as campaign approach by mobilizing techno-bureaucrats and politicians from districts to the grassroots.

10. Practically nonformal education became government’s (3) Programme though INGOs (18) and NGOs (339) have substantial contribution but it has yet to be decided who could be the accountable agency (s) for the eradication of illiteracy and continuing education by ensuring educational opportunities for all.

11. NFEC has conducted adult (both male and female) literacy Programme and out-of-school Programme under NFE rubric while BPEP runs adult women's literacy Programme and OSP through its NFE section.

Existing Potentialities and Practice in NFE

1. The “help” attitude of 1950s, the “train” ideology of 1970s and 1980s and the “empowering” philosophy of the 1990s in Nepali NFE Programme could develop functional content and liberative pedagogy. The target groups were illiterate but widely spread common people in the past. But now special focus groups or the hard core groups such as *Dalits* (culturally “untouchables”) are identified as large population of NFE Programme.
2. Prior to 1990, government had a tendency to ‘control’ NGOs working in the field of NFE while NGOs on the other hand were suspicious of working with the government (Shrestha, 1994). But the NFEC being a facilitator rather than controller is promoting policy to work with GOs, NGOs, INGOs right from the central to the grassroots levels (ADB, 1996). Apart from it, NFEC has been providing books and training to individuals, group of individuals, and VDCs who are interested in running literacy classes all by themselves.
3. The MOE organization has NFE council, NFE section/MOE, NFE unit/BPEP and NFE section/CDC. The NFEC has been established for policy making and coordination while the NFE section/CDC is conceptualized as a technical resource centre.
4. The country had introduced one language policy to develop literacy primers before the re-establishment of democracy in 1990. But not there are legal opportunities to develop NFE materials in different languages. Consequently, we have literacy primers in Tamang, Tharu, Limbu, and Maithili languages. Besides, the facilitators are suggested for language shifting as per the demand of the literacy primers.
5. Master trainers form the centre used to visit Programme districts and prepare NFE facilitators and supervisors in the past. This approach is almost relaxed by producing master trainers in all development regions. The master trainers then conduct trainer's training. Consequently, most of the NFE agencies have their own trainer to train facilitators and supervisors at the field level if not at the district level.
6. With the decade long efforts, there are WLC, VLC, DLC, and NFEC from grassroots to central levels. BPEPP has created an institution called RC which in addition to formal education provides support to NFE activities. Besides, there are literacy funds available at the centre and district headquarters (ADB, 1996, World Education, 1997). At the MOE, a textbook revolving fund is created for printing and distributing literacy materials.

7. NFEC has proposed a twenty year prospective vision (1997-2012) in the field of nonformal education. Again, this council has prepared a five-year plan (draft) in 1997.
8. Following the APPEAL's (1990) Bangkok meeting, NFEC has developed a curriculum grid for all five levels of literacy learners.³
9. There are different packages to train master trainers (7 days), facilitators (9 days), supervisors (5 days), and monitors (3 days). Refresher (one day orientation) packages are also prepared. These packages prepare NFE personnel to understand keyword approach and follow it. Again they provide cognitive knowledge, functional skill, and sensitization/awareness techniques. Besides there are techniques to generate grassroots knowledge and also supply technocrats' "commodity" knowledge.
10. NFE organizers have been able to mobilize external, national, and local resources for its funding. It is reported that NFE Programme gets 60% fund from the external, 30% from national, and 10% from local sources (Comings, Smith, & Shrestha: 1995;42). But the present record to BPEP and NFEC does not confirm this scenario (In the year 1996/97 Rs. 160 million has been allocated for NFE activities. BPEP spends Rs. 70 million and NFEC Rs. 90 million. The share of the external sources is little less than one third of the total NFE expenses. NORAD, DANIDA, UNICEF, and UNFPA are such external funding sources).

NFE Outputs

a) Competency Level

1. A recent study of six NFE organizing agencies⁴ (World Education, 1995:2) shows that literacy classes have become "successful" in increasing participants, reading and writing skills. At the same time, these Programmes were found helpful in ensuring more knowledge on different subjects in general and health education in particular. Another study (Leve, 1993) assessed literacy level of NFE completers in some of the villages of Gorkha. According to this study a total of 72% respondents were fully literate, 70% could read aloud easily, 65% demonstrated reading comprehension, 66% were able to write basic sentences, and 13% could write only their names. In the mathematics section 29% demonstrated their mastery of basic addition, subtraction, and division; 72% could add, 59% subtract; 33% multiply, and 22% divide.

The same study further revealed that 58% of the NFE participants felt their reading skills decreased over time and almost all of the respondents were concerned about losing their literacy skill.

³ Pre-literacy level, basic level, medium level, self-study level, and continuing education level

⁴ World Education, MOE, SCF (US), SFDP, PCRW/MLD, BPEP

The study further out 50% of the NFE participants (all female) joined women's group, 90% used *Jivan Jal* for oral dehydration, and 80% used contraceptive devices.

Another study (Mainali, 1997) revealed that the retention rate of neo-literate in Dhading district was 56% (reading 68%, writing 56%, and numeracy 43%). A total of 30% respondents were gradually losing their skills while 13% relapsed into illiteracy over the time.

2. Thus, NFE Programme in the output front has become a paternalistic notion of 'helping' to the rural people. At the same time it has become a means to "empower" people through dialogue and shared work, to let people understand their kernel of power, grow that power in them and question the taken for granted knowledge by being self-expressive, gaining knowledge, increasing learning abilities, developing self confidence, developing self image, and forming women's group (Luitel, 1995). And in the organization front, NFE has become an alternative schooling system.

(b) NFE Dropout

21. Some studies (Mainali, 1997; CEFID, 1996; World Education, 1995; and Leve, 1993) tried to assertion dropout rates among NFE participants. These studies claimed one fourth to one third dropouts though there is an explicit variation from study site to NFE implementing agencies. MOEC's site had 47% dropouts while the SCF site had only 16% (World Education, 1995). Another study (NFEC record 996) shows 38% dropout in the NFEC run literacy Programme.

There are number of reasons such as marriage and child care for being dropouts to female participants (NFEC & UNICEF, 1995). But a recent study (Mainali, 1997) threw light on some other reasons for being dropouts. These reasons are (i) fake names are included in the participant's list and naturally they do not show up in the exam (ii) names of school children who are already literate are included in the list and (iii) neo-literates whose names are entered in the list of beneficiaries on more than one occasion. Summing up these reports we can argue that the statistics on real number of dropouts can be questioned.

(c) Participant's Interest

22. NFE participants aspired many things once they complete the basic literacy cycle. Some of them wanted to continue learning while others expected hands-on skill. Leve (1993:2) has given numerical figures to understand NFE participants interest after the completion of literacy Programme. The study shows that 57% would like to learned academic subjects including reading and writing; 38% wanted to gain hands on/practical skill, and only 5% showed interest to study in an advances NFE classes. The diversified interest of neo-literate demands different types of post literacy and continuing learning materials.

NFE Profile

(i) Personnel and Agencies

22. An analysis of the profile of NFE organization (CEFID, 1995, World Education, 1995) shows that there are 29 funding sources, 339 NGOs, 3 GOs, and 18 INGOs that are currently working the field of non-formal education. They enroll 487,530 (figure of 1995) illiterates a year. More than three fourth participants are women and the Programme areas vary (table 1).

(ii) Materials

23. A little less than a dozen NFE agencies produce NFE materials (CERID, 1997) covering a wide range of subjects from awareness to hand-on training (table 2). However, these materials, basically the post literacy reading materials are inadequately distributed to the needy people [(11% participants of Gorkha had the access to it (Lave, 1993)].

(iii) Remuneration for Field Workers

24. There is a big discrepancy in the remuneration for facilitators (highest Rs.1500/month and lowest Rs. 250/month). Majority of the NFE agency provide Rs. 400 to Rs.500 a month. The same case is almost true to the remuneration of supervisors (highest Rs.3000/month and lowest Rs.500)

(iv) NFE Target Group and Activities

25. The target groups and activities to promote NFE are almost the same as mentioned in the BPEP Master Plan (1991: 315 and 316) however, CERID (1995) has given a list of some of the new groups from the culturally deprived community known as *Dalits*. In this context, the summary made by Carron and Carr-Hill (1991)⁵ would be appropriate to understand the NFE activities to target audience in Nepal.

(v) Training Needs and Interest

26. NFE personnel do have some kinds of training however they have showed their training needs as well as interest in the field of nonformal education (CERID, 1993). Their needs and interest vary from training of trainers to academic degree in nonformal education (Table 4).

⁵ Para-formal education OSP, popular education awareness raising, personal development activities i.e. functional messages, and professional training i.e. income generating skills.

Issues and Problems

(i) General Issues and Problems

1. At the philosophical level there are some unsolved issues. For example, three decades ago, all the theoretical from evolved in NFE sector. Many countries either followed one of the theoretical model or made its own model. But the Nepali government has yet to decide which theoretical frame would be appropriate to the given political system.
2. At the policy level, there are many things to be decided by the state machinery. For example how can we enable GOs,/INGOs/NGOs to work for a specific activities such as running literacy classes by someone and providing post literacy or continuing education by others in a coordinated way? Who should be accountable for the preparation of appropriate literacy environment at the grassroots level? What should be the support mechanism to ensure such accountability? What should be the nature of national commitment (technocratic, bureaucratic or political)? What should be the language policy and curricular provisions for all ethnic groups no matter what is their population size? When and how would we be able to provide NFE access for all (9 million people)? What could be the nature of NEF Programme? How can we minimize the legacy of top-down approach planning? What could be done to make NFE a coordinated effort to deliver message by a single agency?
3. At the operational level, there are discrete NGOs with different modus of operandi. In this context what could be the common NFE frame? who could be accountable to break the "culture of silence" in the village, generate and mobilize resources from international to grassroots level? How could we do that? What should be done to publicize NFE Programme? How can we ensure good monitoring and supervision for quality education? How can we reduce dropouts? What should be done to develop functional coordination from center to the grassroots? How can we cultivate learning zeal, control class repeaters, identify real participants, re-read local culture, and generate grassroots' knowledge? What can be done to mobilize the infrastructure / institutions that are created from grassroots to the center (VLC, WLC, DLC, NFEC)? How can we ensure political drive, technocratic support, and financial provision at all levels? How the 'co-opted' VLC and WLC, quota distributor DLC, and Programme implementator NFEC (ADB, 1996, Cerid, 1996) can be reoriented to ensure their appropriate role. How can we make RP accountable for NFE activities (Mid term Review, 1994), how can we make RC as a conducive venue (as mentioned in MOE, 1995) for such Programme?
4. At the operational level, there are again some issues. For example, how should we create and institutionalize learning web from grassroots to central level? What should be the mechanism to ensure continuing learning for all levels of NFE learners? What could be the linkage approach between nonformal and formal education stream? How could we make this linkage functional?

5. At the output level, there are issues related to the effectiveness of the Programme (relevancy, quality, equity, and efficiency). For example, how can we develop built-in research mechanism to find out the relevancy of the contents for different ethnic groups and to incorporate the contents that a specific groups of NFE participants want to have for them? What could be the standard IPO in order to ensure quality education for all? Who would be the target population? What would be their 'realistic' size? (the eighth five year plan (1992-1997) targeted to make 60% people literate; MOE showed its commitment to make 67% people literate by the end of this century). The actual figure of the literacy rate varies from source to source (an unofficial report, by calculating the annual growth rate in the field of literacy, mentions that 48% people of 6 years and above are literate by the year 1995 while the other source (CBS, NPCS, 1996) provides a regressive figure 937.8%) on the basis of its sample survey of about 20,000 people.

(ii) Issues and Problems on Post Literacy Programme.

1. The pace of literacy expansion is very slow. If we compare the literacy figure of 1952/54 census with the CBS/NPCS (1996) the total literacy rate is increasing by .86% (male's 1% and female's 0.53%) a year. The rural urban (44% and 64%) and gender (male 52% and female 24%) disparity is yet to be narrowed. Despite this scenario there is a need of post literacy Programme to retain and continue learning ability of the NFE participants.
2. The current practice to retain and continue literacy is to provide (a) additional message through extension Programmes (b) reading materials for further study (c) multi-message through dialogue and discourse in a contact session (d) VRC/LC and , (e) occasional correspondence. But all these Programmes through sound "excellent" are just the humble beginning by some agencies.

(iii) Issues and Problems on Research

Though a built-in research from grassroots to planning is lacking there are number of research modalities in operation (a) reflective research and periodical dissemination through in-house meetings (b) action research as an innovative activities (c) internal research to assess the programme strength and weakness (d) external research by hiring outside researcher, and (e) comparative research. Research on Nepali NFE (Lamichhane, 1992, World Education, 1993, 1995, 1997; leve, 1993, Base, 1994, Luitel, 1995, Cerid, 1996, Mainali, 1997) have indicated the following problems and issues:

- At the policy / planning level the supply side of NFE is very limited and the popular demand is yet to generate.
- At the social level the so called lower 'caste' people felt unacceptable to be amidst the higher caste participants though caste was not major barrier.
- At the personnel level, there are number of NGOs that can provide facilitators' and supervisors training at the grassroots. However these trainers are inadequate exposed to different NFE modalities.

- At the monitoring level, there is an "official" coordination with nominal functional relationship.
- At the institutional/infrastructure level, there is a lack of local initiatives to run NFE Programmes by themselves.
- At the participants level, there is a lack of what Bourdieu (1976) calls cultural capital in many ethnic groups.
- At the NFE providers level, there is an abundance of paternalistic attitude.
- At the financial level, the budget is nominal (0.39% of educational budget in 1991 and about 2% at present) to address the huge number of illiterates.
- At the statistical level, there is a lack of systematic data to trace out the magnitude of the problem.

(iv) Budgetary Issues and Problems

Nepal has ambitious target in NFE sector with 2% budgetary provision of the government expenditure in education (table 4). The unit costs vary from NFE organizing agency to agency but it is relatively low in comparison with 3 year's primary school expenses. The analysis of the NFE budget and the unit cost shows that it is a 'cheap' education nonetheless a least priority sector.

Encouraged by the success of literacy campaign in Surkhet (1989), MOE expanded this campaign in selected VDCs of Kapilvastu, Tanahun, Sarlahi, Siraha, Lamjung, Nuwakot, and Kalikoat. The government was heavily involved in these campaigns. The idea of eradicating illiteracy still continues but the implementation strategies are changed. Currently, Banepa municipality at Kavre has completed its mission while Vyas municipality at Tanahun is doing a year long literacy campaign through each one teach one. The unit costs of these campaigns naturally vary because the strategies are different.

(v) Issues and Problems on FE NFE Linkage

- Linkages can be established at the policy level, programming level, curricular level, and examination level, in order to make FE and NFE ladder completers equal or equivalent.
- At the policy level, NFE has been treated as "second grade education" though it is only a second chance education.
- At the Programming level, the FE Programmers are inadequately oriented to think these two approaches of schooling at a time.
- At the curricular level, the objective and content are inadequately linked. And at the examinations level, there is no provision to let NFE learners write FE exam or vice versa
- A curricular grid recently developed by NFEC provides a glimpse of NFE ladder but the contents given in it are yet to be made coherent with FE content in order to be made equal, if not equivalent to specific grades of formal education

(vi) **Issues and Problems on Literacy Packages**

- Learning and training packages already exist in nonformal education Programme. Learning packages can be classified into basic and post literacy. The basic learning package (Nayagoreto part I & II) has life-related contents. These primers are prepared by following keyword approach. However, some NFE agencies are experimenting whole language approach while others are planning to develop literacy packages by using reflect (regenerated Freirian literacy through empowering community techniques) approach.
- There are some post literacy materials available around NFE world. But these materials are yet to be categorized according to the level of post literacy learners. However, NFEC by following ATLP module is planning to categorize these materials in a near future.
- Post literacy materials are developed here and there. But there is a lack of accountable institutions(s) for post literacy Programme. Presumably the institution would look after the curricular gradation, training, equivalency to formal education, and support mechanism

Options, Strategies, and Recommendations

1. Options for Theoretical Frame

Fortunately and unfortunately education has become a political action (FREIRE, 1970) and the political system a deciding factor of the theoretical frame of educational system (Aryal, 1977). In this context, there is a need to design and develop nonformal education activities under a theoretical frame. This frame is essential to (a) reveal nation's democratic value (b) identify appropriate modalities for Programme delivery and (c) design and develop materials according to the theoretical frame. The conceptual options for the preparation of such a theoretical frame are:

Option A: Prepare people to be responsible by following liberal or radical theoretical frame of nonformal education.

Option B: Co-opt people to be responsive by following human resource development or rural development frame of nonformal education.

Option C: Develop a theoretical frame by amalgamating all the theoretical options and make it suitable to Nepali socio-cultural and political context.

Our suggestion is for A because this frame is contextual to solve the problem of illiteracy and to make people responsible for the protection of their democratic rights under the multi-party political system.

2. Options for Policy Decision

BPEP master plan (1991:329) suggested three options for the policy decisions in nonformal education: policy / coordination Board, NFEC, and decentralized regional centers. Consequently, the country has NFEC for policy decision. There are some more recommendations to strengthen this council (Shakya,

Shrestha & Pant, 1997). In this context it is worthwhile to strengthen the council than to suggest alternative structure. The strengthened and expanded NFEC would develop policies to make (a) VDC/DDC accountable for NFE Programme (b) create support mechanism, and (c) enable grassroots planning. The following would be the proposed options:

Option A: Develop NFEC from district to VDC level by restructuring DLC and VLC.

Option B: Delegate NFEC's power to VDC and DDC to prepare them as policy making bodies at the grassroots level.

Option C: Develop RC and DEO as a policy making body.

Our priority goes for option A. Since we have NFEC we need similar types of policy making board at district and VDC level by representing people from different walks of life including politicians and educationists (see management for its organization). This policy making board will (a) develop criteria to find out appropriate target group for NFE Programme (b) decide language policy, (c) organize reflect sessions related to on-going NFE activities (d) suggest NFE operational strategies and (e) establish functional coordination with NFE implementing partners at the local level.

2.1 Strategy

Over the years, NFE Programme has become an one shoot activity and no permanent Programme institution exists at the village level. To start with, a "village creation Programme" would be a humble beginning in this direction. An educational institution can create an "educational village" for extra mural activities; a religious institution for "service village"; a NGO / INGO for "Programme village" a political party / VDC for "let's learn village", and an individual or group of individual or volunteer for "learn together village" etc. Once the village /Tole / Ward / no. of hamlet / (as per interest and capability of the village organizer) is identified the organizers can initiate educational Programme such as dialogue / discourse sessions, literacy education, and post literacy learning Programmes in their respective villages. Each month the villages' organizers have to discuss about the happenings with the VDC and the local NFEC members. Both the local and outside support can be generated and mobilized for such activities.

2.2 Recommendations

There are number things to be done prior to follow the aforesaid policy option. For example it is necessary to orient and activity existing local structure (VDC / political parties; school / campus, government, NGO office, and any other local agencies) to run NFE Programme. Then the VDC and the proposed NFEC at the local level and DLC at the district level should be strengthened. Similarly there is a need of a NFE resource center at RC level to provide technical support for the Programme.

3. Options for Training Activities

Over the years, training has been institutionalized. Many of the GO / NGO / INGO have NFE trainers. Besides, FOE / TU has developed a three year course in nonformal education. In this context there is a need to monitor the training activities. The following are the proposed options:

Option A: Take NFE section /CDC out from the formal structure and put under NFEC as a training resource, and monitoring unit of MOE.

Option B: Establish NFE training and resource monitoring unit at all PTTCS.

Option C: Develop RC as NFE training, resource, and monitoring unit at the grassroots level.

Our suggestion is for option A and C. the rationale for choosing these options is to strengthen the technical capability of the already created institution and empower NFE organizes from the center to the grassroots.

3.1 Strategy

At present, Keyword has become the only pedagogical approach in NFE. But the field observation shows that some vacillators feel comfortable with alphabetical, whole language education, and reflect approaches. In this consideration, facilitators, supervisors, monitors, and master trainers should be prepared for different pedagogical approaches in addition to the keyword approach. Besides, NFE personnel should be trained to handle multi-lingual NFE classes. A strong technical resource center from the center to the grassroots would be contributory to empower local agency for NFE Programme.

4. Options for Material Development Centre

NFE materials are produced at the center, tested at the field, and distributed to the participants. This approach has become "failure" to capture the local and regional needs of the learners. Balanced NFE materials consist of core, regional, and local contents (Shakya, Shrestha, and Pant, 1997). In order to ensure this balance we have proposed three options.

Option A: Establish regional, and local content collection unit under MOE.

Option B: Distribute the material development responsibilities by area of NFE Programmes to NFE agencies (GO / NGO / INGO) and share the materials.

Option C: Collect local contents for NFE materials through RCs and develop various types of materials.

Option D: Train all facilitators, supervisors and NFE organizing agencies for the preparation of LGM.

Our suggestion is for option B and D. The reason for choosing these options is that numbers of agencies are producing almost the same kinds of materials. This has become duplication of resources. Again some of the NFE agencies, vacillators, and supervisors are capable of producing local materials by themselves.

4.1 Strategy

One of the problems related to literacy and post literacy education is the lack of reading materials in the village. There are many ways to produce materials at the local level. Learner's generated materials (LGM) is one of them. The Motivated and trained facilitators, volunteers / leaders can encourage people to produce such materials and ask NFE participants copy these materials for them. Once these materials are prepared at different levels by different people then they can be classified into local, regional, and national (core) materials. These locally generated materials could be collected at RC to develop local NFE resource center.

4.2 Recommendations

A core material for national integrity and regional or local material to address ethnic, topographical and linguistic of the country is a present need. There may be different ways to ensure such materials. But the humble beginning is the production of LGM and the production of materials by the individual or group of individuals, besides, we can categorize, as it is planned by the NFEC, the available literacy and post literacy materials according to the ATLP format and develop framework for the preparation of rest of the materials. An exchange of experiences between / among Programmes planners, implementators (inter and intra Programme visits and workshops) is one of the ways to facilitate the process of producing materials at the local level.

5. Mobilization of Local Support

Local support has been conceived in three aspects: (a) Programme initiatives at local level, (b) local support for Programme implementation, and (c) local financial support. This Programme can be initiated in different ways:

Option A: Agency-initiated Programmes with co-option of local support.

Option B: Clientele-initiated Programmes.

Option C: NFE agency / local agency / political party initiated Programmes (cooperative).

Option D: District Development Committee initiated Programmes.

Our suggestion is for combination of approaches B, C, D with priority given to approach B whenever it is possible. Option A is not chosen because we do have the experience of its total failure.

5.1 Strategy

Nepal experimented many fragmented Programmes (quota based) in the field of nonformal education. These fragmented Programmes could not show tangible outcome in a specific area. So the two alternatives, literacy campaign and area based Programme are suggested. The first alternative is well we experimented in Nepal and hence need no further elaboration. The second

approach requires some explanation. In the area based Programme, all the people of a specific area will be schooled. Those who would like to gain information related to life improvement join dialogue / discourse session, OSP learners will be motivated to join in school; and neo-literates to continuing education Programme. This area based NFE Programme would be appropriate especially in the VDCs where compulsory schooling Programme is being implemented. Different agencies, individual, or group of individuals can conduct such Programmes.

5.2 Recommendations

Reoriented VDC members, representatives of educational / religious / social organization, school authorities, volunteers, potential leaders, and representatives of political parties can be lead person to star the area based nonformal education programme. A literalized village environment will produce such groups.

The lead figures of the VDC and the members of the proposed NFEC at the grassroots level should encourage individual / group of individual and private agencies to develop such a programme. Some of the personnel can establish post literacy learning opportunities by providing mobile library facility, and others can develop dialogue and discourse sessions. Similarly some of these motivated people can introduce ECD programme while others may collect NFE news and views of each VDC at the RCs level and publish them in the local newspapers.

6. Options for Programme Implementation

There are different approaches to programme implementation at the grassroots level. However, the following are some of the suggested options. RP would be local programme coordinator.

Option A: Use of MOEC and VRC /RC structure (current practice)

Option B: NFE agencies' network and collaboration – VRC / RC structure.

Option C: NFE agencies' network and community institutions.

Option D: VDC, schools / political parties / offices structures.

Option E: Community-school structure (joint).

Our suggestion is for a combination of these approaches to suit specific situation but attempt should be made to adopt option E. It is because the school is a community institution which can be a natural unit for the implementation of NFE programme in the long run. The experience of the lead center programme of WES / MOE in Kailali, Siraha, and Kathmandu to make a school work in both formal and nonformal for a can be an exemplary activities in this direction.

6.1 Strategies

Since RP is a person to take educational leadership at the grassroots level, s/he should be made responsible to initiate, continue, coordinate, and evaluate NFE programmes. This person, thus, should be a catalytic agent to all of the following strategies.

a) Empowering VDC

VDC is a permanent social structure/institution that can be accountable for NFE activities. But the members need both technical and financial support. At the technical side general orientation, leadership development skill, collaboration skills, and volunteer identification and mobilization skills are the most important skills. At the financial aspect, the VDC members need to generate programme initiate fund, to approach with NGO / INGO / GO resources available at the VDC periphery, and to create a financial trust to continue learning abilities of the motivated learners.

b) Informing Grassroots / People

Grassroots people get no official information directly from NFE organizers. In order to let grassroots people know what happening in the village, the local messengers (Katwal in mountain and hills and urban in Terai area) can be mobilized. The dialogue/discourse session (which will be discussed later ion) is the other message passing venue.

c) Preparing Volunteers / Leaders

Volunteers / leaders are the life of NFE programme. These volunteers should be prepared in each VDC. They will do advocacy, organize people, initiate dialogue and discourse and share the information about the NFE programmes.

d) Creation of NFE fund at VDC

Each VDC can develop its own NFE fund. This fund can be raised by (i) compulsory saving of VDC (ii) collection of money at people's initiative (mother's group is raising money in different parts of the country), (iii) matching the resources by the programme agency (ies), (iv) levying the capable household at the VDC level.

e) Organization of Motivated learners' Group

The dialogue / discourse session eventually prepares motivated learners. The motivated learners work as pressure group for VDC or NFE organizing agencies. And the group can ensure continued learning opportunities at village level.

f) Learn with People Programme

There are educational institutions at the grassroots as an ivory tower to common people. The students and teachers / professors are inadequately sharing people's knowledge in the educational system. A built-in-learning with people programme can generate research issues, mobilize institutional resources, and enable students and teachers to undertake project activities. Once people's knowledge is gained it should be shared in the concerned educational institutions. In the end, this system will emerge as a mini national development service programme at the grassroots by the grassroots institutions.

g) Collaboration Monitoring

The current NFE practice shows that local supervisors are hired to supervise NFE classes and monitoring responsibility goes to the programme implementing agencies. But there is a lack of systematic monitoring system from different agencies. This proposed collaborative monitoring is an approach to develop collective responsibility at the VDC level. According to this approach, VDC NFE organizing agency, locally available educational institutions (school, campus, university), volunteers, and representatives of motivated learner's group will monitor NFE programme under a schedule. In the end of this month, they will meet in group (including facilitators) discuss the issues and resolve problems.

6.2 Recommendations

A running capital is always needed to initiate the aforesaid programmes and follow the suggested strategies. The development of NFE trust at each VDC collecting contributions from various sources and matching fund from the government would be one of the ways to ensure programme money at the local level. A collaborative monitoring system and regular monthly reflecting session of the monitoring agents as well as monitored person (facilitator) would be the venue to develop such programmes. Similarly, a LGM trained facilitator, monitor, supervisor, and volunteer could be the expert to produce NFE materials at the grassroots level and moreover t the local language. The added monetary incentives to attract better hands in NFE field could be the additional support in this direction.

7. Options for NFE Programme

Over the years, Nepal developed different NFE modalities such as quota and campaign based basic literacy programme, awareness raising programme (legal literacy type), skill training programme, and post literacy programme. But these programmes are not put into a single continuum and make a complete NFE package to address the need of varied types of NFE learners. So the following options are proposed.

Option A: Develop NFE programme that encompasses programme right from dialogue / discourse sessions to continued learning opportunities.

Option B: Develop a wider NFE continuum that incorporates oral literacy to open university programme for workers, peasants, and other types of learners who are devoid of formal education opportunities.

Option C: Stick to the current definition of Nepali nonformal education and strengthen the programme accordingly.

We prefer option B. The reason to chose this option is to make nonformal a separate stream that can be both complementary as well as parallel to formal education stream in order to ensure educational access for those who do not or can not go to the formal education stream. So we suggest to develop a complete NFE package that has popular education (oral literacy through dialogue and discourse) as a substratum to basic literacy programme and open learning opportunity as an end. Then the NFE package should be experimented and eventually be made a national NFE programme.

7.1 Strategies

(a) Leadership Development Programme

The democratic political system requires diffused leadership. This sort of leadership can be developed through leadership training at the grassroots level.

(b) Volunteer's Training Programme

Many ethnic groups wants to serve their communities voluntarily. There are some other person who are interested in working with some specific communities. But they lack skill to be a good volunteer. This training programme eventually can prepare them as volunteers at the grassroots level.

(c) Schooling Facilitation Programme

There are many ethnic groups with no cultural capital for formal schooling. They need persuasion and resource matching support in order to send their wards in school. This programme will be helpful in creating cultural capital among different ethnic groups.

(d) Popular Education Programme

"Critical citizens" are the asset of democratic country. In order to produce such citizens, dialogue and discourse sessions would work as an undercurrent to literacy programme (Koirala 1996, 1988). This undercurrent programme can be basic education for all to composite knowledge, skill, values, and attitudes necessary for human beings. And also will be a way to manifest literate thinking by creating ability to think and reason like a literacy person in the process of interacting with others (Langer, 1991). The learning needs (Torros, 1996) for such popular education programmes would be the survival

skill, skill to develop their fullest potential, to live a decent life and to earn a living under decent conditions, to participate fully in the process of development, to improve the quality of their lives, to make informed decisions, and to learn how to keep on learning.

There is a danger to produce social rebellions in the process of preparing critical citizens through popular education (Aramendy, 1996). In order to avoid this situation, peace education approach will be the alternatives where traditional popular knowledge on different subjects will be generated, critically analyzed, and developed a praxis for collaborative undertakings. To quote (Toh, 1988:125) Peace paradigm reflects a set of very different assumptions, value orientations and themes, encompassed by the concept of participation, equity, appropriateness, concretization, and environmentalism. Each of these terms poses critical questions for evaluating the impact of modernization ideas and strategies, and implies alternative policies that would be more responsive to the basic needs of the poor majorities in particular.

Thus, peace educators capitalizes the strength of the oral culture and gradually enables learners to enter into the realm of written culture. This shifting approach from oral to written culture sounds appropriate to the Nepali context (Robinson-Pant, 1996; IFCD, 1996). The dialogue and discourse session will thus be useful to generate local knowledge and pass on expert's knowledge especially in the field of agriculture, health, population, water preservation, occupation, civic / political life etc.

(e) Village Lateralization Programme

A literalized environment is a superstructure that promotes literacy culture. Public places and individual's walls be a venue to gain life improvement knowledge. The slogan or life improvement knowledge will enable people to educate themselves and their wards. These information / knowledge / slogan should be changed from time to time.

(f) Literacy Programme

At present literacy programme has become a 'commodity' to supply by the programme organizers. The course of this supply stream requires new direction in order to make it a "demand" investment. The dialogue / discourse sessions paves the road for the creation of such a popular demand. To satisfy this demand, the following programmes are suggested.

(i) Camp literacy Programme

Once people are highly motivated to learn how to read and write, they can spare couple of days to be literate specially during the agriculture slack

seasons. In those days literacy education providers can organize a scheduled (one to three week) camps. In those camps, the motivated learners will be able to attend basic skill of reading and writing. The service agencies or volunteers, private tutor(s) can work as facilitator to camp literacy programme.

(ii) Regular Literacy Programme

If the motivated learners are unable to join in camp literacy programme, then they approach for regular literacy. The regular programme could include 3 months basic literacy and 6 months functional literacy programmes.

(iii) Each One Teach Some Programmes

The volunteers, service agency, private tutors can identify potential person to be a facilitator for the motivated learners. An individual may teach to an individual or a group of individuals.

(iv) Income Generation Programme

Both productive and promotional skills can be given to the motivated learners. A short term training session or attachment training programmes can be development and implemented in order to help learners who need skill training.

(v) Post Literacy / Continuing Education Programme

What after literacy has always been a problem. In order to solve this problem, here are some suggestive measures:

(1) Post literacy Class

A three month long post literacy class has become a tradition to post literacy education. But this programme is limited in its coverage. In this context, there are some alternatives to ensure post literacy education opportunities (world Education, 1997).

(2) Contract Study

Once the basic literacy class is over, the facilitators and the motivated learners should sign an agreement to continue learning. This contract will facilitate the process of post literacy education.

(3) Contract Sessions

A weekly / fortnight or monthly contract session with the help of volunteers, tutoring individual, service agency can be organized. The motivated learners will get a project to work on or learning materials to read. The project activities or learned contents will be discussed and the future project will be developed during this contract sessions.

(4) Pen-pal Programme

A volunteer, tutoring individual, and service agency will make an arrangement to select partners for penpal programme. These penpals will write their feelings, experiences and ideas to keep on learning. A periodic literacy fairs / picnic will be organized to learn more from each other's.

(5) Literacy Fairs

Each month, there will be a literacy fairs at VDC office. During these fairs, group and individual will do literacy competition. The winners of the competition programme will be rewarded by the VDC. RC will collect these exhibited literacy materials and select them for locally available reading materials.

(6) Correspondence Programme

Literacy providing agencies / individual will identify some potential participants for correspondence. These participants will get letters loaded with information. In the end of the letter there will be some problematic questions to be answered by the participants. Participants will go through the letter, discuss the question in group with or without the help of volunteers / tutoring individual / groups and then respond the questions. Besides, these participants can send written questions to be answered by the literacy providing agencies / individual.

(7) Post Literacy Dialogue / Discourse Sessions

Literacy persons want venue to share their knowledge, develop organic solidarity and work for their future development. In this context a periodic post literacy dialogue / discourse sessions can be fruitful. The outstanding participants of these sessions could be rewarded by the VDCs.

These sessions can also be used as LGM development sessions (local or official language) for post literacy activities. The exchange of these materials from literacy center to center will serve as post literacy or continuing education materials for all.

(8) Complementary Programme

Nonformal education is considered as a poor person's education. A complementary programme would be helpful to erase this image. There could be three modalities to produce textbooks for complementary course. One, the textbooks of formal education would be the same to NFE learners but there will be some additional materials to NFE learners. Two, The textbook of the formal education system would be condensed and some additional contents will be provided to NFE learners. Three, the theme of the formal education textbooks will be extracted and rewritten to make them compatible with learner's approach to reading. Any of these approaches provides opportunity to FE learners join in NFE ladder and NFE learners in formal education ladder no matter whether it is primary, secondary or tertiary levels.

(g) Recognition Ceremony

NFE stakeholders expect recognition to their best performance. A well-set creditation programme is the response to it. The stakeholders of literacy and school complementarity's programme can be awarded by each RC at the grassroots level, DEO at the district level, and MOEC at the central level. A periodical fair at RC will be a good start in the process of recognizing the stakeholders of literacy programme. The World Literacy Day could be the best day to recognize all levels of NFE personnel.

Programme Management for the Proposed NFE Continuum Activities

Each programme requires both the organizational as well as operational management for its implementation. In order to implement the proposed NFE programme continuum the following are the management process.

- a. For organizational management
 - 1. VDC chairperson 1
 - 2. Political party's representatives 4
 - 3. Educationists 2
 - 4. Ward chairpersons 9
 - 5. Women's and special focus group's representatives 3

These members will elect coordinator from among them. The coordinator will also work as secretary to the NFEC at the grassroots. This NFEC will be a board to develop NFE policies, do literacy survey, devise programme, collect resources, identify NFE workers, implement programme, monitor the activities, develop indicators to assess the outcome of the popular education, organize NFE fairs, and arrange recognition ceremony. Besides, this committee will coordinate NFE activities (run by other agencies) in the VDC.

b. For Operational Management

It is necessary to provide technical support in the field of leadership development, facilitator training, supervisor training, material development, and training for the organization of the popular dialogue / discourse sessions. MOE should take this responsibility. In the first step, it should organize meeting with NFE agencies, identify the interested agencies to provide training in programme VDC, and then coordinate the training activities.

But if we choose to complement the conventional literacy programme (quota based literacy class and literacy campaign), then the NFEC at the grassroots level will do literacy survey, monitor the NFE activities, organize a monthly sharing session, and give suggestions to the NFE organizing agencies for re-planning.

7.2 Recommendations

Only the strengthened NGOs and other NFE organizing agencies can compete for such recognition programme. It is thus essential to (a) orient people about the recognition programme and the evaluation criteria (b) do ministerial decision for spending all kinds of extension money from a single lane (c)

ensure all the development agency that their message is being delivered through MO's NFE programme and (d) do progress review meeting.

Reflection / Future Direction

1. The extension activities have been a vehicle to pass expert generated knowledge to the grassroots. The people's knowledge has yet to be explored and incorporated in the education system. A dialogue / discourse sessions to generate people's popular knowledge is a need as a substratum to literacy programme.
2. NFE programmes in many cases have been the supply ridden activities for years. So the creation of motivated learner is essential. These motivated learners learn fast than others. In this context, camp literacy, short-term literacy, and regular 6 months literacy are proposed to suit with the schedule of these people.
3. Bureaucrats and technocrats are more active in providing nonformal education for years. But they lack political support, as it was necessary for the eradication of literacy. In this situation, creation of volunteers at the grassroots, establishment of programme village by the interested agencies / individual including political parties are proposed.
4. Nepali villages have oral culture. This culture is untapped to promote written culture and eventually develop literate culture. In this context, lateralization of the village environment through wall painting and creation of learning web are recommended for the future activities.
5. Many literate people relapse into illiteracy in the absence of post literacy and continuing education opportunities. There are many ways to produce reading materials at the grassroots level. LGM and layperson prepared materials are some of them. these materials can be developed both in local land in national languages. Once there will be a system to produce reading materials at the grassroots these materials will be collected, classified, and printed or copied at the RC to suit with local, regional, and central needs.
6. There are different course for the both the formal and nonformal education programme learners. those courses lack functional linkage to let a person move from one stream to the next. It is therefore recommended to develop condensed packages by amalgamating the formal education curricular and teach them through nonformal mode.
7. Many culture and linguistic group do not have culture capital to realize the importance of education. These groups including Dalits need special attention. So a special package encompassing awareness to continuing education programme is to be developed and programmes should be run accordingly. Besides, an area based education programme is proposed to facilitate learning for all age group people of a particular community.

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Table 1
NFE Programme Areas

| Programme | No. of Agencies Involved |
|-----------------------|---------------------------------|
| Literacy | 42 |
| Post literacy | 22 |
| Parent education | 4 |
| Skill training | 29 |
| Women's leadership | 1 |
| OSP | 22 |
| Environment education | 2 |
| Health awareness | 3 |
| Family planning | 2 |
| Income generation | 12 |

Source: CERID (1995). Profile of NFE Organizers. Kathmandu: Author

Table 2
NFE Reading Materials in Nepal

| Agency | Name of the Materials | Target Audience |
|---------------------------|--|------------------------|
| Action Aid/Nepal | Chhaarthi, (in Tamang Language) | Neo-literate |
| | Kathai Katha | Neo-literate |
| | Hamro Aphnai Katha | Neo-literate (LGM) |
| | Schayogi Karyakarta Sahayak Pustika | Facilitator |
| | Aaun, Padhaun, Bujhaun, & Lekhau | |
| | Naulo Bihan I | Illiterate |
| | Navamarga I | |
| | Kanung Lam (in Tamang Language) | Neo-literate |
| | Naulo Bihan II | |
| | Navamarga II | |
| | Hamro Gaun | |
| | Navamarga III | |
| Oxfam/Nepal | Aphnain Katha | |
| | Thirteen eyes | |
| | Naulo Bihan (Sahayogi Pustika) | |
| | Navamarga (do) | |
| World Education/ Nepal | Janmantar | |
| | Sarsaphai (Women's Health Series I) | |
| | Jokhipurnagarbha (Women's Health Series XI) | |
| | Nimoniya (Women's Health Series III) | |
| | Vitamin "A" (Women's Health Series VI) | |
| | Jana-Sahabhagita (Women's Health Series IX) | |
| | Mahila Swastha Swyamberika (Women's Health Series V) | |
| | Gramin Swastha Karyakarta (Women's Health Series X) | |
| | Swasthaachauki (Women's Health Series IV) | |

| Agency | Name of the Materials | Target Audience |
|-------------------------|--|-------------------------|
| United Mission to Nepal | Jandhraksi (Women's Health Series VIII) | |
| | Sukhi Pariwar (Women's Health Series VII) | |
| | Prajatantra Ra Apasi Melmilap (Democratic Education Series IV) | |
| | Sabai Ko lagi Shiksha | Neo-literate |
| | Banjangalko Mahatwa | Neo-literate |
| | Krishi Ban | Neo-literate |
| | Mahila Sahakari Samuha Gathan | Neo-literate |
| | Ma Ahile Jyadai Khushi Chhau | Neo-literate |
| | Chyau Kheti | Neo-literate |
| | Diyalo | Neo-literate |
| | Samayako Abaj (pictorial story) | |
| | Janma-Antar (pictorial story) | |
| | Prajatantra Ra Mahila | Neo-literate |
| | Janma-Antar (Reference book) | |
| | AIDS | Neo-literate |
| | Sabaikolagi Shiksha III | Neo-literate |
| | Prajatantra Ra Chunab | Neo-literate |
| | Sukha Ko Sapana | |
| | Barsha Ko Soh Hiudama Garnu (pre-literacy guidebook) | |
| | Naya Sansar | Neo-literate |
| | Dukha Sukha (Women's story) | |
| | Nepali ko Aphno Sarkas (Real Story) | |
| | Pahile Ra Ahile | |
| | Banpremi Sukaveer | |
| | Ladaiko Pida | |
| | Bhuichalo | |
| | Dayalu Sathi | |
| | Lahure Ko Katha | |
| | Chhare Rog | |
| | Galaichabunne KO Byatha (Real Story) | |
| | Agalagi | |
| | Digdaripanbata Mukta | |
| | Lagansil Bishnu Ko Katha | |
| | Aphnai Khuttama Ubhine Prayas (Women's Story) | |
| | Sita Niko Bhain | |
| | Pachhutaunebata Chhatkara | |
| | Natrabhane | |
| | A time to Embrance | |
| | Bhalusanga Jamkabheta | |
| | Saghan Shiksha | Neo-literate |
| | Nirikshyan Bidhi | Supervisor |
| | Salhah | |
| | Aghibadau | |
| | Gramin Samasya ra Anaupacharik Shiksha | |
| Redd Barna | Sunakeshra | Children & neo-literate |
| | Hamro Satru | |

| Agency | Name of the Materials | Target Audience |
|---|---|----------------------|
| Save The Children (US) | Karyamulak Proudth Saksharata (field trip report) | |
| | Swastha Jiwanko Lagi Sarsaphai | |
| | Koseli I | |
| | Koseli II | |
| | Sangalo I (LGM) | Neo-literate |
| | Sangalo II (LGM) | |
| | Sangalo III (LGM) | |
| | Jamarko I | Neo-literate |
| | JamarkoII | Neo-literate |
| | Jamarko IV | Neo-literate (Women) |
| | Jani Rakhaun (LGM) | |
| | Sochan (Maithali) | |
| | The dilmma of literacy in a multi-lingual environment | |
| | Jyoti (LGM) | |
| | Balbatika Bhabishya-Aama-Babuko Hatma (pictorial books for parents) | |
| | Hmro Bachha Bare Hamile Lekheko Pusstak (for Neo-literate parents) | |
| Nonformal Eduction Service Centre | Karesabari | |
| | Auta gaunjo kasani | |
| | Saruwa rog | |
| | Gharelu upachar | |
| | Prathamik upachar | |
| | Sishu syahar | |
| Adult Education Section/MOE | NFE Guide book | |
| | Ketaketi ko Rakshya | |
| | Hamra Ketaketi ka Nimti Ban | |
| | Aama ra Bachchako Swastha Syahar | |
| | Sukhi Jiwanko Lagi Sajhasanstha | |
| | Prashikshak Talim Pustika Naulo Bijan | |
| | Sukhmaya Jiwanko Lagi Sajhako Madhyam- | |
| | Apnaum | |
| | Aalu Kheti | |
| | Machhakhethi | |
| | Naya Goreto Shikshan Bidhi Series I | |
| | Naya Goreto Series II | |
| | Naya Goreto Series III | |
| | Naya Goreto Series IV | |
| | Naya Goreto Sahayogi Pustak Series I | |
| | Naya Goreto Sahayogi Pustak Series II | |
| | Naya Goreto Sahayogi Pustak Series III | |
| | Naya Goreto Sahayogi Pustak Series IV | |
| | Navasaksharhaniko Lagi Samagri Nirman.. | |

| Agency | Name of the Materials | Target Audience |
|--------------------------------|--|-----------------|
| Nonformal Education Council | Gaun Shaksharata Karyakarm | |
| International Nepal Fellowship | Basic reading and health news | |
| Nari Vikas Sangh | LGM journal | |
| ABC/ Nepal | Girls trafficking Menace of AIDS Women's story | |

Source: Cerid (1997). Unnamed and Unpublished Report. Kathmandu. Author.

Table 3
Educational Expenses for AEP, OSP and Post Literacy Programme, 1995
(Includes Books and Training Cost)

| Programme | Mountain | Hill | Plain |
|-----------------|----------|----------|----------|
| AEP | 8929.84 | 8794.84 | 8859.84 |
| Per Participant | 446.49 | 351.79 | 295.32 |
| OSP | 11429.61 | 11048.61 | 10996.34 |
| Per Participant | 571.48 | 441.94 | 323.41 |
| Post Literacy | 4120.66 | 4099.66 | 4106.66 |
| Per Participant | 206.03 | 163.98 | 136.88 |

Note: No. of participants 20, 25 and 30 in mountain, hill and plain respectively.

Source: NFEC/MOE, Kathmandu

Table 4
Need and Interest of NFE Personnel

| Training | Interest Area |
|---|--|
| # Grassroots planning process | # Development of intervention Programme |
| # Innovative modalities for social awakenings | # Proposal/ research report writing |
| # Workshop/seminar proceeding techniques | # Develop multi-strategic communication approach |
| # IPO model evaluation technique | # Micro-level planning |
| # Need identification technique | # Evaluation techniques |
| # People's mobilization | # Leadership development |
| # Resource mobilization | # Achievement assessment techniques |
| # Multilingual teaching | # Ethnographic research techniques |
| # Inter and intra agency sharing | # Preparing literacy blended IG activities |
| # Programme instutlization process | #NFE worker's networking |
| # Training typologies | # Organizing mass oracy Programme |
| # In-built research approaches | |
| # Empowerment techniques | |
| # Andragogical techniques | |
| # Supervision skills | |

Source: Research Centre for Educational Innovation and Development (1993). needs, interest and resource of NFE agencies in Nepal, Kathmandu. Author.

Table 5
NFE Sector's Contribution for Literacy Expansion in the Year, 1995

| NFE Agencies | NFE Enrollees | No. of AEP Centre | No. of OSP Centre |
|---------------------|----------------------|--------------------------|--------------------------|
| GOs | 256,265 | 6,449 | 1,691 |
| NGOs | 130,056 | 9,428 | 245 |
| INGOs | 70,248 | 1,963 | 488 |
| Others | 30,961 | 1,985 | - |
| Total | 487,530 | 19,825 | 2,424 |

Source: World Education (1995). Directory of agencies involved in literacy education. Kathmandu. Kathmandu: NFEC, World Education and UNICEF.

PART II

Out-Side School Children's Programme

Overview of the Programme

The Context

1. Nepal has made significant progress in education sector in terms of expansions of facilities and increase in participant. Education has been a vehicle for social transformation and enhancement of the pace of socio-economic development in the country. Therefore, education sector has ever received the top priority in the process of national development efforts. Taking into consideration the relative significance of elementary education, emphasis has always been laid on basic and primary education in the process of planning education sector
2. The basic and primary education is the largest sub-sector education in terms of participation, resource mobilization, and employment generation. In 1951, there were 8505 children taught by mere 640 teachers in 321 primary schools. At present, there are more than 3 million children studying in 21,102 primary schools with 81544 teachers. Enrollment ratio increased considerably from a meager 0.9% in 1951 to 112% in 1995. Around 55% of total educational budget and 1.2% of GDP is invested for the primary education sub-sector. No doubt, these are the significant moves towards the development of basic and primary education, but a vast majority of the special focus group children are yet to be schooled.

To expand the educational opportunities to them, special strategies were taken. They include free tuition and free textbook distribution (to all primary school children upto grade III and students of remote areas including girls attending schools upto grade V). Special scholarship and free uniform have also been provided to school going girls in order to increase their participation in education. However, these efforts are not experienced as adequate to stimulate and enhance the demand for primary education, specially among the under-privileged communities (Pant & Lohani, 1997). This shows that formal primary education alone has not been successful to bring the desired result.

To facilitate greater access of the children belonging to the deprived communities And thus maintain equity, the Master Plan (1991-2001) suggested out-of-school Programme as special strategy. The following were its recommendations:

- OSP should be considered as a full-fledged system at parallel with, and not against the formal primary schooling system as exigency measure to provide opportunities to children of disadvantaged/discriminated communities and girls of remote areas.
- Programme materials should be revised to incorporate both the common core contents and the special allied contents to reflect

regional/ethnic variations. The allied contents should be diversified by geographic belt.

- Post graduation advanced reading materials should be developed in the common communities media to help children do independent study.
- Curricular equivalence for OSP with the curriculum of formal primary schooling programme should be established, and if needed 'bridging' course should be interested.
- Priority should be given to run OSP in places where the communities take the initiative.
- The services of school system for technical supervision should be used
- Local resources should be mobilized to invite national and international resources for running the programme.
- Additional materials should be developed as facilities for non-Nepal speaking children to learn.

Policy

3. One of the recommendations made by the Master plan regarding the systematic development of the OSP was to reconsider the policy of treating OSP as a full-fledged system for providing educational opportunities to children of disadvantaged/discriminated communities and girls of remote areas. In this direction, the following achievements have been made:
 - National NFE Council has been formed which takes care of NFE matters including OSP at the policy level.
 - OSP has been adopted and implemented as a strategy to provide educational opportunities to the-out-school children.
4. The NFE programme including OSP is tied with the human resources development programme of the country. In the Eighth National Development Plan (1992-97), emphasis was laid on sustainable development, poverty alleviation, and reduction of disparities. To this end, human resources development was recognized as one of the priority areas by considering the fact that a large proportion of the people living in the country is still illiterate and unskilled, the Eighth Plan insisted on providing basic education and skill training opportunities in the rural areas. Consequently, development and expansion of basic and primary education programmes were put in the priority list. The national goal of education was the universalization of primary education and the objective was to attain the 67% literacy rate by the end of this century. Participation of disadvantaged people and women in educational activities was further stressed. In this report, it is targeted that educational facilities were to be provided to increase the gross enrollment rate in primary education to 121% (90% net enrollment rate) and 1.4 million illiterates were to be made literate through NFE programmes.
5. The inclusion of OSP as strategy is recognized as an attempt made by the government to implement the recommendations of National Education Commission 1992 through the Eighth Development Plan which suggested that OSP should be effectively expanded to cover the out-of-school children. In

this connection, it is obvious that the government has adopted the recommendation of Master Plan, which explicitly mentioned that OSP should be treated as a full-fledged system.

6. Among various implementing units, BPEP created NFE Unit, which is entrusted for the responsibility of planning, developing, and implementing OSP including other NFE programme components. Since the initiation of OSP, BPEP is not clear which approach it needs to adopt for the OSP even though the Master Plan recommended that OSP should be treated as parallel to formal primary education system. The following evidences better show the implementer's dilemma.
 - OSP is considered a complementary/alternative system of primary schools (BPEP, 1993).
 - OSP is implemented as an alternative strategy (BPEP, 1995/96) and as a complementary strategy (BPEP, 1996/97) to provide the educational opportunities to the out-of-school children.
 - The curriculum designed for OSP is attempted to link with the curricula of formal primary education.
 - OSP I is made equivalent with the grade III completers.
 - OSP completers are expected to join the formal primary schools
7. The National Education Commission Report 1992 did not provide any clear-cut policy whether OSP is treated as system at parallel with or complementary or alternative to the formal primary education system. Consequently, the Eighth Development Plan did not mention any approach for running OSP. The plan, however, recognized OSP as a programme, which needs to be implemented to address the learning needs of he, out-of-school children.

Objectives of the Programme

8. The major objective of the OSP is to achieve the goal of education for all by meeting the learning needs of those school age children who cannot join the formal primary school. In this respect, the programme intends to support the efforts of universalization of primary education and thus increasing the literacy rate. The specific objectives set for the OSP were as follows:
 - To provide basic literacy skill to those primary school age children who do not join primary school enrollment rate by motivating basic level (OSP I) completers for entering in the formal schools;
 - To reduce gender disparity in literacy by enhancing school enrollment rate of girls with increasing the people's awareness;
 - To enhance the living standard by providing knowledge and necessary skills with the help of functional education;
 - To provide skill to low-income level groups for increasing their living standard by conducting productive activities.

Planning

9. To support the national effort of providing education for all and to enhance the literacy rate, it was planned that 220 thousand out-of-school children would be provided educational opportunities through OSP within the period of 5 years. To executive the programme, the NFE Unit under BPEP is giving responsibilities for revising existing materials, developing new materials, conducting training

programme, determining the number of OSP centres to be operated, estimating the budget and the like. In other words, NFE unit is entrusted to organize the overall activities regarding the OSP implementation. For the purpose, 10 staff members in addition to the administrative personnel were deputed in the NFE unit of which the 4 persons were made responsible to take care of the OSP matters.

10. The target of 220 thousand out-of-school children set for meeting their learning needs asks for running altogether 8800 OSP centres (25 children for each centre) within the period of 5 years. It means, on the average, 1760 OSP centres every year needs to be operated. But the situation is different. The number of the OSP centres operated never attained the figure of 1760. In 1995/95, the number of planned OSP centre was 1552 (150 Chelibeti centres, 956 OSP I, 400 OSP II and 36 OSP III). Similarly, 1700 centres are planned for implementing this year, of which 175 centres allotted for Chelibeti, 1125 for OSP I and 500 for OSP II. As the Chelibeti programme and OSP I are the basic level programme for imparting literacy, 1106 centres in 1995/96 and 1300 centres in 1996/97 are operated for enhancing the literacy rate in the country. Such practice did not allow to achieve the desired results. The BPEP mid term review mission (1996) shows that only 45 thousand children i.e. 20.45% of targeted children were benefited from the programme during the three years of the programme operation. It indicates whether the target was realistically set, the OSP centres were established in appropriate places, parents were motivated enough to let their children participate in the programme.
11. The NFE unit staff members had a view that a target of 220 thousand children to be served was set considering the fact that the programme will be implemented in all the 75 districts of the country which ask for the expansion of BPEP's coverage. As BPEP did not extend its scope in terms of district coverage, the OSP was also limited to 40 districts only. In allotting the centre, there must be 25 out-of-school children. The OSP centre was not located in these places where the number of out-of-school children is less than 25. The staff members also stated that this particular situation also affected adversely to expand the number of OSP centres and to cover the sizable number of the participants. The quota system adopted for establishing the OSP the OSP centre further limited the programme to expand the scope and coverage.
12. To achieve the desired results from the operation of the programme, it is quite necessary that the planning of OSP in terms of determining the number of OSP centres, establishment of the centres and the like must be based on the needs assessment. The OSP outlets should be established in particular location only when the demand for the programme is made by the local people. Need based planning ensures the operational efficiency of the programme and thus assists in achieving the expected outcomes. But the situation is rather different in reality. Currently the top-down approach has been adopted in planning the OSP activities. The OSP matter, whether it relates to the policy aspects or the operational aspects, is dealt with largely by the central authority. The centre determines the quota that is to be allotted for a certain year and for a certain

district. In this connection, the donors also play influential role. As the donors make significant contributions in providing operational cost (training, materials etc), their priority is considered while determining the number of quota for a certain period. The staff member of NFE unit expressed that all these happened due to the centre's inability to plan OSP based on the needs assessment. In fact, even the data collected in the surveys is not utilized for planning purpose. In the absence of such activities, it is not possible to identify the target groups. Hence, the programmes are operating without adequately targeting the most needy communities and remote areas (BPEP, 1996). Consequently, participation of the children belonging to the special focus groups is rather negligible.

13. As mentioned above, there are 4 staff members taking care of the OSP matters at the central level. Though their job description are not made clear, they are supposed to perform the activities like preparing the overall programme for operation, conducting training for trainers, developing and revising materials such as training manuals, OSP primers, curriculum, OSP operational directives, supplementary materials etc, monitoring the training programme arranged for facilitators and local supervisors, supervising the programme operation and updating records and information and analyzing them. Considering the number of person power available at the NFE unit, all these activities could not be implemented in the given time. Consequently, the unit devoted most of its time and efforts in the operation of the OSP centres. Very little attention was given to develop supplementary and allied materials. The work plan of the unit also reflects that the unit was heavily engaged in operating the OSP centres.

Levels of the OSP

14. Currently, three levels i.e., basic level, functional level and skill training of the OSP is in operation for meeting the learning needs out-of-school children. These programmes are designed for the 8-14 years age children. The OSP I and Chelibeti programme are regarded as basic level programme designed for imparting basic literacy skills to those children who never get the opportunities to be in formal schools. In the OSP I, both boys and girls can participate while only girl children can take part in the Chelibeti programme. The OSP I is in operation in all the 40 BPEP districts whereas the Chelibeti programme is confined in only the districts of Seti Zone. The OSP II which is regarded as functional level programme is designed for the children who completed the basic level programme. Therefore the participants for OSP II are those children who completed OSP I. The drop-outs of grades III, IV and V can also participate in OSP II. Like the OSP I, the OSP II is in operation in all the BPEP districts, however, the number is limited as compared to OSP I. The OSP III, the skill level programme, is currently in development stage and hence experimented in some selected districts. Those who completed OSP II or drop-out of grade VI and VII can take part in OSP III. Thus, the introduction of OSP III intends to provide skills to the learners who cannot join the secondary level. In other words, the programme

expects to address the needs of primary grade completers too, which does not come under the purview of BPEP.

Implementation Arrangements

15. To execute the OSP at the grassroots level, the non formal approach, methods and strategies have been adopted. According to the NFE unit staff members, the OSP is run as par with the norms and guidelines developed by National NFE Council.
16. In implementing the programme, the Council made provisions to form District Committee for the Development of Non formal Education (DCDNFE) at the district level under the chairpersonship of District Development Committee (DDC) by representing the heads of the government and semi government agencies. Some nominated in the Committee jointly by the DEO and the chairperson of DDC. This Committee is made solely responsible for the planning and operation of the non-formal education programmes at the district level. Since the actual implementation of the programme takes place in the different settlements of VDCs, provision is further made to form the village literacy campaign committee (VLCC) and ward literacy campaign committee (WLCC). Besides these arrangements, Class Management Committee was also formed for the smooth operation of non-formal education centres at the local level. These arrangements made for implementing non formal education programmes were conceptually designed as a decentralized process which was expected to ensure wider people's participation in the national effort of eradicating illiteracy.
17. But in the actual implementation, the arrangements made for running the programme could not bring the expected results. The high rate of representation of government and semi-government agencies and under-representation of community groups and NGOs in the composition of DCDNFE had, in many ways, hindered the committee to become an effective one for translating into actions the responsibilities entrusted to it. This made the committee rather a non-functional body in the discharge of the responsibilities. On the other hand, the VLCC which was formed with the assumption that the committee (VLCC) headed by the chairperson of VDC and with the membership of teachers, local persons and the like would be effective in getting local support to run the programme. But the hard reality is different. The VLCC has almost been ineffective in playing its roles for enhancing the grassroots level participation (Mainali, 1997). In most places, the WLCC and class management committee have not been formed. As these committees play significant role in encouraging community members to participate in the programme; monitoring the centre's activities like attendance and regularity of facilitators and participants; managing the centre and the like, the absence of these committee at the operational level really affect adversely in the operational efficiency of the programme.

OSP Center Operation

18. As mentioned earlier, the objective of OSP is to provide educational facilities to those children who are unable to go formal primary schools on account of various causes. One of the reasons which prevent children getting the benefits of education is lack of schooling facilities. Therefore, it is natural that the OSP centres need to be established in those locations where the primary schooling facilities are not available. In this context, it seems that the centres are located in appropriate places. Most of the OSP centres were running in those areas where primary schooling facilities are not available in the vicinity. Moreover, the location of the centres also did not make much difference to the children for attending the centres as they were situated in walking distance. However, a few centres were established in very close to the formal schools where the school going children (around 33% and mostly girls) were found to join centre. The irregularity of children in the centre is appeared as one of the problems which has adverse effect on the operation of OSP centres. Initially, children attended regularly the centre. Gradually, their attendance declined. During the monsoon season, very few children went to the centre. The free flow of children throughout the session due to the absence of strict deadline for entrance also appeared as problem for the smooth operation of the centre. The problem was further augmented by insufficient supply of materials. In spite of these problems, the OSP gets credit to match its operating schedule according to the needs of the community. As the OSP were run either morning or evening, the parents prefer this particular time to send their children in OSP because the children can have enough time to perform their household responsibilities (IFCD, 1997).
19. The NFE staff members of NFE unit expressed the view that support from grassroots level is essential while establishing that OSP centres such as providing the place for the centre, monitoring the regularity of children and facilitators and the like. in the absence of their support, the OSP centre can not perform well to produce the desired results.

Curriculum

20. One of the recommendations the Master Plan made in the process of linking OSP programme with the formal primary education was to establish curricular equivalence with the curriculum of the primary school programme. Previously, the NFE unit which is made responsible to make care of the OSP, did not find it necessary to link OSP with the specific grade of formal primary education. Consequently, no substantial effort was made in this direction. The OSP was implemented without establishing any curricular linkages with the formal primary school curriculum even though it was expected that the OSP completers would join the formal schools. As a matter of fact, there was tacit understanding on the part of implementers that the programme designed for the OSP I was equivalent with the curriculum of grade II. They experienced that grade OSP I completers who seek to join the formal school mostly get enrolled in grade II or III. In the similar fashion, it was also expected that the OSP II completers would be enrolled in grade IV or V.

21. Recently, a new curriculum has been developed. The curriculum titled as out-of-school programme curriculum 2052 BS was designed for establishing curriculum equivalence of OSP with the formal primary school curriculum. In this respect emphasis has been given on:
- developing practical knowledge, skill and attitudes on health and sanitation for healthy living.
 - developing expression capacity in oral and written forms and in receiving others expressions.
 - developing capacity in getting information from practical documents and develop the skills for using/filling the forms according to the needs.
 - developing arithmetic skills for solving problems.
 - developing habits for the preservation of social values and belief, and for the conservation and proper use of public property.
 - developing capacity for the enhancement of individual, family, and society by common efforts.
 - developing capacity in running productive activities (with the help of skill training) for income generation.
22. Though the concept of linking OSP with formal education is strong and clear, the OSP lacks to associate its objective with that of the formal education. As against 9 objectives set for the primary school curriculum, there are only 7 objectives for the OSP. However, 4 of the objectives of the primary education are not mentioned in the list of the OSP objectives (IFCD, 1997). Since OSP adopts non-formal education approach and methods, the objectives set for OSP may not resemble with that of the primary education. But all of these objectives must be addressed while facilitators carry out the instructional activities. Therefore, facilitator's training package must have these aspects. Moreover, the supplementary materials developed for learners should also incorporate appropriate messages to address their missing objectives.
23. As regards the development of curriculum, it followed standard norms. For example, the curriculum incorporates the major constituents such as objectives, learning outcomes, contents, teaching methods and instructional activity, evaluation methods etc. the learning outcomes is properly presented in sequence and they are further divided into contents. Based on the contents, keywords are identified to proceed instructional activities (IFCD, 1997).
24. In designed the curriculum, the weightage is determined on the basis of levels of OSP. For example, OSP I is considered as the basic level for imparting literacy, therefore emphasis is given in developing language skill. In the OSP II, arithmetic gets the more weightage. Similarly, functional and arithmetic skills are emphasized for the OSP III.
25. Unlike the language and arithmetic and arithmetic skills, the functional skills planned to offer to the OSP III participants are made optional. It means the skills, which will be

designed for OSP III participants should be based on the local needs (BPEP, 2052 BS).

26. As regards the development of curriculum, NFE unit made careful attempts. The curriculum was not merely based on the experiences and opinions of the experts and consultants. Consideration was also given to the needs and aspirations of grassroots people while developing it. For the purpose, the needs assessment activities at the local levels were conducted to identify the needs. A series of workshops and seminars were organized to determine the learning outcomes. Efforts were further made to relate the OSP learning outcomes with that of the primary education curriculum. In this respect, primary education curriculum experts and the organization – NGOs and INGOs, which have experiences of running the OSP were also involved. Moreover, consultation was also made with the curriculum development center (CDC) and the NFEC in this endeavor. In essence, the participatory approach has been adopted in developing the OSP curriculum. The process followed for the curriculum development or approach it adopted seems to be appropriate (IFCD, 1997).
27. One of the policy recommended by the Master Plan in establishing linkage between formal primary education and non-formal OSP was to initiate bridging course for the learners which helps them bridge learning gaps for getting entry into particular grade of formal schools. As a matter of fact, bridging course seems necessary because it not only provides additional contents to bridge the learning gaps, but also assists in retaining and sustaining the literacy skills. However, the BPEP did not take any initiative in this direction. Considering its significance, some of the agencies like Save the Children US has developed the bridging course and implemented it. BPEP did not even adopt the course. Recently MOE has made some modifications in such a way that the new session in the school starts immediately after the end of session. In the light of this arrangement, the development of bridge course may not seem necessary.

Training

28. Training of facilitator, supervisors, and trainers is one of the important aspects of the programme. In imparting training, the cascade principle has been adopted by BPEP. At the outset, master trainers conduct training for district level trainers – RPs school supervisors, and the like. And these trainers run the training programme for facilitators and local supervisors.
29. After facilitators, a 9days training programme is arranged for them. The training package designed for the purpose basically incorporates various teaching methods, which a facilitator needs to use actual teaching learning situation. During the training session, each participant is engaged in micro-teaching practice using the text materials. Therefore, each and every facilitator has to analyze the text materials in the training period. After the 3 months of operating the OSP center, a 3 day in-service training is arranged to share the experiences and ideas of facilitators with regards to the OSP center operation.

30. However, there are several problems persisting in running the training programme. The facilitators training programme is expected to provide for those who have passed at least grade X. NFE unit staff members reported that it is quite difficult to find the facilitators who have the expected level of qualifications in many locations, specially in remote areas. At the local level, the persons who one way or the other belong to political parties influenced the organizers for selecting facilitators who are under qualified. The organizers were compelled to compromise in the qualifications of facilitators. There are instances that the organizers have conducted the training for even the primary school graduates. Uniformity in quality of facilitators in term of their qualifications was rarely maintained.
31. The training programme itself is not balanced in terms of developing different literacy skills such as language, mathematics, and functional skills. During the training sessions, facilitators are engaged in those activities, which mostly focused to foster the language aspects of children. Very little emphasis has been given in developing the numeracy and functional skills.
32. Besides facilitators, local supervisors are also provided a 6 days long training for supervising the OSP centers. The qualifications required for becoming local supervisor is intermediate or equivalent level. In most cases, the supervisors did not have the qualification as determined. So, the SLC holders were also provided the supervisor's training. So far as the emphasis of the training is concerned, the supervisors get inspectorial type of training rather than clinical one. Therefore, the facilitators are unable to receive the expected educational support from the supervisors during their visits to the OSP center. The supervisors just see the regularity of class, participant's attendance and the like. Very little attention is paid in pedagogy – related aspects during the supervisor's visits.
33. As one of the objectives of the OSP is to enhance the formal school enrollment by encouraging OSP completers to join in the schools, the programme intends to maintain strong relationship and linkage with formal schools so that OSP completers join the schools without any hindrances. Being the local persons, the facilitators and the local supervisors can play significant role in this context. Moreover, facilitator and local supervisors can also mobilize community people's support in implementing the OSP, checking the drop-outs along with establishing linkage with formal primary schools. The existing package designed for the training of facilitator and local supervisor, however, does not address these important aspects.
34. So far as the training of master trainers is concerned, the BPEP did not consider it seriously. Master trainers also need training and refresher programmes so that their level of competence can be enhanced. Very little emphasis has been given in this direction.

Materials

35. As regards the materials used for imparting the literacy skill to the OSP participants, the BPEP initially used the lessons from text materials designed for formal primary education. But these materials did not find useful for the out-of-school children. Later, BPEP adopted 'Naulo Bihan' as a main textbook to conduct literacy activities for the participants of OSP I. The new material is, as expected, relatively well. It incorporates the functional messages and life-related skills too. As OSP II is also conceptualized to provide educational opportunities to OSP I completers and the grade IV and V drop-outs, BPEP also developed advanced level text material 'Naya Fadako' for them. Besides these materials, no other materials as OSP primers were designed and developed. In fact, these materials are used to address the needs of Nepal speaking children. the Children who belong to non-Nepali speaking family found themselves unable to get benefits from these materials. Furthermore, no materials are in existence which assist children for independent reading to enhance their literacy skill.

The existing materials needed to be revised and updated in addressing the needs of non-Nepal speaking children too. Considering this fact, the Master Plan made recommendations for revising the programme materials to incorporate both common core contents and special allied contents by diversifying them geographically to reflect the regional/ethnic variations, for developing post-graduation advanced reading materials in common communication media to help children do independent study and for developing additional materials as facilities for non-Nepali speaking children to learn.

36. As regards the programme materials, BPEP has recently revised the textbook 'Naulo Bihan' – the primer for OSP I participants in line with the new curriculum. Since the keyword approach is used to impart literacy, the contents – core and allied – are presented in the form of the pertinent keywords. These keywords are used for imparting both literacy and functional messages. The text-material for OSP II i.e. Naya Fadko has yet to be revised. However, the NFE unit has a plan to receive the OSP II primer in the next year.
37. As mentioned earlier, the BPEP has also conceptualized OSP III to provide skill training to grade V completers, drop-outs of grade VI and VII as well as to those children who completed OSP II but could not join the formal school. So far as the text-material for OSP III is concerned, it has not been developed yet. The OSP III, which was implemented in limited scale and in limited area used the materials developed for WEP III. Currently, the BPEP has developed and used the following materials.

- Training Package for OSP Facilitator
- OSP Trainer's Guide
- NFE Implementation Guide
- Limited Posters

Besides these, BPEP also uses the supervisor's guidebook which was developed by World Education/Nepal.

38. The materials so far have been developed by the BPEP for out-of-school children use only Nepali language as medium for the communication. And the BPEP has not made any effort to develop additional materials for non-Nepali speaking children. Similarly, the post graduation advanced level materials for encouraging the independent study among the participants are yet to be developed.

Supervision

39. Currently, two types of supervision practices are in operation. Supervision of OSP centers is carried out either by Resource Persons (school supervisors in case of the OSP centers implemented by the national NFE council through the DEO office) or by the local supervisors who are temporarily appointed by the Resource Persons or the DEO office supervisors. In either case, these professionals are identified as responsible persons irrespective of whether the job is done by themselves or by the local supervisors on their behalf. The NFE Directives, however, prescribed by the NFEC adopt the multi-layer supervisory system. The OSP center is not only the task of RPs/school supervisors or the local supervisors, but also the responsibility of the members of VLCC, WLCC and the class management committee to provide complementary services in this respect.
40. In spite of making such arrangements, the OSP supervision activity is not much effective in the operational point of view. A field experience of the master plan updating team members brought a point that the RPs had tight schedule and were pre-occupied in formal school activities. They did not have spare time so they can make visits to the OSP centers for the supervision purpose. As regards the local supervisors, they are made responsible to supervise a fixed number of the OSP centers (15 in Hills and 20 in Terai) at least once in a month. However, the local supervisors also did not perform their responsibility as expected. In the process of selecting local supervisors, the organizer mostly do not have opportunities to examine whether the persons to be appointed are motivated enough to carry out responsibilities, committed to perform the job and the like because of the several problems the organizer faced from the different quarters, specially from the pressure exerted by the locally influential political workers. As a result, the local supervisors did not adequately supervise the OSP centers. In spite of the periodic progress reports submitted by the local supervisors, their performance was not properly mentioned by frequent cross-checking or any other measures.
41. As regards the involvement of members of VLCC, WLCC and class management committee in the supervision and monitoring process, they were either ignorant or wanted to evade the responsibilities prescribed for them. In their views, the local supervisors are responsible for taking care of supervisory task. Some of them even did not know whether the center was running in their locality or not. As a matter of fact, these committees are not functional in carrying out the responsibilities entrusted to them (Mainali, 1997). Besides using RC structure for supervising and monitoring the OSP, the Master Plan also recommended as policy option for delegating these functions to properly

working primary schools. However, no evidence was found to utilize the services of primary schools in this direction though there are three lead center school, which are doing this function under Women Education Section's programme. Thus the supervision is appeared as one of the weakest aspects of programme operation.

Coordination

42. Meeting basic learning needs for the disadvantaged children in Nepal is one of the critical areas for donors to intervene in. There are many organizations, especially, NGOs and INGOs which are currently working in this field for providing educational opportunities to the children belonging to the disadvantaged communities. Many INGOs are making investment in terms of resource, time and efforts in this particular field by using local NGOs as partners in this endeavor. In spite of their desire to select an exclusive location for the activities to conduct, several communities got the service from more than one agencies for meeting the learning needs of illiterate children. Others were left unattended for a considerable period of time. This duplication of efforts in one particular area and almost not any programme in another area is, in fact, the direct result of uncoordinated way in which the programme has been conducted by government and non-government organizations.
43. Establishment and maintenance of coordination at the field level is essential to plan the OSP at the local level in terms of selecting the location, establishing the centers and the like. However, no concrete effort has been made in this direction. Under the current government policy, and the sheer size of its activities, the DEO office should take the charge of coordinating the whole gamut of the entire literacy activities carried out within the districts by all organization – government or otherwise. It was, however, observed that the DEO office was either unaware of this responsibility or incapable of taking the charge due to the shortage of person power and resources. It was fully occupied in formulating its own programme planning, in setting its own target groups and achievement goals and in selecting locations for literacy centers without proper consultation with another agency working this field. This indeed was one of the reasons behind the problems mentioned above. The other NGOs and INGOs had also formulated programme planning, identified target groups and location sites for establishing literacy centers of their own without others' knowledge. The practices of this nature became the primary reason of coordination-related problems such as duplication of efforts in the same location (Mainali, 1997).
44. Coordination at the central level is equally important. But the OSP at the central level lacks proper coordination (Workshop on Access, 1997). The NFE Unit staff members also stated that the coordination with the other implementing agencies was not maintained at the expected level. Except in curriculum development process, the Unit never invited these agencies in sharing the ideas and experiences regarding the strategies design, materials development, refining the operational modalities and the like even though

these agencies use the curriculum and materials developed by the BPEP and the NFEC.

Linkages

45. In spite of meeting basic learning needs of children and making them literate, one of the main thrusts of the OS is to enhance the school enrollment rate by encouraging children to join the formal primary schools. In this connection, a strong relationship with formal schools should be established and maintained so that OSP completers can get enrolled in formal schools without any problems. To this end, OSP centers and primary schools need to be properly linked. In the process of establishing linkage with primary schools, it is necessary that the school should be involved, in one way or the other in the operation of the OSP centers. Taking it into the account, the Master Plan recommended that the services of the school system should be utilized for technical supervision of the OSP centers.
46. In the implementation, it seems that the linkages between primary schools and OSP centers was not adequately established and maintained. Only 25% of OSP completers became able to join the formal school. It naturally affects adversely the effectiveness of the OSP. The major cause behind this situation is the limited coordination between the facilitators and head teachers. The RPs are also responsible for it because they do not see the NFE as their priority responsibility (BPEP, 1996). As mentioned above, involvement of primary school in the operation of the OSP centers is necessary to establish relationship and linkages. But in practice, almost no emphasis was given for involving school teachers in OSP during the implementation of the programme. Thus situation has naturally adverse effect in taking initiative for establishing linkage between the OSP centers and the formal schools.
47. Considering the significance of local bodies, the Master Plan also emphasized that the priority should be given to run the OSP in those places where the local communities take the initiatives. In this respect, the plan intends that the efforts should be made for establishing relationship with the local bodies in conducting the OSP under their own management. It also indicates that the operating cost of the OSP can be reduced if the local bodies are involved in managing the OSP activities. However, no evidence has been recorded in this connection. Involvement of the local bodies and local community people, specially in monitoring the regularity of facilitators, children's attendance, operational status may positively contributed to enhancing the operational efficiency. Involvement of Local bodies and community people will also be helpful in establishing relationship with local primary schools which ultimately paves the ways for OSP completers to join the primary schools. In implementing the OSP, attention has not been paid by the organizers in this direction. The involvement of local people in the OSP center operation was almost nil.

Equivalence

48. Since the initiation of OSP, accreditation of the programme has become a problem area which needs to be address properly. In some societies, the concept of education outside the formal school system is still unacceptable. The possession of formal education certificates has the great value in those societies including Nepal. This bias for formal education needed to be redirected for providing educational opportunities to the children who cannot join the formal schools. In this respect, establishment of equivalence is regarded as a strategy which facilitates to arrange educational programme outside the formal schools. Taking the importance of equivalence matter into account, the Master Plan recommended that the curricular equivalence for OSP with the curriculum of formal primary education should be established. The plan further added if it requires, bridging course should be inserted for the purpose.
49. In establishing equivalence, the emphasis was laid on the learning outcomes rather than the competence of participants. Development of OSP curriculum based on the learning outcomes of primary education curriculum and revision of text materials as par with the new curriculum indicate that the implementer intends to establish equivalence on the basis of learning outcomes of mainstream programme. However, the NFEC insisted on examining the achievement level to gives its consent on establishing equivalence. Therefore, the council, after testing the field result, recognized OSP I as equivalent to grade II though BPEP pleaded for making OSP I equivalent to grade III. In this respect, BPEP is still making efforts by conducting field trial. As regards the equivalence for other levels of the OSP, no effort has been made.
50. One of the objectives for making OSP equivalence with a certain grade of formal school is to facilitate free transfer of participants from non-formal OSP to formal primary school programme. The OSP completers need not to face any entrance or qualifying test to join the determined grade or level in the formal schools. However it also seems that some of the schools conduct qualifying test for the entrance of OSP completers. The NFEC secretariat chief had the view that the every school has its own enrollment policy. the school can conduct qualifying test. Though such practice is limited, it adversely affects the very objective of OSP to encourage children to join the formal school. Moreover, such practice is also against the thrust of equivalence matters.

Programme Performance

51. The analysis of performance of OSP in terms of participant's level of achievement provides ways to judge the strength of instructional activities carried out for imparting literacy skills for the out-of-school children. The analysis further contributes to rationalize competence based equivalence of the OSP with the formal primary education.
52. The performance evaluation of OSP participants does not provide any encouraging result so far as their achievement level is concerned. According to a study conducted by IFCD (1997) the level of achievement OSP II

participants has gained was low, however, it significantly differs by the location (district) of OSP centers (district) rather than by the gender of participants. Contrary to the OSP II participants, the children who took part in the OSP I performed better. As compared to the grade II students of formal primary school, OSP II participants showed their superiority only in the area of mathematics. Their level of achievement was significantly lower than that of the grade IV children in learning activities. The number of lessons taught in the OSP classes and the participant's joining in the formal school system at the same time was appeared as the major factors determined the performance of participants. The low achievement level implies that there had been lack of adequate teaching in the OSP center.

53. The participation of formal school children in non-formal OSP centers seems that the children try to achieve something more from double shift school in exposures. It also reflects that the parents and children may loose their faith in one system formal schooling or non-formal OSP arrangements and also managerial disarrays in the operation of the programme. Since the level of achievements for the OSP II participants and mainstream school children (grade III and grade IV) is low, it is illogical as well as unscientific to compare the performance of these groups, and to pass judgment on the equivalency issue of OSP II (IFCD, 1997).
54. When the performance of the OSP is examined on the basis of participants' attendance, the programme is found the subject to the problems of wastage. It is expected that each and every OSP center must have 25 participants. During the process of implementation, the rate of attendance varies due to the irregularity of the participants. Moreover, the names of new participants are also appeared in the list of the OSP participants because of the incidence of initial participant's drop-out. Since the children who take part in the OSP belong to the families that are unable to send their children in formal schools due to the socio-economic constraints they mostly support their family either by performing household chores or by working in the outside household activities. Most of the children of such category leave center without completing the programme (IFCD, 1997). As a matter of fact, the incidence of drop-outs appears as a serious problem for the efficient operation of the programme. Out of the total entrants, only 62% completed the OSP I. Similarly, the proportion of those children who completed the OSP II is appeared as 74% (BPEP, 1996). Such findings indicate that the OSP center is not properly operated. Moreover, the current arrangement designed for the OSP center supervision and monitoring at the grassroots levels does not function well.
55. As mentioned earlier, one of the objectives of the OSP is to enhance the school enrollment rate by encouraging OSP I completers to join the formal primary school. The implementers of the OSP expect that the OSP address the educational needs of those who are a little bit over-aged and illiterate. If these children acquire literacy in a shorter duration, they can be able to join the upper grades in primary schools. The age factor then does not influence them

to remain at out-of-school. However, the hard reality is different. As against the expectation, the proportion of children who joined the formal schools after completing the OSP I is only 19 % while more than 27% of the OSP I completers remained at home. The rest of the children i.e. 54% continued OSP II. Of those who participated in OSP II, around 25% of them also took part in the formal schools (IFCD, 1997). The magnitude of OSP completers who join the formal schools, according to the BPEP Mid Term Review, is a little bit greater. The Review report revealed that the proportion of school entrants was 25%. However, the result of both studies do not differ significantly while the programme's contribution to enhancing the enrollment rate of formal school is considered. Such findings indicate that the OSP does not function well in achieving the expected outcomes.

56. While participating in the OSP, the children were given opportunities not only to read and write, but also to internalize the messages the lessons prescribe. the activities carried out during the instructional process emphasize the skills and attitude useful for developing awareness of different life related matters in the immediate surroundings of the children which will be useful for them. In addition to it, the OSP may also aware community people towards the value of education. As regards the skills the participants achieved in the programme, the health related skills seem to be beneficial and useful. The participants, specially Chelibeti used the skills (CERID, 1992). Cleaning the body, washing, teeth cleaning, nail cutting and the like become the regular activities of the OSP participants (BPEP, 1993). Besides developing health habits, the children have also developed study habits. the participants' concern on the daily routine, eagerness to learn good conversations and also readiness to go to the school are the examples of the development of study habits among the children. Besides, the OSP has contributed to enhancing awareness among the community people on value of education (IFCD, 1997). these evidence indicate that the OSP has, to some extent, been able to yield benefits to the society which ultimately assist in improving the living conditions in the rural areas.

Programme Strengths

57. The OSP has become an important strategy in providing educational opportunities to the children, specially to the girl children whose participation in formal education is relatively discouraging. Out-of-the total entrants, 50% girl children get the benefits of OSP (BPEP, 1996). Such participation of girls is an important achievement of the programme which positively contributes to reducing the gender disparity in education.
58. Like the girls, the participation of children belonging to the special focus groups has also been increased gradually in education through the operation of the programme. On account of the various reasons, these children mostly avoid to join the formal school. The OSP has become able to provide educational opportunities to those children for meeting their basic learning

needs. Thus the OSP has become contributory in running the education programme as par with the principle of social justice.

59. The OSP has also been contributory in enhancing the school enrollment rate. as the 25% OSP completers joined the formal primary schools (BPEP, 1996), the OSP has positive impact on increasing the proportion of primary schools enrollment.
60. The OSP complies that school schedule should be properly matched with community schedule for providing educational opportunities to the children of special focus groups. Since the schedule of OSP is made flexible to match with the community schedule for attracting children, it insist planners to frame the primary school schedule according to the schedule of the community if the attendance is the problem.
61. The OSP has proved that the basic level educational opportunities can be provided with relatively short duration and low cost. As compared to the primary education programme, the OSP adopted the condensed or accelerated curriculum in imparting literacy skills. Therefore it naturally provides the programme in shorter duration. As a result, the programme does not need as much cost as the primary school requires for providing the basic level educational programme.
62. In enhancing the pace of national development, Nepal needs to have the stock of human resource for every sector including education. In this respect, the OSP made contributions to increasing the stock of skilled human resources. To conduct the OSP, different types of training programmes has been implemented for comparatively a great number of people. These are the trained manpower's which augmented the stock of skilled human resources in the country.
63. As against the formal education, the OSP has become instrumental in raising the value of education among the villagers, specially among the disadvantaged communities. As the structure of the OSP is flexible and the programme is accessible to the children; parents, specially mothers persuaded their children to attend the OSP. It is an encouraging phenomenon which stimulates for increasing the demand for education in the educationally disadvantaged community.

Issues and Problems

There are several issues and problems emerged during the implementation of the programme. These issues and problems related with the approach, operation strategies, and materials are discussed below:

Policy Issues

1. Since the initiation, the BPEP does not prescribe what approach it follows to run the OSP. Even though the master plan suggested that OSP should be run as parallel to primary school, no concrete approach regarding the operation of OSP has been prescribed.

2. As regards the equivalence, only the OSP I was made equivalent with grade III. The project is still unable to make OSP II equivalent with a certain grade of formal education. However, the proportion of OSP completers who join formal school is 25%. In this respect, it is important to note whether OSP needs to be made equivalent with formal grades, individual schools to be encouraged for enrolling OSP completers on the basis of entrance test or their own evaluation process or OSP be made as a condensed formal primary education programme through non formal mode.
3. To enhance the participation of children in OSP, the Parents need to be motivated enough to let their join the programme. In this respect, massive efforts should be made to make the parents aware of the programme so that they send their children to participate in OSP. However, not much efforts have been in this direction. The village readiness programme seems to have limited effect.
4. The OSP centers are located in those places where the number of participants is 25. It is not permitted to establish the center where the expected number of participants is not available. As a matter of fact, there are many small locations or hamlets scarred throughout the country, specially in the mountain and hill regions where the number of school-going age children is less than 25. The OSP can not reach in those locations. Consequently, the children living in those places can not get the opportunity to take part in the basic education programme. Such situation naturally has the adverse effect on attaining the national goal of education for all.
5. It is generally accepted that decentralized open system is effective in mobilizing people's participation in managing the educational programmes including OSP at the grassroots levels. A sense of belongingness to the programme among them emerges when they experience that the programme is based on their own needs and requirements. The effect of the centralized system of management is limited to get the desired support from grassroots level. The current practice as regards determining OSP quota for district from the center and allotting the quota for outreaches of the districts from the district headquarters seem that it could not produce the expected results in terms of enhancing people's participation in implementing and managing OSP at the grassroots level.
6. Out-of-school programme has been conceptualized that the children will be provided some functional and other skills along with the basic education. To address this need, OSP III was designed to impart the skill training for the children. Contrary to this, the child right activities are against in providing any skill or training to the children which consequently encourage the persons and organizations for the exploitation of the children by offering job to them. Such notion among the activities emerges due to the practice of using children as labor in some carpet industries in the country. In designing the programme for providing skill training to the children, whether the package should be

developed in such a way that discourages the persons and organizations using children as labor.

7. To enhance the participation of non-Nepali speaking children in the programme. it is also important that materials used for OSP should have the contents related to them and in their own language and dialects. Currently, the programme does not have sufficient materials even in Nepal language. The issue emerges how the participation of non-Nepali speaking children is increased without having materials to address their needs and interests.

Issues related to Implementation

8. One of the major objectives of the OSP is to provide educational opportunities to those children who cannot find themselves able to join formal primary schools on account of socio-economic, cultural and other reason. Generally, the children who belong to the hard core group (ethnic minority groups, girls, people living in the remote and inaccessible locations and *Dalits*) are not able to get enrolled in formal schools. The OSP is supposed to provide educational opportunities to these children. So far as the OSP is concerned, it seems that no substantial achievement in this direction has been made. Except the 50% enrollment of the girl children, it is not visible that the programme contributed significantly to enhance the educational opportunities to the children of hard core groups.
9. The target set for OSP that it would provide the educational opportunities to 220 thousand out-of-school children looks like that OSP as an important endeavor in the process of meeting educational needs of out-of-school children and enhancing the literacy rate in expected level. The achievement of around 20 % enrollment of target figures (BPEP, 1996). Reveals that a large proportion of the children are still deprived of the OSP and hence limited access to education.
10. The role of the facilitators is crucial in running the programme in the sense that they are the real implementers at the grassroots level. Therefore, the organizers of the OSP are in favor of making the facilitators efficient, committed to the job, professionally motivated and of holding respect in the community. During the selection process, the organizers face several problems to employ the appropriate persons as facilitators. As a result, the quality of facilitators does not tally to the standards determined. The problem of facilitators' quality is one of the issues.
11. The OSP is virtually conceptualized to provide the educational opportunities to those children who never enrolled in schools or dropped out the school. But in practice, the school going children also practice in the OSP as a tutorial classes. It indicates that the resource and efforts employed for educating the never enrolled or dropped out children has been wasted.
12. At present, like the formal primary school, the OSP also suffering from the problems of wastage. The wastage occurred due to the incidence of drop-outs.

However, the programme does not prescribe any concrete measure to resolve the problem of wastage. The question arises how the wastage can be minimized and controlled so that operational efficiency of the OSP can be increased.

Issues related to Supervision

13. Currently, a multi-layer supervisory system has been applied for the supervision of OSP centers. Including RP and the local supervisors appointed for the supervision of the OSP centers, the local representatives of VDC and ward are also expected to look after the OSP centers whether they run regularly, children participate regularly and so on. Hopefully, the programme can contribute significantly to achieve the objectives set if the local representatives pay supervision visits to the OSP centers to monitor the regularity of class, children's participation and other problems emerged during the operation of OSP. But in practice, the performance of local representatives in this connection is not encouraging. They seldom visit the OSP centers running at their VDCs and wards. The wastage occurred in terms of drop-outs indicates that no constant supervision and monitoring of the programme is made. The question raises whether the supervisory system functions well.

Issues related to Coordination and linkage

14. At present, the level of coordination among the various implementing agencies is rather weak or negligible in both the central and grassroots level which ultimately has the impact on achieving the expected outcomes. Without effective coordination, the programme cannot be run to provide the educational opportunities to a large proportion of the out-of-school children. In this respect, it is necessary to establish and maintain coordination among the agencies. The question arises how the effective coordination is established so that the purpose of the programme can be achieved.
15. On account of the poor linkages with primary schools, the services of schools in technical supervision of the programme cannot be utilized. Moreover, it also does not help in enhancing the school enrollment rate. Without establishing a sound relationship with formal schools, desired result cannot be achieved. The question emerges what strategies need to be adopted for establishing relationship with formal schools.

Recommendations

General Recommendations

1. The recommendations made by the master plan were not entirely implemented. Therefore efforts should be consolidated and improved instead of increasing the programme activities in order to obtain the expected outcomes identified by the Master Plan
2. The OSP III is conceptually designed for skill training to those who complete the grade V or OSP II and dropout from the grade VI or VII. As a matter of

fact OSP III does not address the needs of these children who are deprived of the primary school opportunities. Therefore, BPEP should confine its activities upto the second level of OSP i.e. OSP I and OSP II.

Policy

3. The OSP at present is treated as secondary route for meeting the learning needs of the children. Moreover, its status in total education structure is not clear. Considering the strength of programme in terms of providing educational opportunities with comparatively low cost and shorter duration, OSP needs to be treated as alternative route to expand the basic education facilities in the country. However, the OSP should be examined in terms of its cost effectiveness and impact to provide any long term perspectives to it.
4. Equivalence of OSP II with formal education should be established for the purpose, the primer for OSP II should be revised as par with the learning outcomes specified in the OSP curriculum. But for the long run programme, efforts should be made to develop condensed primary school course for OSP learners. And the mode of delivering the course should be non-formal. Additional contents can be added to suit with the learning needs of those groups.

Planning

5. Instead of running the OSP on the quota basis, it should be implemented on the needs basis. In this respect, it is essential that the OSP should not be incorporated for planning the education of an area village or district. It indicates that the area based integrated approach to be adopted in planning purpose. Such an approach facilities to plan the number of children that will be served by the primary schools and by the OSP centers.

Strategies

6. BPEP should utilize the available information generated by various survey activities in planning the programme. Information gathered for school mapping purpose can also be utilized.
 - The OSP quota should be allotted for those places where primary schooling facilities are not available.
 - In allotting the quota, preference should be given to those places where local community demand for it.]

At present, the OSP quota is allotted only in those places where the number of participants is at least 25. This arrangement does not permit to conduct the OSP in small locations specially hamlets where the expected number of participants is not available. To extend the programme in those locations, the center should be allotted even though the number of participants is less than 25 so that the OSP can reach in those places too.

- The criteria that it must have 25 participants for allotting the quota for OSP operation should be reviewed and made it flexible specially for remote areas and for those locations where the special focus group is living.

Management and Supervision of OSP

7. Currently, local bodies and local communities have not been involved effectively in planning and managing the OSP for its operation. As a matter of fact, the role of these bodies is crucial in operation the OSP efficiently at the local level. Moreover, the government has committed to complement the decentralization plan in near future which turns the local bodies important local institutions with power and resources to design and implement local level plans and programmes including basic and primary education. In this context, involvement of local bodies in the programme positively affects to enhance the local participation and to obtain the national goal of education for all. It also contributes in establishing relationship with the schools and local communities, discouraging the participation of school going children in OSP and discouraging children from dropping out of the programme.
8. The OSP needs to be made as a community owned programme. If the community members recognize OSP as their own programme, they are motivated to supervise and monitor the programme to see the regularity of the OSP centers, attendance of the children and the like. Communities themselves will be motivated to make link with formal schools for the enrollment of OSP completers. Moreover, the VDUs where OSP run may provide funds partially or substantially for the programme which leads to run the programme on the sustainable basis at the local level with the involvement of community people in the programme, reduction of wastage in terms of discouraging the incidence of drop-out and the participation of school going children in the OSP are also ensured.

Strategies

- OSP center management committee should be created involvement local bodies and local community people as members. The committee should be entrusted for the operation for the centers, supervision and attendance of participants and facilitators.
- The OSP centers should be allotted on the request of local communities.
- Periodic interactions among local bodies facilitators and community people should be arranged.

Development of materials for Non-Nepal speaking children

9. In meeting the learning needs of non-Nepal speaking children, considerable efforts should be made to design and develop materials for non-Nepal speaking children too. The materials should be of supplementary nature which

assist in retaining the literacy skills acquired by the children and bridging the gaps between OSP and formal schooling programme.

Strategies

- The materials developed by other agencies should be adopted.
- For the development of materials at the local level, RC level workshop involving facilitators, local teachers and promoters of education should be arranged.

Coordination

10. A sound coordination with the agencies implementing OSP should be made at both local and central level to ensure the operational efficiency of the programme.

Strategies

- Regular meetings with implementing agencies needs to be arranged to share the ideas and experiences regarding the planning, operational strategies, training materials, issues and problems and the like.
- Joint training programme and joint supervision / monitoring visits should be arranged
- A system of exchanging information and publication should be established.

Linkage with Schools

11. A strong relationship with schools should be established to get OSP facilitators join the schools and receive the pedagogy-related support from the school teachers. Such effort contributed to enhancing the school enrollment rate in one hand, and on the other hand, the facilitators can obtain technical support to improve the teaching learning process.

Strategies

- The head teacher, teacher and school managing members should be involved in OSP center management committee as members.
- School teachers and head teacher should be invited to observe the OSP center and its activities to get technical support for facilitators.
- Periodic meeting of facilitators, school teachers, head teachers, school managing committee members and representatives of local bodies should be arranged for discussing OSP-related matters and enrollment of OSP graduates.

Parental Motivation

12. Village readiness programme should be strengthened in order to motivate parents and villagers, whose children are unable to join formal school, for getting the benefits of OSP.

Strategies

- The villagers and parents should be contacted and encouraged them to send their children to the OSP centers.

- The villagers and parents should be encouraged to visit the OSP centers to see the activities of the center.
- Villagers should be made aware of the value of education using different media.

Facilitator's Qualifications

The qualifications of the facilitators should be, in general, grade X (10). However, in the remote and inaccessible location, it is really difficult to find grade X passed persons. Therefore, to run OSP in those locations is difficult due to the shortage of grade X passed facilitators. To get rid of this situation, modification on required qualifications of facilitators should be made.

Strategies

- Intensive training to the facilitators, whose qualifications do not tally to the standard determined, should be given.
- Intensive supervision in the center where these facilitators run the class should be made.

Policy Directions

In order to run the OSP efficiently and to achieve the national goal of education for all, the following policy directions have been suggested:

Planning

- Use the survey data in planning the OSP.
- Instead of planning OSP in isolation, adopt area based integrated approach.

Allocation of OSP Centers

- Conduct OSP in those locations where community people make demand for it
- Allocate OSP quota in those places where the primary schooling facilities are not available.

Management of the OSP Centers

- Involve local bodies in management and implementing OSP centers at local level.
- Involve community or user's group for the operation of OSP. And take the programme to the special focus group community such as *Dalits*.

Supervision and Monitoring

- Involve local bodies and community people to make visits to the OSP centers for monitoring the regularity and attendance of facilitators and participants. And organize a monthly supervision report sharing session by inviting community members, facilitators, and parents of the OSP learners.
- Use RPs and schools to provide technical or educational support to the OSP centers and facilitators.

Development of Materials for Non-Nepal Speaking Children

- Arrange RC level workshop for the development of materials.

- Invoice facilitators, local teachers and promoters of education in the workshop to identify contents, subjects matter, etc.
- Adopt the materials so far have been developed for non-Nepal speaking children by various agencies.

Materials for Bridging the Learning Gaps

- Develop a condensed formal primary education package to provide through non-formal mode so that it can be linked with school course and retained the acquired of OSP completers.

Coordination

- Arrange regular meeting with implementing agencies to share the ideas and opinions regarding the planning operational strategies, training, materials, problems, issues and solutions.
- Arrange joint training programmes and monitoring / supervision visits.
- Exchange information and publication.

Linkage with Schools

- Involve school teachers and member of school managing committee as member of OSP management committee.
- Arrange periodic meeting with school teachers, facilitators, RP and school management committee.

Reflection / Future Direction

1. OSP, a second chance educational opportunity for the out-of-school children, has become a means to promote enrollment in primary education. In this context there is a need to expand this programme specially in the disadvantaged community such as Dalits.
2. Parents are the major stakeholders of this OSP. But these parents are inadequately oriented about the programme objectives. So, a massive advocacy programme through dialogue and discourse is proposed.
3. OSP completers who join in school have difficulty in adjusting with the formal educational curricula. Therefore, two approaches - condensed package by amalgamating formal education curricula and bridge course are recommended. The first approach is rather preferred over the second.
4. MOE has been conducting lead center programme over the year to expand educational facilities through school extension activities. Experience shows that the lead center idea is effectively working. So, this idea is to be expanded in those areas where school teachers are active.
5. There is a lack of continuing education materials for the OSP completers who do not or cannot join in formal school. In this situation, there is a need to develop different modalities to ensure continuing education opportunities for all.

These modalities may include correspondence education, project contract etc.

6. Quotas are allotted to run OSP in a location. But an area based literacy programme is needed to ensure education opportunity for all. So a non-formal primary education is preferred in that location where disadvantaged community people reside. By non-formal primary education means children can come to the learning center according to their own schedule but the facilitators should always be there.
7. Supervisor's and monitor's report is hardly shared with parents, VDC members, and other facilitators. It is therefore recommended to organize collaboration supervision and monthly sharing session.

Annex A
Comparison of OSP curriculum with Primary Education curriculum

| Aspect | OSP Curriculum | Primary Ed. Curriculum |
|---|---|--|
| Process of development | Participatory approach and group efforts were made | Participatory and group efforts were made |
| Relationship between formal and non-formal education | Efforts were made to link with formal education. | Efforts were made to maintain link with National Goals of Ed. |
| Emphasis given | Literacy | Literacy, numeracy and all round development of a child. |
| National Goals of Ed. | All the objectives of OSP fall under the NGE. However, the degree of coverage is limited but specific. | Totally links with NGE |
| Rationales | Emphasis on literacy, bring children to main stream of education, develop awareness towards education, and enroll girl child. | Emphasis on child's need development stages of a child, national needs and priorities. |
| Levels | Three level of OSP of total 21 months. | Five grade totaling 5 years. First 3 years may be regarded as lower primary. |
| Objectives | The objectives of OSP formulated are very general to child's needs. | General objectives are developed from the recommendations of National Education commission and need analysis. Subsequently, nine objectives were generated to achieve the national goals of education. Emphasis in the development of inquiring mind and interest in art, culture and heritage is followed by literacy and numeracy. |
| Instructional Time | Nepal language- 225 hrs. Arithmetic- 135 hrs. Functional / skill- 90 hrs. Total 450 hrs. | Language-300 hrs. / grade Arithmetic- 180 hrs. / grade Society- 135 hrs. / grade Art/craft/PE- 135 hrs. / grade Total 750 hrs / grade Total study hr. in Lower Primary is 2250 hr. |

Source: Tracer study of out-of-school children's programme : IFCD.

Annex B
Objective of Primary Education Curriculum and Coverage of OSP Objectives

| Objectives of Primary Education | OSP objectives coverage |
|--|---|
| 1. Develop inquiring mind | Not specified (NS) |
| 2. Develop interest in art, culture and esthetic values. | NS |
| 3. Develop capacity of expression in writing and oral. | Able to communication both in oral and written form. (2) |
| 4. Develop arithmetic skills to solve problems in daily life. | Acquire arithmetic skills to solve applied problems. (4) |
| 5. Able to maintain healthy life by developing positive attitude towards health and physical education. | NS |
| 6. Develop awareness towards relationship between life and environment, | NS |
| 7. Develop cooperative and responsible attitude and habit through the awareness towards social values and beliefs. | Develop habits of conservation and use of common properties, and maintenance of social values and beliefs. (5) |
| 8. Develop positive attitude and habit befitting democratic values and practices. | NS |
| 9. Able to support in becoming self reliant and disciplined citizen for the development of nation, nationality and national unity. | Develop capacity to enhance individual, family and society through collective efforts. (6) |
| NS | Able to develop capacity for productive profession through the arrangement of necessary income generating skills. (7) |

Source: Tracer study out-of-school children's programme : IFCD

Annex C
Curricular Weightage in Hours

| Area | OSP I | OSP II | OSP II |
|------------------|--------------|--------------|--------------|
| Language | 225 (50) | 135 (30) | 60 (20) |
| Arithmetic | 135 (30) | 180 (40) | 120 (40) |
| Functional skill | 90 (20) | 135 (30) | 120 (40) |
| Total | 450 (100) | 450 (100) | 300 (100) |

Figures in parentheses refer percent.

Source: OSP curriculum 2052

Annex D
Drop-outs in OSP I

| | Boys | Girls | Total |
|-------------------|------|-------|-------|
| Participants | 127 | 138 | 265 |
| Drop-outs | 45 | 41 | 86 |
| Percent drop-outs | 35.4 | 28.7 | 32.5 |

Source: Tracer study of out-of-school's programme: IFCD.

Annex E
Transition of participants after completing OSP I

| | Number | Percent |
|------------------------|--------|---------|
| Total participants | 263 | 100 |
| Joined school | 49 | 18.6 |
| Joined OSP II | 107 | 40.7 |
| Joined OSP II + school | 35 | 13.3 |
| Stayed at home | 72 | 27.4 |

Source: Tracer study of out-of-school children's programme IGCD.

Annex F
OSP center Run, Participants Enrolled and made Literate

| Year | Center | Enrollment | literate |
|-----------|--------|------------|----------|
| 1992/93 | | | |
| OSP I | 435 | 10179 | 6480 |
| OSP II | 100 | 2257 | 1466 |
| 1993/94 | | | |
| OSP I | 669 | 16725 | 11444 |
| OSP II | 225 | 5625 | 3273 |
| 1994/95 | | | |
| OSP I | 875 | 19215 | 13924 |
| OSP II | 260 | 5441 | 3920 |
| OSP III | 12 | ----- | ----- |
| Chelibeti | 310 | 5999 | 4668 |

Source: BPEP, NFE Unit.

Annex G
Unit Cost for Running a OSP Centers (Cost per Center)

| Agencies | Cost in Rs. |
|-------------------|-------------|
| OSP I | |
| BPEP (9months) | 14019 |
| UNICEF (9 months) | 10000 |
| SCF / Japan | |
| -8.5 months | 11219 |
| -9 months | 12872 |
| BASE (9 months) | 9518 |
| OSP II | |
| BPEP (9 months) | 13421 |

Source: Tracer study of out-of-school children's programme: IFCD.

GIRL'S AND WOMEN'S EDUCATION

Background

Although illiteracy rates among women in many countries in the Asia and Pacific region have declined to some extent, the female illiteracy is still alarmingly high in the region. Lack of literacy and basic skill not merely precludes large sections of women from productive employment opportunities but also affects the quality of life of the women, as well as that of the rest of the society, in many ways. Efforts are being made with the initiative of both men and women at national as well as international levels to reshape the social reality so that women's potential to become an equal partner of society acknowledged.

Major international conferences were held which spelt out more and more women related issues. Specifying more women issues, a systemic negligence on girls' education surface has been brought to which led to a review meeting in Bangladesh in 1985 with the theme "Education of Girls in Asia and Pacific." This meeting concentrated extensively on major programme relating to the promotion of girls' education. The Women Service Coordination Committee organized a national level seminar on the "1990- SAARC Year of the Girl Child" which was sponsored by UNICEF. The seminar made a review of and discussed the major issues of the girl children in terms of their health status, work status and also employment status in Nepal. Specifically, The World Conference on Education for All which was held in Jomtien, Thailand (5-9 March 1990) became a landmark in the history of mass education which really spurred all countries to prepare a national plan of action to implement the World Declaration on Education for All. It sketched out six major objectives; four of them are expansion of early childhood and disadvantaged children's education, universal access to basic education, improvement in learning achievement, reduction of the adult illiteracy rate with special emphasis on female literacy to 'significantly reduce the current disparity between male and female illiteracy rates.' The other two objectives were to expand the provision of basic education and training and to including knowledge, skills and values required for better living and sustainable development in the country.

Crystallization of educational planning started formally in 1950 when the Nepal National Educational Planning Commission was formed to sketch out an educational plan for Nepal after the dawn of democracy. Showing the importance of education of education, the report of this Commission clearly stated that "Democracy cannot flourish in a country where 98% of the people are illiterate" and identified education as a factor to prepare people to be receptive to new developments which can empower them to progress rapidly towards consolidating the democracy gained at the time. The report also reiterated that it is one of the basic rights which each individual child is entitled to possess. However, this report seemed to lack any clear direction about girls' education. Consequently, educational development in Nepal got lopsided with a distinct tilt towards the promotion of male dominant socio-culture values, until the National Educational System Plan (NFSP 1971-76) came to the rescue by giving a strong thrust towards promoting and expanding access of girls to education.

Within the last two decades, global cognizance of the important of women's role in the development process has brought women's issues to the forefront of the governments, academics and activities concerned both at the international and national levels. Responding to this, numerous approaches were adopted by various organizations. Among those approaches were the ones followed at the government level in terms of educational policy and planning, the ones made at the international level in organizing global seminars and conferences and also the ones followed both at the national level as well as international levels in terms of various multi-pronged programmes. Both private and public sector organizations were involved in initiating innovative programmes for promotions of girls' education.

The status of female members in the family has a continuum from ultra-liberal to the most conservative from one community to another due to their religious and social value, a factor which seem to make a great impact on educational participation. Due to these social values, girls are often looked upon as only temporary residents in their natal homes. They eventually go to join their in-laws where their household skills are more valued than education. With good intention to make their daughters' life a real success, parents tend to focus equipping their daughters with skills that can make them adept in household chores. In some communities, parents have to pay more dowry if the daughter has some level of literacy, as it apparently involves taking away their time for learning to read and write from household chores. On the other hand, if a son is literate / educated, his family can demand more dowry. There are some interesting case studies, documented by Concerned Center for Child Workers in Nepal (CWIN). Among them is a case from Sarlahi district where parents thought that it involves double expenses for the parents to send their daughters to school. Importantly, they mentioned that they have not seen any instances of the education of girls in whose community the leading members have helped in decreasing the bride money. Another worth mentioning case study was from Rautahat district where a woman told her story that she married her daughters off before they were twelve in order to evade their having to pay a high dowry price. However, responding to a new trend to educate girls, she sent her youngest daughter to school. She passed the primary level of education but cannot continue her further studies because the higher level school is located far from the walking distance, and it is not proper to sent an adolescent girl to a distance place. Now when she wants her daughter to get married, but due to her education her dowry charge has accelerated. Thus, she was regretting that she considered to educate her daughter (Voice of Child Workers, Issue No. 24 March 1995).

Nepal is also a country where various religions co-exist, although it is a Hindu State. With this religious diversity, varieties in socio-cultural characteristics is prevalent in communities. Manu Smriti says that if a girl remains unmarried after reaching puberty, the 'father' has failed in his duty towards her. Therefore, child marriage is also one of the social practices which may hinder the girls' educational participation. According to UNICEF data given in CWIN journal, Nepal has the highest percentage (40%) of girl-child (under 15 years of age) marriage compared to other countries in South Asia. The same source also states that 60.2% of girls between 15 and 19 already get married. Demographic Sample Survey, 1986/87 shows that nearly 7% of girl children were found to be married before reaching the age of 10. CWIN source

also reports that the mean age at the marriage of girls in Terai, Hills, Mountains and Kathmandu Valley are respectively 15.2, 18.0, 18.5 and 18.8. Whereas looking through ethnic groups, the total percentage of girls married under 16 yrs are 36 in Rai, 31.9 in Newars, 59 in Tamang, 74 in Parbatiya and 95 in Maithali (Voice of Child Workers, Issue No. 24 March 1995). It is customary that girls do not continue their schooling after marriage, specially in rural communities rather than for reasons of religion or for belonging to certain ethnic groups. In order to make education accessible to this portion of girls, educational planning may need some more further investigation into the culture than some liner educational planning.

Similarly, Muslim have their own system of education their children along with some extra rules for girls children. Madrassa, Muslim educational institution, is spread all over the world in which Nepal is not an exception. Field observation showed that male and female children study together in Madrassa up to 5th grade. However, this system does not seem to be acknowledged anywhere in the educational planning in Nepal.

With the glimpse of socio-culture context, parental attitude towards girl's education is obvious which seem to testify the response to the head teachers who were interviewed for NMIS (Nepal Multiple Indicator Surveillance Cycle II) - May-July 1995. The study made by Stri Shakti, mentioned earlier, reported that the attitude towards the level of education for boys and girl by rural / urban sites is different. According to their data 24.5% parents in rural areas said that they will give education to girls as long as the girls want. They do not show any seriousness on the girls' education. The statistics also show that there are widening gap between male female literacy.

Efforts to Increase Female Participation in Education

Government Efforts

The international conferences and seminars have led to a greater commitment on the part of HMG/Nepal and the international donor agencies. A large number of creative projects were launched and measures like EGWN (Education for Rural Development, Seti Project), Basic Primary Education Project and others were taken by the government in Nepal. Merely launching these projects and taking measures do not seem to be enough to increase girls' participation in education. The Mid-Decade Review of Education for All in Nepal (1995) shows that the gross enrollment has remained stable since 1990. In the absence of report on status of the net enrollment rate (NER) for the years since 1990 which was about 80% and with the stable GER, it can be assumed that NER would change only if the proportion of 'overage' and 'underage' children's enrollment came down in the year 1990 and below. In terms of literacy also, the Review report (1995:7) does not give a positive picture, which can be illustrated with the following quotation.

Over the 1981-91 decade, the literacy rate for population 6 years and over increased by 1.63 % points annually. If the literacy rate goes up at the same pace (annual increase of 1.63 points), the literacy

rate by the year of the Eighth Plan will be about 50% (which is much lower than the Plan target of reaching 60%).

Since the NESP carried along the spirit of promoting female education in the country, it adopted the policy of conducting innovative projects with assistance of international agencies. Consequently, HMG, with the support of UNICEF/UNESCO, launched a project *Equal Access of Girls and Women to Education in 1971*. The project felt that production and recruitment of female teachers would motivate the rural parents to send their daughter to school.

towards the final years of the implementation of the NESP, the government brought out the Fifth Five Year Plan of Nepal (1975-80). The Plan, in realization of the importance of female teacher for increased enrollment of girls, spelt out the policy of emphasizing recruitment of as many teachers as possible in primary schools.

The Sixth Five Years Plan (1980-85) did also recognize the importance of increased expansion and promotion of girls' education. In this respect, the policy adopted in the Plan emphasized making educational opportunities available to the females and subsequently enabling them to participate increasingly in national development activities.

The Seventh Five Year Plan (1985-90) also placed emphasis on increased educational participation of girls and women. The Plan formulated the policy to increase girls' enrollment in local schools, to admit girls to feeder hostels in remote areas, to train women teachers and try out a system of part time primary schools for the providing educational support to those girls and women who have failed to attend the formal school.

In 1990, World Conference on Education for All was held in Jomtien, Thailand. One of the declarations of the Conference was connected with ensuring education for girls and women. The declaration stated:

The most urgent priority is to ensure access to, and improvement of the quality of education for girls and women and to remove every obstacle that hampers their active participation should be eliminated. (WCE, 1990)

The Basic and Primary Education master Plan (BPEP, 1991-2001) of Nepal, very much in line with this declaration, adopted various policies in order to give greater impetus to increasing girls' and women's participation in education.

The BPEP policies are designed:

- To increase females' participation in formal and non-formal education programme by emphasizing increased enrollment of girls (6-10 age-group) in primary schools and conducting non-formal education programme such as out-of-school programme for the children of 8-14 age group and adult classes for females of 14-45 age-group;
- To enhance women's teacher training programme; and
- To offer scholarship for attracting girls to school.

Similarly, the report of National Educational Commission of 1992 adhered to the policy of increasing girls' enrollment in primary schools and providing enough opportunities of learning literacy for illiteracy adult females.

The country programme of UNICEF (1992-1996) also stated explicitly the policy of expanding the outreach programme to the educationally unserved and underserved population, particularly girls and women, in order to reduce the educational disparity ratio between sexes

The Eighth Plan (1992-97) spelt out the policy of espousing all possible measures to increase the participation of girls in education. To this end, the plan felt the need of such special programme as the distribution of school uniforms, provision of scholarships and awards to school-going girls. The plan also stated the policy of employing at least one female teacher in each primary school. The Education Regulations, 1992 reiterated this policy stating that at least one female teacher in a primary school would be made mandatory. The recent step that HMG/Nepal has taken up to set up a separate ministry known as 'Ministry for Women and Social Welfare' is a welcome one in that the Ministry will play a major contributory role in promoting Nepalese girls' and women's education.

The policy guideline stated in the budget of 1995-96 has made provision of incentives for encouraging girls' and women's continued participation in education programme. In this respect, the government will provide each regularly school going girl an allowance of Rs. 25.00 per month. This programme will be implemented in 10 most remote districts which include Achham, Doti, Bajura, Bajhang, Humla, Jumla, Kalikot, Jajarkot, Dolpa and Mugu. Similarly, about 200,000 students from eight food-and literacy-deficit districts will be provided day meal under the world food programme.

The following are some of the major programmes undertaken to promote female teachers and girls' education in Nepal.

- Education of Girls and Women in Nepal (EGWN):1971
- Education for Rural Development: Seti Project (SERDP): 1981-1991
- Primary Education Project (PEP): 1983-1992

Besides the above listed programmes which were or are being conducted by the Ministry of Education and Culture, HMG/Nepal, there are also programme conducted by several other International and national non-governmental organizations to promote girls' education. The programmes of such non-governmental organizations mainly focused on functional literacy and income generating skills for social and economically disadvantaged girls and women. Often the programmes came in the form of integrated packages-literacy, income generating skill, and scheme to help economic development.

Efforts made by INGOs and NGOs

More than 10 multi-lateral and bi-lateral donors like World Bank, UNICEF, UNESCO, UNDP, Asian Development Bank, Danida, JICA, World Education, and

many other Northern NGOs are active in promoting girls' education in Nepal as well as in other parts of Asia. Besides, the government fund allocation in education is also taking an increasing trend. Quoting from EFA Committee report on Mid-Decade Review (1995) " It was 8.8% in 1990/91, 11.2% in 1991/92, and 12.6 in 1992/93" USAIS is launching a massive project to increase the female literacy figure in Nepal by 300,000 over a period of two years. The grant was of two types- Ministry Grant, offering technical assistance to the Ministry of education to support non-formal education activities and to train 30,000 women and girls in three pilot districts. The second was training Grant which will increase the female literacy figure by 270,000 women and girls through training and providing sub grants to support local NGOs.

Apart from the women's literacy project, USAID is also channeling its funding through other INGOs in different areas for women's empowerment. For example, legal literacy, micro-credit and income generating projects were channeled through organizations like CEDPA (Center for Educational Development through Participatory Approach) and Save the Children, USA respectively. Some other organizations like Stri Shakti, ABC/Nepal and WOREC are also making a contributions in combating with violence against women through literacy programmes.

One of the landmark projects on women's literacy in Nepal is BPEP's Women's education Project, which will be discussed here in detail.

Women Education Programmes Under BPEP

Women Education Programme in BPEP was initiated from 1988 as a supplement programme to Primary Education Project (PEP) to assist the government in improving the quality of education and equitable access to the primary education. The improvement of the quality was aimed at promoting the institutions relating to primary education by developing their physical facilities and arranging training programmes for the teachers and educational personnel. In order to attract children to the primary school, scholarship was provided to the girls children and many other attractions were added, but it was realized that children's participation in schools were still lower than expected. One of the reasons for less participation was realized that parents were not encouraging children to go to school. As mothers play a special role in encouraging children to education to education, women education programme was conceived to provide not only literacy skills but also to make able to function well in the community.

BPEP's Strategy for WEP

To achieve the long term objectives of the WEP, The Basic and Primary Education Project had set some goals for the plan of action. They were:

1. To increase female participation in formal and non-formal education programmes.
2. To significantly reduce the gender disparity in educational opportunities,
3. To expand the programme outreach to females of disadvantaged and under-privileged communities,
4. To increase the number of female teachers in primary schools.

Thus, BPEP has clearly developed its strategy to cover the formal education and non-formal education for girls and women. Two separate units are designated- one for the formal education for girls and women and the other one is for non-formal channel. The unit which is responsible for formal education of the girls and women is Women's Education Unit (WEU) and the unit which is responsible for non-formal education is Women Education Programme (WEP). The WEU is directly under Ministry of Education and WEP is administratively under NFE programme of BPEP. The objectives of WEU and WEP differs in many ways (Table 1) though both the programme were targeted to improve the educational status of girls and women.

WEP Objectives

Major objective of WEP is to provide literacy to women and also to help them to be economically sustainable by providing income-generating skill training to them.

Long term objective of WEP are as follows:

1. To improve behavioral attitude and practices of the adult population specifically in the areas of education, health, water usage, environment, a forestation and sanitation;
2. To develop self-confidence and social consciousness to raise the standard of living; and
3. To narrow the gap between the literacy rates of men and women.

WEP was launched in 6 districts and 12 centers in the first year. The districts were Jhapa, Dhankuta, Tanahun, Kaski, Dang and Surkhet. Second year, twelve districts were covered and by the year 1996/97 all 40 districts of BPEP were covered. At present there are 2800 WEP classes and 70,000 participants in total. Total annual budget for the year 1996/97 is Rs 43,463,300/-. WEP has allocated Rs. 35,344,000/- for level I, Rs. 74,10200/- for level II and Rs. 709100/- for level III. A center is eligible for running a class if there are 25 people who would like to participate in it. however, there is a variance in participants' number in each class.

Levels of WEP

WEP is divided into three levels - Basic Literacy, Post literacy which deals with more functional side of literacy and the Third Level is geared towards skill development. Each level has its own content focus, package, programme duration, quota allocation, and pedagogical process (table2). The basic literacy programme is designed for 9 months, the second post literacy programme for 6 months, and the third skill training for 3 months.

Administrative Structure

Ministry of Education has institutionalized the women's education through two separate channels. One of them is called Women Education unit (WEU) which is directly under of Education, and is responsible for

recruitment of female teachers, scholarship for girls awareness raising on female education. The second one is in the NFE section of BPEP.

Among 9 units of BPEP, WEP (Women Education Programme) is one of the crucial units under Non-formal Education Unit of BPEP. This unit is responsible for preparing annual plan and implementation of literacy as well as post-literacy programmes for women who are educationally deprived in the rural communities. Besides this, it also develops appropriate literacy textbooks for the target group.

Structure of WEP from Central Level to Implementation Level

WEP is implemented through the BPEP unit in District Education Office (DEO). Each unit is headed by a Programme Coordinator who works under DEO. The Programme Coordinator (PC) is responsible for management and conducting facilitators' training and also materials distribution. S/he also does monitoring and supervision of activities in the districts and overall coordination of the district level BPEP activities including WEP. Thus, WEP does not have a separate monitoring and supervision system in the district level.

Facilitators are appointed from the community where the literacy classes are held. Maximum are made to get female facilitators with 10th grade completion which is still a challenge in most of the communities and in remote rural areas.

Women's Education Section in BPEP/NFE is responsible for developing curriculum and implementing. The rundown of the WEP and WEU administrative structure, responsibility and staff profile are given in table 3,4,and 5.

WEP Material Development

WEP staff realized that women in the project area has different needs than to use the same primer, Naya Goreto, as that of other literacy classes. However, due to lack of expertise in developing separate curriculum and textbooks, WEP decided to look at the existing primers and adopt to make them suitable for the target group. Therefore, loose sheets were developed based on the materials developed by Action Aid/Nepal. In these loose sheets, pictures and keywords were changed to match the need of the women learners. These materials were developed with a group of experts in 1988. Those experts were curriculum development experts, Home Science Teachers, and BPEP staff. Later those loose sheets were compiled into books. Training manuals were also prepared for each book.

The primers are Saksharta for basic literacy class, *Gaon Besi I* and *II* for functional literacy and *Hamro Illam* and Skill Training Packages for the third stage which is focused for skill development. A book called Ghar Angan is developed to help the facilitator to facilitate on various practical needs of women.

A workshop was conducted by BPEP/WEP in 1996 to prepare a curriculum grid for women literacy programme. There representation from more than 15 GOs and NGOs in the workshop. Learning outcomes and the areas are given in the Appendix I-IV.

Achievement of WEP/BPEP

The Basic and Primary Education Master Plan has set qualitative and quantitative targets. The qualitative targets were (a) Providing education relevant to girls/women and (b) Removing gender bias from curricula, textbooks and other educational materials. And the quantitative target was to enroll 100% girls in school and extend educational opportunity for out of school girls and women through nonformal education programme (table, 6). Similarly, the following were the given priorities.

1. Consolidation of existing female education
2. Promoting female education through implementing alternative/parallel packages and flexible schooling
3. Improvement in curricula
4. Positive discrimination for women's educational programmes.

In order to reach the target, eight different activities were listed. they include capacity building of the units, curricular improvement, motivational programme, professional upgrading, exclusive girl's school and the likes (table, 7).

Critical Issues of Women Education Programme

There are different issues that are related to planning through implementation levels. These issues are categorically listed below.

Critical Issues of WEU

1. **Ineffective distribution of scholarship:** According to the CERID's report to National Planning Commission (September 1996), 84% of scholarship were received by girls who were from high caste and only 16% of recipients were low caste girls.
2. **Lack of clear-cut policy in the continuity of the Feeder Hostels:** Feeder hostels were established in 18 districts where the girls' participation in education is low. The hostel facility was available for the girls in grades 8-10 except in Karnali Zone, where the facility is available from grades 7-10. Due to lack of clear policy direction and commitment for continuity from the government, there is no attempt to increase the monthly allowance of Rs. 550 (Rs. 650 for Karnali Zone) for girls, despite of the inflation since the policy was made. All the physical facilities like, building, and furniture had worn out, but there is no provision to repair and for regular maintenance.
3. **Inadequate staff for follow up of the programme:** Although the statistics show the ratio of primary school and female teachers is equal, the distribution of

female teachers is not even in all primary schools. Remote schools are still without female teachers. No further follow up programme is formulated to execute this policy effectively.

4. **Lack of data-based decision making:** Ministry of Education does not have updated information on needy population for scholarship and other facilities. Thus decision is made on the blanket policy than based on actual data from the field.
5. **Communication gap between the policy makers and the community:** There is no built-in system to orient the community and the parents about the scholarship programme and other efforts of the government to increase the female participation in education.
6. **Limited target group for advocacy:** WEU has advocacy as one of its major components, but it seems to target only to the parents of the rural communities. Reality shows that advocacy for female education need to be done in all levels regardless of gender.
7. **Lack of media exploration:** Development of poster and calendar have been only the media WEU had adopted so far to advocate the importance of female education to the people. Some traditional media like, street theater and local singers were also adopted sporadically, but these efforts could not crystallize and get continuity so as to make entrance to the regular programme. Modern technologies like radio, television and video need to be explored further to reach more people and different levels of people.

Critical Issues in WEP

Lack of clear-cut curriculum and hoc approach to develop primer: Curriculum provides a concrete guidelines for educational activities that takes place to reach the goal of any educational programme. It is like a road map for a highway driver. Every level of formal school has a concrete curriculum, but non-formal education, is still lacking a core curriculum at the national level, let alone the WEP. Although there are these books produced, there is still a lack of authentic national level curriculum. Realizing a need for developing a core curriculum for women education programme BPEP/WEP has conducted a workshop as mentioned above.

The curriculum that is available through MOE has very similar learning outcomes as that out-of-school children's programme. Therefore, development of a national level curriculum for the WEP is utmost important. As mentioned earlier, an effort has been made by BPEP/WEP in 1994 to identify the learning outcomes. This is not complete yet. Looking at the learning outcomes, it is clear that skills that are targeted to develop are still very much pedagogy oriented than andragogy. There is not much serious regarding of skills in each level.

BPEP provides basic literacy course for nine months. Those who passed the test get access to 9 month post-literacy course which is WEP II and another 3 months for

those who are successful in WEP II. The third level of WEP is skill oriented. Thus, the programme is very structures and does not provide any flexibility for women to continue their learning in the subjects of their interest. Moreover, if she fails in the paper-pencil test, she cannot get access to WEP II or WEP III. One of the BPEP evaluation studies showed that 12% of the WEP graduates relapsed into illiteracy (MOECSW/BPEP, 1993:187). This may be the reflection of formal school model which scrutinizes the participation rather than encourages the participation.

Lack of Clarity in the Objectives:

The same study also showed that 83% of WEP I participants became literate, but were below satisfactory level in language comprehension and free writing. One of the reasons may be that the purpose of literacy class is very vague and ambitious. It needs to be categorized into different levels of literacy, so that the goal will be achievable. To quote one of the brochures of BPEP, *Non-formal Education: A Glimpse (2051 B.S.)*, the objectives of WEP I are as follows:

1. to make literate
2. to impart vocational knowledge and skill
3. to provide skills related to home and family

The objectives of WEP II are as follows:

1. to stabilize literacy
2. to vocational skill

The objectives of WEP III are not mentioned in the brochure. However, with personal communication with project staff, it was found that the focus is on vocational training. This pattern shows over emphasis on vocational skills through out WEP I, WEP II, WEP III. One of the factors which contributes to empowerment is from access to economic resources. Therefore, it may be one of the reasons why vocational skill training is given such a strong emphasis. Nevertheless, this seems to be complicating the purpose of literacy classes. It is worth looking at the purpose of literacy in WEP and the curriculum focus.

2. **Textbooks:** WEP literacy materials review showed that there are three primers and a supplementary book for the facilitator for providing three levels of literacy classes. Supplementary materials to make learning interesting and provide a continuum for learners are still missing. UNESCO has been advocating different supplementary materials for literacy as well as for women's literacy. They include follow up materials, poster, games and simulation materials.

Saksharta is the first primer for the women who come to the literacy class. This book is based on keyword Approach of learning to read and write. Since the focus of the book is on the keywords and generating other words from the keyword, meaningful sentences are missing from the lessons up to lesson 16. This is also one of the important areas in terms of language teaching. Punctuation mark like full stop which comes at the end of the complete sentence is placed in the incomplete sentences. Directions for exercise are missing. Although this book is for illiterates who are learning to be literate, there should be some directions in spite of the logos. The textbook should be open and easy to

understand by those who wants to help the learners, not just those who got training to decode the logos.

There are very few writing exercises for the learners in the book. Creative writing, which is considered as one of the essential parts of language learning is almost absent in the book.

Some visual representation in this book seem to be from children which may not be very effective for adults. Example can be drawn from the Lesson 17 *Ekata* from the gender perspective, visual illustration is still very much stereo-typical which perpetuates women in subordinate role, and confined to household works like taking care of children, walking children to while a male figure is shown as a teacher and make is shown as a hero to save a boy while women were shown only in the working situations. This definitely shows the lack of gender perspective in illustration.

Ghar Angan is a supplementary book for the use of facilitator to facilitate discussion in the class. This is a very good idea, as it prepares the facilitator to generate interesting and educational discussion among the learners. As the participants started to read the text, this book is provided to them as post-literacy material.

Reviewing this book, it is found that there are 15 topics - child Care, Mother, Clean Water, Disease, Festival, Kitchen garden, Bank, Animal Farming, Cooperatives, Increase Agriculture Products, Pregnancy, Family Planning, Caste Discrimination, and Wasteful Expenditure. These contents show that women are still confined to household related works which are still labeled as economically "unproductive" work. There should be some strategic needs of women that needs to be discussed, like how to be a good motivator for the community, how to be a teacher/facilitator or in other words women should also be made exposed to the ideas there are other things they can do except household work. Another concept that can be given to them is male members can help in their household work which is categorized as "female domain". For that visual illustrations plays a great role. They need to be addressed in this *Ghar Angan* book, too.

Gaon Besi II has another 15 functional topics : Poultry Farming, Caste Discrimination, Tree Plantation, Human Rights, Transportation, First Aid, Culture Heritage, Life Style, Neighbourhood, Improved Farming, Marriage, Letter Writing, Population Increase, Sewing and Women and Legal Rights.

Hhamro Illam is the book for third level literacy which is advanced level and deals with three major topics:

1. Group Formation
2. Project Development and Investment for Business
3. Community Development

This book contains very interesting topics for empowerment and group formation for community activities. Exercises are also given in a very attractive way. This book should not be limited to just for teaching-learning or discussion. It should also lead to group activities. If everything goes correctly as the intends to, this book is very much according to the adult psychology of learning.

Language Issue in Textbooks: Textbooks assume all learners speak Nepali in all parts of Nepal, while the census shows that there are more than 30 different languages spoken as mother tongues. Language issues becomes more acute as one moves in to the rural and poorer community where the formal school cannot even reach. Those are the places where these WEP classes run, mostly. They may need materials which is developed based on local context and their local language as a bridging course from their everyday life to literacy classrooms. However, the ultimate goal of the literacy class is to make them functional literate in Nepali language. Thus, teaching Nepali as a second language is also a necessary approach the material developers as well as the facilitators need to be trained in.

Centrally Developed Textbooks: All 2800 WEP classes are using the same textbooks all over the country. One of the important difference of NFE from formal education is flexibility and local adoption according to the need of the learners. Local adaptation of the centrally developed textbooks or development of textbooks in the local level is quite challenging task. Thus, in order to serve this flexibility, training has to be provided to the personnel in how to develop participatory curriculum.

Thus there are a number of issues that need to be addressed in the textbook development for women and specially for those who do not speak Nepali as a second language.

3. Training in WEP

As mentioned in the administrative structure, one of the major activities of the centre level office of the WEP/NFE is to develop training packages and to conduct training to the Master Trainers, so that they will be able to conduct Trainers' Training at the district level.

Improvement of the Training Guides

With critical analysis of the training guides, it shows that these guides lack some background knowledge on the topic as well as on the process of teaching and learning activities. Example can be cited from the evidence that there is a discussion on formal and nonformal education, but there is no enough information for the facilitators to build a base to teach in nonformal education. Another example can be drawn from the reading and writing exercises. There are various of doing reading and writing in the literacy classes, but guides do not give enough information on types of reading and writing.

Use of teaching aids are integrated in the training and even in real teaching learning situation. However, a word or two needs to be mentioned to orient the facilitators about the importance of use of teaching aids.

Training guides will be excellent if some ice-breakers can be inserted along with appropriate activities of the training. For example, there is one ice-breaker given at the end of the facilitators' training guide for the first level. More of those needs to be incorporated.

Although there some guided writing exercises, writing exercises need to be expanded to integrate creative writings in the literacy classes.

Twelve days training for the facilitators seems too short. The training package contains general overview on the nonformal education and more and systematic steps to teach the book. Thus, it lacks background knowledge on philosophical base for nonformal education, gender issues, and teaching Nepali as Second Language theory. Follow up training are organized three days to refresh the memory and share their experiences.

4. **Lack of effective monitoring and supervision system:** Regular supervision of the classes are done by local supervisors, but WEP does not have a separate supervisor. Moreover, gender sensitivity and gender concept are not still a part of training for supervisors as well as to the facilitators. Thus, supervision and monitoring is becoming more a ritual than real help for the facilitators. Supervision has to change its model from "police" to work to "counselor" work to the facilitator. This requires training from DEO level to local supervisors so that the paradigm of supervision and monitoring can be changed. Separate training packages have to be developed for DEOs, RPs, and Local Supervisors
5. **Scarcity in Finding Female Facilitator in the Needy Area:** WEP's policy requires female facilitator for running literacy classes for women. The remote areas where female literacy classes are utmost important, it has been extremely difficult to get a female facilitator. Many studies have shown that a female facilitator/teacher encourages more girls and women in the literacy classes and in the primary school. One of the recent studies on OSP children found that girls who were in the OSP (where the facilitators were male) dropped out from the OSP centres and joined the Women's Education Programme where the facilitator were female. (IFCD, 1997).
6. **Evaluation system still based on formal system:** WEP tests are still like the one that is given to children in the primary classes or in out-of-school children's programme As these are grown up women learning to read and write, a separate system for evaluating their achievement should be developed
7. **Research Component Missing:** Very few researchers has been done on textbook use, methods and many other areas like reason for women participants drop out from the literacy class. Many innovative ideas are going on in the

country, however, it is still mystery to people which one is running effectively and which one is not suitable for the women.

These are some of the WEP issues that can be dealt with the effort at the project level. However, political issue is another bigger and critical issue that influences on project activities in various ways. For example, political instability in the central level as well as in district level and local level has been causing some constrains on gaining momentum on the project works. But this is one of the factors which is beyond the control of any projects or individuals.

Efforts made by WEU and WEP

WEU Efforts to improve the Program

WEU has made some efforts to reach the community to increase the female participation in the education. They are as follows.

1. **Concept of Lead Centers:** Under the Innovation Pilot Project on Promotion of Primary Education for Girls and Disadvantaged Groups, WEU has implemented the concept of lead centers in three districts - Kathmandu, Kailali and Siraha. A school in each district was selected to develop into a lead center in order to provide nonformal education meaningful way to girls and other disadvantaged groups in the community. These lead centers conducted literacy classes, and prepared the able female and disadvantaged students to join the formal school. Moreover, they also provide income-generating skills training.
2. **Community Awareness Programme:** This is a new effort of WEU for raising awareness on importance of female education in the community. This is started in March 1997. Three districts selected for the programme are Kapilvastu, Mahottari and Janakpur. In each of these districts, three Village Development Committees (VDCs) will be selected. More extensive media like, posters, radio, jingles, street theater and television, will be explored for bringing awareness in the community. *BPEP's Efforts to Improve the WEP/BPEP* has been making some remarkable efforts to improve the programme. Some of them can be illustrated as follows:
 1. **Community Awareness Committee:** Access to education for is not only the issue of availability of the programme in the area. Socio-culture values play a more important role in a girl's/woman's life to participate or not to participate in the programme. Realizing this WEP/BPEP has started to train its facilitators in different aspects of community development with special focus on female education. The trained facilitator is expected to go back to the community and form a *Community Awareness Committee*, consisting of a guardian, a representative of participants, a local community leader and somebody from the community member. These members work as motivators in the community to visit the households and advocate the importance of female education for better quality life.

2. **Policy to hire a Female Facilitator:** BPEP has a policy to hire a female facilitator. According, it was made mandatory for the WEP centers. However, reality has created a gap between the philosophy of the policy and actual implementation in the field. One of the realities is scarcity of literate women to be a facilitators and the second one is lack of vision in the community members. Consequently, female applied for the position and attended training to be a facilitator, but it was found that male members of the family did teaching instead female (General Observation of WEP/BPEP staff). These people were also careful enough to bring the female to collect the monthly pay
3. **Improving the Existing Curriculum of WEP:** A workshop was held in 1994 to improve the existing curriculum of WEP. Representatives from different GOs, NGOs and INGOs were invited to the workshop to revisit the WEP curriculum and improve it. The output of the workshop is mentioned in Appendix I
4. **Development Future Strategy for WEP:** BPEP organized a workshop with NFE related personnel in March 1996 to identify the future strategy for WEP. There were experts in NFE, women's issues, educationists and BPEP staff including gender expert from Denmark. The group brainstormed their ideas vigorously and identify major objectives to improve the women's education programme. Along with objectives, existing strategies and future strategy was also discussed. based on this workshop outcomes and experience gained from working with practitioners, here are some recommended suggestions for further development of the WEP. Proposed Direction for WEP.

In reference to the achievements and critical issues on education for women and girls through WEP/BPEP, the project need to adopt at the national level appropriate and relevant targets for action and achievement. These recommendations for further development of WEP can be envisioned in two levels -institutional Development and Programme Development. They are listed here as follows:

Institutional Development Level

- Staff Development
- Coordination among different units of WEP in the Ministry of Education and Ministry of Women and Social Welfare.
- Strengthen the Monitoring and Supervision System.
- Decentralization of Administrative Power.
- Strengthening the data management system
- Making data-based decision in the policy level
- Developing shared vision among politicians, educationists, policy makers and implementations
- Stability in authorities and to avoid political influence in the moving around the authorities

Programme Development Level

- Campaign Approach for Mass Awareness on Importance of Female Education
- Learning Center for Continuing Education
- Support System for Women/ Girls to participate in Educational Activities
- Participatory Curriculum Development
- Post-literacy Programme Development
- Supplementary Materials Development
- Motivational Programmes
- Partnership Development with Parents for Scholarship Programme
- Integration of Action Research Cycle

These recommendations again are presented here with their Goals, Strategic Objectives, and Actions to be taken.

I. Institutional development

A. Staff Development

Goal

To ameliorate the staff capacity to take responsibility to meet the challenges of 21st century.

Strategic Objective

It is necessary to develop an in-built system for staff development whenever there is a new challenge. For example, development of concepts on WID, WAD and GAD needs to be understood by all levels of personnel, so that the deep rooted philosophy of gender will be clear.

Action to be taken

1. Development of gender sensitivity training package and training of various levels of authorities.
2. Integration of gender sensitivity component in teacher training/facilitator training.
3. Review of literacy materials to find out the gender representation and ethnic variation

B. Coordination among different units of WEP in the Ministry of Education and Ministry of Women and Social Welfare

Goal

To ensure well orchestrated activities among different units of government, so that there would not be repetition and "inventing the wheel all over" on issues of women education.

Strategic Objective

To develop complementary programme to each other to acceleration the efforts of the government on female education.

Action to be taken

1. Regular meeting with different units working on women education.
2. Information sharing among the units.
3. Clear-cut policy on responsibility sharing

C. Strengthen the Monitoring and Supervision System**Goal**

To develop an effective mechanism for monitoring and supervision system in order to bring effectiveness in the implementation level of the programme.

Strategic Objective

To make supervision system more supportive to the facilitators in the field level through the process of understanding the local context and to make more gender sensitive.

Action to be taken

1. There needs to be a paradigm shift in the concept of supervision and monitoring. Supervision and monitoring should be done to provide technical support to the staff in the field level rather than policing to catch them.
2. The status of supervisors need to be improved through amendment of recruiting procedure, salary scale and appropriate training.
3. It is necessary to develop a system for reporting, providing feedback and information collection on timely basis.
4. To understand and analyze the context it is useful integrate gender component in the training of supervisors from central level to field level.
5. A monthly reflection session comprising of school teachers, facilitators, supervisors, monitors, VDC members, and the women development programme organizers at the local level needs to be organized. This kind of reflection sessions would be helpful to assess the programme in one hand and to do advocacy of the actual happening in the other.

D. Strengthening the data management**Goal**

To make data-based decision on policy making for women's education programme.

Strategic Objective

To promote need-based programmes in the field and not make blanket policy for all regions of the country.

Action to be taken

1. To train the staff to collect necessary information from the field and to help create an effective data management system.
2. To establish data-base documentation center.

E. Developing shared vision among politicians, educationists, policy makers and implementators

Goal

To bring stability in authorities and to avoid political influence in moving around the authorities before getting any output of the programme.

Strategic Objective

To avoid superficial knowledge on the policy and programme on the part of policy implementators in the field and to give continuity to the programme which os one started with genuine vision.

Action to be taken

To avoid political influence in hiring, moving around the programme related personnel before the programme sees some milestone.

To organize consultative meetings with programme staff os all levels from time to time.

To provide thorough orientation on the programme to all levels of staff before implementation

II. Programme Development Level

A. Campaign Approach for Mass Awareness on Importance of Female Education

Goal

To increase girls' participation in the schools and to motivate women to be literate for better quality of life.

Strategic Objective

To reduce the gender gap in access to education by raising awareness of parents and community people on importance of providing equal opportunity for girls and boys to education, information and other opportunities

Action to be taken

1. Strengthen the BPEP's policy to form Class Conduction Committee which brings the community people together to mobilize the community level volunteers, teachers, politicians and social workers raise awareness on importance of education for girls.
2. Coordinate the advocacy programme of WEU with the WEP, so that the illiterate women will be willing to participate and their family members will be willing to allow them to participate in the WEP
3. Community Awareness Programme of WEU need to be given strong impetus to mobilize media including traditional media like street theater, and modern technology like radio, television and video.

4. Produce more poster, catchy messages on importance of female participation either joining the school, literacy class or being a teacher and disseminate these materials widely in the rural communities.
5. Support system for women/girls to participate in educational activities need to be developed through awareness packages for male members as well as female authorities in the family.
6. Organize dialogue/discourse session specially with parents of the culturally deprived groups such as Dalit. In these sessions discuss about the government and non government policies and programme to help educate their community. At the same time explore their potentialities as well as problems as feedback to the system.

B. Learning Center for Continuing Education

Goal

To ensure learning opportunities for women of all ages to continue learning throughout life to develop maximum potential for living high quality of life.

Strategic Objective

To establish a local educational institutions outside the formal education system to provide various learning opportunities for women in order to improve their lives. This institution will be set up and be managed by local women themselves.

Action to be taken

- Develop partnership with the community by strengthening Class Conducting Committee in order to find a place for learning center, and managing other local resources.
- Mobilize local leaders/senior students/neo-literate to staff the learning center and provide educational services to the community.
- Develop an automatic linkage between the basic literacy package and the continuing education in the learning center.
- Create a pool of literacy trainers in the district level. They will be the training experts who will visit the learning centers to provide training to the facilitators.
- Create a modest community library with some reading materials for neo-literate women and give priority to the areas where socially culturally, ethnically, and geographically deprived people reside. One general observation made by CERID found that there are about 43 organizations/agencies who produce reading materials for neo-literate. Such materials can be collected and distributed among the needy person.
- Develop a networking strategy with other local development agencies. Post-literacy can be integrated with different other line agencies. For example, health, agriculture and so on.
- Develop coordination among local administrative authorities, so that development funds can be channeled for community education.

C. Appropriate Reading Material Development

Goal

To create a learning society in the rural communities which will value acquiring information through reading activities.

Strategic Objective

To develop appropriate reading materials for neo-literate according to their level of literacy. These materials can be informative, entertaining, skill learning and conceptual clarity.

Action to be taken

1. Categorizing levels of literacy and developing clear-cut objectives for each level, thus, materials can be developed for each level. For reference of level, MOE has categorized levels of literacy as follows:
 - Pre-literacy
 - Basic literacy
 - Middle level literacy
 - Self-learning level
 - Autonomous learning level
2. Research need to be done to decide how much literacy is needed in order to be functional for each level of literacy. Besides built-in mini research can be done in order to get constant feedback for the programme.
3. Materials need to be developed to suite the needs of different groups of women in various geographical locations, ethnic groups and linguistics groups.
4. Identify the agencies who produces literacy materials on specific subject areas and coordinate with them for preparation of materials.
5. Integrate research component with material development process to see the effectiveness of the developed materials.
6. Encourage the learner generated material process in the post-literacy stage.

D. Language Policy for the Literacy Classes

Goal

To increase women's participation in WEP classes by making them feel comfortable.

Strategic Objective

To use the local language in the basic literacy classes as medium of instruction in order to make the participants feel homely. Many studies have shown that the impact of learning is better when the instruction is delivered in their mother tongue.

Action to be taken

1. To conduct diagnostic test of the learners who do not speak Nepali as their home language. It will give a picture of what needs to be done for making these learners fast and better.
2. To train the district level and local level staff to develop reading materials in the local languages by following learner or village layperson generated approach.

- 3 To develop two types of primers-one for those who speak Nepali as their home language and the second one for those do not speak Nepali as home language. At the same time it is essential to develop such a learning materials that will help language shift approach to teaching.

E. Integrated Approach to Increase Women's participation in Education

Goal

To sustain the educational activities for women and to build a spiral learning community.

Strategic Objective

To offer integrated programme along with women's education programme in the community. Integrated programme can be awareness raising, scholarship, female teacher recruitment, early childhood education and so on. Success of these programmes lies on the success of the other.

Action to be taken

1. Community survey must be done to decide which programme are necessary to make women participate in the educational programmes.
2. Based on the need of the community, different programme like, the WEP, early childhood development, school-age girls' enrollment to the school, the scholarship programme need to be provided in an integrated way. Qualified female should be encouraged to be teachers/facilitators in the community.

F. Open Learning System for School Drop-outs

Goal

To develop equivalency programme to the learners who are learning through non-formal channel of learning.

Strategic Objective

To develop equivalency programme for school drop-outs, and those who are learning through non-formal channel.

Action to be taken

1. To develop self-learning modules for neo-literate women as well as to the women who are autonomous learners for enriching their quality of life and meeting their individual interests.
2. To develop condensed courses for the girls and women who are school drop-outs in order to propel them to take the SLC test.
3. To coordinate with Distance Education Unit to provide teacher training course, and tutoring programme for women to pass SLC.
4. To develop equivalence programmes for those who never went to school, or dropped out from the school.

G. Partnership development with Parents for Scholarship Programme

Goal

To increase the parents' involvement gradually in girls' education.

Strategic Objective

To develop different types of scholarship programmes some of which will be full scholarship from the government and some will be partly provided by the government and partly by the parents.

Action to be taken

1. Awareness programme for parents and guardians on the importance of education for girls.
2. Building partnership with parents to provide scholarship to their daughters or convince them to support part of the scholarship depending on the parent's condition.

H. Integration of Action Research Cycle

Goal

To improve the programme by making data-based decision instead of political will or individual interest.

Strategic Objective

To integrated research component with WEP

Action to be taken

1. Train the WEP staff (central and local level) to conduct mini-research for the improvement of the programme and to collect community based information.
2. Institutional linkage with research centers for extensive research projects.

In order to envision above mentioned further developments, nucleus of the project are the project staff of all levels. Therefore, their development can be one major contributing factor for further development of the programme. Thus a matrix is suggested here to show the existing issues in the programme and suggested skills training for the staff:

Institutional Linkage Programme for WEP

For the recommended strategies mentioned above, WEP need establish linkage with national as well as international organizations. This needs a careful documentation of innovative women's project in the country, in Asia region as well as in other countries, so that experiences can be shared through either by newsletters, journals, seminars, meetings or exchange visits.

Reflection/Future Direction

1. There are many agencies working for girl's and women's education. But these agencies, in many cases, are working in isolation. So a systematic sharing, joint planning and programming, constant advocacy, joint supervision and monitoring, collaborative feedback collection programmes, joint replanning, and built in-mini research could be the future undertakings.
2. Girls and women are second sex and hence doubly disadvantaged. Moreover, the girls and the women of the special focus group such as Dalits are triply disadvantaged-the first being a second sex, the second being a members of the disadvantaged community, and the third being a culturally "untouchable person". In order to address these issues, a monthly dialogue and discourse session with both the males and females of this community could be organized. In these sessions, they will be informed of the policies, programmes, and opportunities available to them. At the same time their constraints will be explored. A framework for special package will be designed. This package include early childhood development activities, motivational programmes, educational package for both the formal and non-formal education programmes, condensed courses for school drop-outs, and post literacy as well as continuing education programme for NFE graduates.
3. Many girls have problem to get parental acceptance to be enrolled in schools. Those who get chance to enroll also have retention problem. So a constant motivational activity is always preferred action. In this connection the school teacher and VDC members, influential personalities can be catalyst for such motivational activities. These persons should be oriented and asked to organize motivational programmes for the community people as a part of both the formal and non-formal education programme.
4. Different agencies have provided scholarship for girl child. But these scholarships are centrally collected and distributed in a quota basis. But there is a little effort to mobilize the local and district resources to create scholarship fund at the grassroots level. It is therefore necessary to develop scholarship fund right in the needy community by mobilizing school, community, and other types of resources.
5. Nepali constitution and the educational regulation have provision of mother language teaching for the basic and primary education. But there are limited efforts from MOE side. Some INGOs and NGOs are producing literacy and post literacy readers in different languages such as Maithali, Tamang, and Limbu. But the rest of the language groups don't have such facilities. Keeping this situation in mind, some efforts could be made. For example, LGM should be encouraged, laypersons and school teachers be trained to write materials in different languages, individuals, group of individuals be asked to produce such materials. Some of these materials could prescribed for the structured as well as non-structured educational programmes while others may be used as reference materials in the school library and village reading centers.
6. Different sources are supplying different forms of data. These data lack consistency in many ways. In order to check this inconsistency, a systematic data collection from can be developed and used. These compiled information can be put into computers and used in times of need.

7. A built-in-mini research system is always lacking to get systematic feedback for the systemic evaluation. The existing facilities in the formal school system and the employees of the nonformal education can be reoriented and given opportunities to make a research as a part of their programme. This built-in-research activity eventually help to improve the educational programme indifferent fronts.

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|--|--|
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Tables and Appendices

Table 1
Two Responsible Units for Women Education

| Women's Education Unit (WEU) | Women Education Programme (WEP) |
|---|--|
| Management of female teachers in the Primary schools | Skill based education for women to make then self-reliant, and encouragement for school aged children to go to school |
| Seminars and orientation training of female teachers' training related to women education | Neo-literacy programme for primary drop-outs and those who are completing primary education and nonformal education, and |
| Regular supervision and monitoring of women education programme. | Village awareness programmes and publicity of NFE programme |
| Women education advocacy programme through various media such as radio, newspapers, poster and so on; and | Curriculum and textbook materials development for WEP, and |
| Development of guidebooks for orientation training of female teachers | Provide training to the WEP related personnel |
| Scholarship programme for girls in the schools as well as in the campus | |

Table 2
WEP Programme, A Glimpse

| Level of Literacy | Content | Approach | Duration | Package/text/ books | Quotas |
|--------------------------|---|--|---|--|---------------|
| Basic literacy | 3 Rs | Literacy Class | 9 months | Saksharta, Ghar Angan | 2000 |
| Post Literacy | Functional Literacy | Literacy Class | 6 months | Gaon Besi I, Gaon Besi II | 700 |
| Third level | Advanced Level skills, e.g. Group Formation, Project Development and Income Generating Skills | Attachment with Training Units, Women's Support Groups | 3 months for class; and Skill Training through related training centers | Hamro Ilam and Training packages as developed by the training agencies | 100 |

Table 3
WEP administrative Structure and Responsibility

| Level | Person/Organization | Responsibility |
|--------|--|---|
| Center | WEP/NFE/BPEP | 1. Curriculum Development 2. Materials Development 3. Training materials and Package Development 4. Mater trainers' Training 5. Materials Print and Distribution to the Districts |
| Center | - Programme Coordinator at District Education Office - Resource Person | 6. Facilitators' training 6. Supervision and Monitoring of the District level activities 7. Materials Distribution |
| Center | - Facilitator - Class Management Committee (Ward Chairperson, Facilitator and - Local Supervisor | 8. Conduct Class 9. Class Monitoring and Supervision 10. Class Supervision Reports |

Table 4
WEP and WEU Staff Profile

| WEP Staff Profile | | WEU Staff Profile | |
|----------------------------|---------------|-------------------|---------------|
| Designation | Qualification | Designation | Qualification |
| Unit Chief | B.Sc. | Unit Chief | |
| WEP Programme Co-ordinator | BA and B.Ed. | Advocacy Officer | |
| Education Specialist | B.Ed | Officer | |
| Education Specialist | B.Ed. | Officer | |

Table 5
WEU Administrative Structure and Responsibility

| Level | Person/Organization | Responsibility |
|--------------|---|---|
| Center | - Unit Chief - Officer - Officer - Officer | - Overall - Advocacy - Scholarship programme - Monitoring and Evaluation |
| Center | DEO and Supervisor | Implementation of the policy |
| Center | Head Teachers/Teachers | School mobilization for social Awareness |

Table 6
Normal Scenario: 1991/92- 2000/2001

| Target Agenda | Target Quantity | Achievement until 1995 |
|--|------------------------|-------------------------------|
| Primary Education Enrollment (100% gross enrollment of girls by 2000/2001) | 13,115,000 | 130,1,640 (10%) |
| Employment of female teachers: 30% of total primary teachers | 27,100 | 15,885 (58.6%) |
| OSP enrollment (8-14 age group) | 540,000 | |
| Women's adult education programme (15-44 age group) | 150,500 | |
| Women's teacher training programme | 16,057 | 5787 (36%) |
| Construction of girls' schools in districts with low girl enrollment | 300 | Policy not implemented |

Table 7
Expected Activities

| 1. Activities | 2. Extent of Achievement till 1996 |
|---|--|
| Strengthening the Women's Education Unit under the NFE Division in MOEC to undertake planning and programming tasks | |
| Improving curricula to provide functioning knowledge/skills to girls and women, particularly in adult education Programme | A workshop conducted in 1994 to improve the existing curriculum |
| Expanding access to schooling for disadvantaged and underprivileged girls through measures such as scholarship, alternative packages, employment of teachers from their own communities, etc. | <ul style="list-style-type: none"> - Scholarship programme - Feeder hostel for girls (18 hostels in 18 districts) - Appointed 3,651 female teachers |
| Increasing the number of female entrants in teacher training programme \s through measures such as scholarship, hostel facilities, job guarantee, etc. | <ul style="list-style-type: none"> - Scholarship programme - Feeder hostel for girls (18 hostels in 18 districts) - 500 female teachers' quota were made permanent in the fiscal year 2052/53 B.S |
| Professional upgrading of female educators | |
| Opening girls' schools in districts/places where there are cultural barriers to female participation in education | Policy not implemented |
| Providing incentives to increase female teachers in primary schools | Policy not implemented |
| Promoting R & D activities concerned with female education | Policy not implemented |

Sources:

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Disadvantaged Groups

Background

Although education has been universally recognized as a human right, there are still a bulk of population who do not get access to it Magnitude of this population is high in Nepal, being one of the developing countries. A study done by CERID on *Educationally Disadvantaged Population Groups* (1990) as identified the characteristics of disadvantaged population as follows:

1. Population in Remote/Isolated Areas (e.g., Chepang, Tamang, Darai, Dura, Jirel, Thami, Surel, Satar, Rajbansi, Koche, Dhimal, Lepcha, Pahari, Jhangar, and Baram)
2. Girls and Women
3. Low Income Occupational Groups

4. Deprived Groups in Sub-urban Slums
5. Nomadic Population (e.g. Raute, Raiji, Mache/Bote)
6. Special Groups (e.g. Muslim, Tharus, Magar)
7. Minority Groups (Danuwars, Majhi, Sunuwar, Sherpa, Limbu, Hayu, Lowa, Chantel, and Gaine)
8. Handicapped
9. Refugee
10. Other Disadvantaged People, (e.g. Stray Children, and Leper)

Thus, the groups are identified as disadvantaged on the basis of physically remoteness in terms of geographic location, gender, economy, physical ability difference, ethnicity and migration. Most of these groups have their own languages, and they are also linguistically disadvantaged. Similarly, there are other groups who do not possess the above mentioned characteristics, but linguistically disadvantaged, even living in urban area. The Master Plan need to consider this group as linguistically disadvantaged and develop specially packages in order to provide equity educationally opportunity.

Disadvantage population consists of significant number of children. Thus, it has been an international concern to universalize the education. It is clearly specified in the UN Convention on the Rights of Child (Article 28). However, the government in Nepal has not been able to come up with tangible educational programme for these children. But many of the NGOs and INGOs are working for the welfare as well as educational programme (table, 1).

Status of Education for Disadvantaged Children

Despite all the efforts that government has been making to universalize the educational opportunities among all ages through various programmes, government endeavour to address the need of the wayside children who are not in the main stream is still a serious lacking. Reality is that children who are dislocated due to either death of the parents or the earning member in the family, or family conflicts or the worsening of economic condition of poor families, are increasing everyday. According to 1981 Population Census 4.5 million or 60 percent of the child population in the 10-14 age group was economically active Among them 80 percent of them work in agricultural and other allied occupation in the rural areas while 20 percent of them work in the cities in various jobs in locations such as factories, construction sites and restaurants, and also as domestic servants (National Planning Commission/UNICEF, 1992).

Referring to a sample survey done in 1990, by the Child Workers in Nepal: Concerned Centre (CWIN), 19 percent children below the age of 14 years and 33.11 percent of them between the age of 14-16 years constitute the total work force in the carpet industries in within Kathmandu Districts. As estimate says that there are about 500 street children in Kathmandu. They are either runaways, orphans or squatters. Most earned their living through rag picking and the remainder either from begging, stealing or pottering (National Planning Commission/UNICEF, 1992).

There are few organizations such as the National Children's Organization Paropkar and the SOS Children's Village, which provide institutional care for orphans. The Ministry of Labour and Social Welfare provides scholarships and grant assistance to about 400 children (National Planning Commission/UNICEF, 1992). Apart from these mild efforts, there are hardly any comprehensive programmes to help these children. Neither is there any acknowledgement of these children's existence in the mainstream education system. "Education in Nepal", which is the report of the Nepal Education Planning Commission in 1995, has clearly stated the importance of universal education in Nepal in order to foster the democracy in the country. Furthermore, it also says that education is an urgent need of the people to know their rights and privileges, their responsibilities so that they may work for the good causes of the nation. Thus, education plan and policy for primary, secondary and higher education and even for the adults were clearly described. However, it has failed to envision the need of education for the children who are living in the wayside of the society.

Despite all the efforts that MOEC, other NGOs and INGOs are making in the field of education, only about 87% of Nepal children are currently enrolled in the primary schools (Central Bureau of Statistics, 1990). Even the campaign for adults and free education for children have not been able to reach all people, due to indirect cost of the education.

Therefore, even basic education is still a privilege for some populations regardless of the cost of education or the socio-culture barriers.

Status of Education for Girls

Records show that millions of girl children live a different life and destitute life in today's world. They are denied basic human rights, like, access to education, health care and nutrition. Girl children have often been deprived of childhood rights due to their responsibility towards the family and even the society. Especially in Nepal, girl children are considered as helping hand to mother as soon as they are born and are handed over their responsibility of household help as they enter the age of five. Only 29% of the girl children between the ages of 5 and 10 are enrolled in primary school, 12% of which are forced to drop out by the end of their first session (CWIN Brochure).

Of all children under five, girls suffer more from malnutrition than boys. It was also found by a study of CWIN that only 43% of the daughters are breastfed in the first year of life in comparison to 51% of the sons.

As mentioned in the CWIN-BALIKA Programme, of the total child labour force in Nepal, 61% are girl children. Girls between 5 and 9 years of age contribute 3.39 hours daily, while boys of the same group contribute 2.33 hours. Similarly, girls children between the ages of 10 and 14 spend 7.31 hours on domestic chores in comparison with the 4.93 hours that boys of the same age group spend.

Thousands of girls in Nepal are married off in their childhood. Forty percent of all the marriages in Nepal are with children under 14 years and 7% of them are with children

under 10 years of age. As a result of early marriage, these girls end up bearing many children. Too often these young mothers die childbirth, due to the physiological immaturity.

Growing up in socio-cultural environment that is organized on the principles of patriarchy has several significant implications for the girl child in Nepal (p. 40).

This excerpt from *Children and Women: A Situation Analysis*, 1992 depicts the educational situation for girl children in Nepal. One of the significant implications is in accessibility to education. The interrelated problems of pervasive poverty and even increasing resource depletion in Nepal is leading a girl child to the situation where she gets the brunt of the poverty. As a son is the final destination of the family in most of the socio-cultural contexts in Nepal, the best educational opportunity is given to him and the girl child is considered as a temporary resident at home until she settles down in her in-laws home. In one of the studies done by RIDA in the households not sending children to the schools, found that 70 percent of children were girls. Besides this, another study done by CERID identified some of the principle reasons for girls' participation in the school. They are traditional views, domestic and child care activities and segregation from men and early marriage.

Recognizing, the need for girls children's literacy class, Chelibeti programme was introduced as one of the programmes of Seti Project in 1984. Seti Project was another "Education for Rural Development" this launched in four districts in Seti Zone in 1981. Some major efforts include the ethnic group specific programmes such as Praja development and Tharu development programme (Table, 2).

WEU/MOE's Effort to Address the Need of Disadvantaged Female Group

Apart from implementing government policies to address disadvantaged population, WEU/MOE is also launching a programme which directly touches the disadvantaged group. This programme, namely *Pilot for Promotion of Primary Education for Girls and Disadvantaged Groups*, is one of the efforts of WEU through Lead Centres to provide educational opportunity to girls and women.

Women's Education Unit, Ministry of Education/Nepal, with the funding from UNESCO, Bangkok, conducted a series of national level workshops on "Pilot Project for Promotion of Primary Education for Girls and Disadvantaged Groups" with the objective of bringing the conceptual clarity on "Lead Centre" and develop operational guidelines along with monitoring and supervising schemes. The first one was launched in November 1991 under the name of Nonformal Education: Lead Center Approach. The second workshop was held in Kathmandu, Nepal in February, 1993, on Nonformal Primary Education: Curriculum and Learning Materials Development for girls and Disadvantaged Groups. The objective of the workshop was to identify the curriculum needs of the communities where "Lead Centers" were designated.

The third workshop took place in June 1993 with the participants from NFE (Non Formal Education) Facilitators, Headmasters, teachers from "Lead centers", and

NFE Personnel from different organizations. The focus of the workshop was to finalize the training package for NFE master trainers, to develop a handbook format for NFE facilitators' training, and to develop teachers' guidebook to handle the literacy primer.

The last workshop was held in June 5-6, 1996 with the objective of developing a sewing curriculum framework for the literacy class graduate girls and the disadvantaged group of the community where Lead Centers are implemented. Participants from Lead Centers, Women Training Center, Sewing Training Experts and Women's Programme Experts were invited.

Lead Centers, for the sake of community, education, offer the following programmes:

1. Chelibeti programme (Out-of-School Girls' Education Programme)
2. Adult Literacy Programme
3. parental Education Programme
4. Child Care Center

Major Activities of the Lead Centers

1. Development of curriculum and reading materials based on local need for the out-of-school girls of 8-14 years of age;
2. Provision of training for NFE facilitators;
3. Monitoring and supervision;
4. Educational survey around the Lead Centers;
5. Motivate girls who graduated from Chelibeti programme to join the school;
6. Develop supplementary reading materials on useful tips for daily life for the girls who graduated from the Chelibeti programme;
7. Mobilize local resources to make the NFE activities sustainable;
8. Create a "match fund" for continuation of NFE activities ; and
9. Establish a Reading Center in the Lead Center school.

NGO Efforts to Provide Educational Opportunity to Disadvantaged Group

(Please refer to the report of Special Education for other agencies. In this section a detail effort of CWIN will be presented, as this is one of the pioneering organizations is working with street and other destitute children. But a glimpse of programmes by other organizations can be seen in the table 1. According to the table, which is based on an inventory prepared by CAR-NWG (1996), there are 25 agencies working for the disadvantaged and at risk people. These people include trafficked children, women, adolescent, factory workers, landless people, street and squatter children, mine and child labor, backward ethnic group, girl children victimized as sex workers, child prostitute, orphans, prisoner's children, rag pickers, pocket pickers. As the target group vary so is the programme to them. However, the common programmes are awareness raising, welfare activities, health and sanitation, rehabilitation, literacy education, skill

training, and parental counseling. Almost all of these programme agencies are funded by the foreign donors. And are working in 25 districts (3 mountain, 6 hill, 11 southern plain, and 3 valley) of the country serving more than 15,000 people in the year 1996.

No literature exists that tells about the achievement, issues and future mode of these agency initiated programmes. So an agency's case study has been prepared in order to give a glimpse of the efforts in direction.

CWIN's Effort

CWIN is an activist non-governmental social organization for the rights of the child. Concerned with the rights, dignity and development of children working and living in the most difficult circumstances, CWIN works for the social emancipation of children from servitude.

General Objective:

Strongly believing in and supporting the basic principles of the UN Convention on the Rights of the Child. CWIN aims to build up a nationwide social movement in order to uproot all forms of exploitation and oppression of children through the protection and promotion of their basic human rights, so that they will be able to enjoy a dignified childhood.

Specific Objective:

1. Work for the immediate abolition of child bonded labor and for the eventual abolition of child labor and all forms of child servitude.
2. Advocate for the child's rights convention for public awareness and its effective implementation in practice.
3. Keep abreast of the realities of working children living at risk through regular research, surveys, and studies and disseminating the findings for public information.
4. Organize both local and international concerned groups that will campaign against all forms of exploitation and oppression of children, including child labor, trafficking and sale of children and child marriage.
5. Formulate and conduct basic child development and support activities for underprivileged children at both local and national levels and develop networking through community connections and collateral programmes with like-minded individuals, groups organizations for the attainment of above objectives.

Target Groups

CWIN encompasses the children who are the victims of bonded labor and servitude, workers in the carpet factories, and tea shops, victims of child abuse by the parents or the family members, children in jails, lost children with or without parents, sick and injured children who are in the streets, girl children at risk and others who are at risk.

BALIKA Programme focuses on the girl children who are victims of social, economical, political and family exploitation and abuse. It also aims at the girl children who live in very different and risky circumstances, such as:

1. Street beggars/Street Girls
2. Victims of Child labor exploitation
3. Children at risk in squats and slums
4. Children of street families
5. Orphans or abandoned children
6. Sick children on the street

Risks Involved For The Target Group

Child Workers: Child workers are mostly engaged in carpet factories, small low-grade tea shops, household service for money and so on. Risks involved with these children are exploitation by the owners, lack of educational opportunities, lack of childhood recreation, and so on. Risk of the girl child worker is compounded by the sexual abuse like, rape, trafficking and so on.

Street Children: Vulnerability of the street children are numerous. Among some typical risks are 'big brothers' who are also the street children who gangs upon the smaller children and become really violent, theft of their money which they acquire from begging or other means, association with street violence and bigger crimes and it is bitter to say, but true is that even the police harassment.

Slum Children: Slum Children live in the families, but family environment is even more risky to the children, as broken home is very common in the slums. Specially, alcoholism, prostitution, and extra-material relationship, other forms of crimes and changing of conjugal partners are mostly found by the surveys done by CWIN. Consequently, children are the victims and are deprived of family love and even safe environment for these children. Mostly it is found that when mother dies or elopes with other man, children suffer with the merciless father or the step mother. Often times, parents are found alcoholic and child beating and wife beating is common among these families. One of the examples can be cited from a recent case where an alcoholic father threw acid to the wife and 8 years old girl child while they were sleeping. As a result they had to be hospitalized for weeks. Similarly, girl child are often found sexually abused even their own family members in these families. Although this is not unique only in slum areas, these cases surface easily in these families as they are more open than other well-to-do families. Due to the poverty, parents encourage girl children to enter the prostitution. These children also become the victims of bonded labor due to parental interest.

Children from Other Families: World record shows that children are the most vulnerable beings in the world no matter where they are. It is difficult to say that children at well to do family are safe. Violence against children may occur even in the rich families. Their risk may be more psychological impact which may be life-long damage unlike above mentioned children.

Programme of Action

- Since the establishment of the organization, CWIN has been creating launching many innovative programmes, One of the unique characteristics of CWIN is that no programmes are conceived and launched just because the donors or the programme staff thought that was necessary for children. Almost all the programmes of action are the result of research and also are conceived as demanded by the situation.

CWIN Education Support Programme for Children at Risk

CWIN's educational activities began to operate formally from the beginning of 1992 with organized activities, although they had been already in place from 1988. This programme was started with the major objective of ensuring the right to education for child workers and children living and working at difficult circumstance and to provide them opportunity to enjoy their childhood through education and awareness opportunities. This also one of the strategies CWIN has adopted to fight against the child labor and child welfare.

Some programme developed to achieve these objectives are:

- Literacy and Awareness Programme for working Children and Chelibeti.
- Chelibeti literacy and awareness programmes
- Educational Support and sponsorship
- Children's library
- Training for Literacy facilitators

This programme covers the education support for the different categories of children such as participants of CWIN literacy programmes, street children, orphaned, abandoned and destitute children, children from slum areas and children working at risk situation. Under this programme, the school expenses of such children are arranged generally in four ways:

- paid parents
- shared 50% with CWIN by parents
- Freeship in schools
- CWIN Education Sponsorship Programme

Summing up the educational opportunities for children at risk, CWIN and AAFLI/UCEP are actively ahead of the game, although there are quite a number conducting educational programmes. CWIN's has integrated approach in providing educational opportunities while AAFLI/UCEP approach in catering the educational service themselves by running a school. Similarly, in skill training programme also, necessary instead of establishing their own.

Innovative Approaches for Disadvantaged Population

CERID's report (1990) have documented some innovative approaches that educational agencies working for disadvantaged children. They are:

1. Heterogeneous class: "Grade free" and structure free.

2. Stress on dialogical pedagogy
3. Reading materials with vocational skill oriented
4. Establishment of skill development trust
5. Link with real life situation
6. Non-formal to formal school
7. Mobilization of user's group
8. Residential training
9. Development of self-learning materials

Some issues and problems, as identified in the CERID (1990) report are:

1. Ad hoc nature of the programmes
2. Inadequate follow ups
3. Unmanageably wide distribution of the disadvantaged population groups
4. Inadequate support
5. Limited sources
6. Smaller educational network
7. Limited data available on disadvantaged groups

Problems/Issues

There are many problems and issues related to different aspects of the disadvantaged group's development programme. These problems and issues are categorically mentioned below:

1. No define Categorization of the Disadvantaged Population

Though many agencies have their own definition for the disadvantaged population, there is a lack of the definite indicators to classify a community or an individual or group of the community as a disadvantaged person. The available indicators are not specific. For example, women have been counted as disadvantaged person but a male of a Mushar community may be more disadvantaged than a middle class female of the cities and villages centers.

2. Inadequate Coordination

There are number of agencies working for the disadvantaged community of the country, but these agencies lack functional coordination. This lacking has caused many problems such as resources duplication.

3. No Institutionalized Programme

Many of the programmes targets to the disadvantaged groups are donor funded one shoot activity. These is little effort to institutionalize these ever developed programmes

4. General Package for Special Need

The disadvantaged group usually require special package to suit their lived reality. But the package given to these groups are of general nature. This mismatch requires to be addressed.

5. No Continuum for Programme Graduation

At present the programme developed for the disadvantaged group have separate identity. They in actuality should be put in to a single continuum right from the advocacy to the continuing education in both the formal and nonformal fora. At the same time these programmes need support mechanism to take education and other programmes collaboratively.

6. No Constant Feedback System

There is always a lack of built-in research system to get constant feedback to ensure internal efficiency of the existing programmes. Expert done research have limited use for the day to day improvement activities. and a faculty done research is almost nil

Recommendations

In order to address the above problems/issues the following are the recommended suggestions.

1. Development of the Disadvantaged measuring indicator

An objective indicator to measure whether a person or a community is yet to be developed. BPEP could develop socio-economic indicator in cooperation with the agencies or individuals. These indicators should be made explicit to all so that a person or a community may claim to be a disadvantaged and get programme benefit.

2. Establishment of the Functional Coordination

A functional coordination is a big cry and little done area. Even the projects run by the MOE have problem in coordinating the activities. It is therefore necessary to develop a functional coordination. The humble beginning in this direction would be a monthly scheduled meeting of the programme agencies to share experiences, ideas, activities and planning. Such meetings should be initiated in VDC and RC at the grassroots; DEO's office at the district, and MOE at the central levels. The agenda and the deliberation of the meeting should be shared among the faculties.

3. Programme Institutionalization at the Grassroots Level

A donor beggar mentality is observed between the programme organizer and the beneficiaries. This dependency syndrome has been always a problem to both the developmentalists and the grassroots people. On order to avoid such a

psychic dilemma every successful programme should be institutionalized at the grassroots. Creation of the match fund or preparation of the volunteers to take over the institutionalization responsibility are some of the initial activities.

4. Development of Special package for Disadvantaged People

Disadvantaged groups lack both physical as well as academic support to be active in the mainstream society. This lacking demands special package and a strong support mechanism at the grassroots level. Since, RC lives very close with such community or individual s/he should be entrusted the responsibility of developing such as a package and get it run in cooperation with programme agencies.

5. Development of a Programme Continuum

Different programme agencies that are working for the disadvantaged community have different programmes. Some of them overlap and others make desecrate series in the continuum of different programmes. Thus, there is a need develop a programme continuum. In doing so, an agency or a disadvantaged community could know what are the next programme for them and how they are going to be implemented. This kinds of arrangement will be helpful for both the programme organizers and the target population.

6. Constant Feedback System

Feedback promotes programme efficiency. But a final evaluation to incorporate feedback in the system is always late. In this context, a built-in feedback collection from can developed and distributed to the beneficiaries, organizers, and other person. These constant feedback report will eventually serve as a hard data for the final evaluation. To start with, BPEP can try this activity with some of its programme such as out-of-school programme.

Reflection/Future Direction

1. A strong social awareness programme always activities people for change and development. The local leaders can be trained to be a person for the creation of social awareness. Both the folk and modern means of communication channels can be utilized to prepare disadvantaged people for change and development.
2. Leadership development programmes are always useful to empower these groups or individual. A scheduled dialogue/discourse sessions with the community people would be the beginning to this direction
3. Research digs out issues and problems of disadvantaged population and helps to replan the activities accordingly. So a built-in-mini research is proposed to get constant feedback for the future.
4. The present school system is rigid and hence cannot be suitable with the disadvantaged people. A flexible timing school would one of the solutions. Project method to teaching can be the next alternative to school the children and the adults of this community people.

5. Poverty and illiteracy have positive correlation in its cycle. This cycle can be broke by introducing skill-based education in both the formal and nonformal education sector.
6. Parental education specially of mother facilitates the education of their children. So, an appropriate parental education could be a second programme in the continuum of disadvantaged people's education.
7. Open learning system always promotes learning outside the rigid formal education set up. It is therefore necessary to develop condensed formal education course and use nonformal pedagogy to deliver it to the needy people.
8. Scholarship programme motivates disadvantaged people to school their children. So, more scholarships to bring the disadvantaged children to school would be suggested.
9. Curriculum is a lived context to promote teaching learning situation. Attractive and local context-based curriculum is thus proposed for the years to come. Programme beneficiaries, developmentalists, and other individuals need to be encouraged in order to produce materials at the local level.

Table 1
Agencies Working for Children at Risk in Nepal

| Name of the Agency | Target Group | Coverage | Activities | Financier |
|---|--|----------|--|---|
| ABC Nepal | Trafficked children | 1750 | Awareness | UNICEF, AmFAR, Sedepa, CARNWG, Asia Foundation, Global fund |
| Center for Women, children and community (CWDC) | Women and Children | 75+25... | Action programme training | USC Canada/Nepal, GTZ, SAP, CAR-NWG, ESCAP, OXFAM, CARITAS |
| Child Development Society (CDS) | Child and adolescent factory workers | 300 | -Child welfare -Formal and nonformal classes -Seminar/meeting | Membership fee, donations |
| Child Protection Center/Nepal | -landless children -Street and squatter children -Mine child labor | 150 | -Literacy -Health care -Counselling -Recreation -Formal education -Research | Institutional donation 83% Private donation 17% |
| Child Workers in Nepal Concern Center (CWIN) | | 2000 | -Advocacy -Educational support programme -Socialization programme -Research -Skill training -Rehabilitation | Redd Barna (38%) plan International 27%, FORUT 18%, CARNWG 12%, others 5% |
| Child Welfare Society | Children and Women | 1020 | -School support programme -Nonformal education -Health education | UNICEF, PACT, Friends of Balkendra, CARNWG, Local people |
| Concern for Children and Environment/Nepal | Backward Ethnic Group | 150 | -Nonformal education -Health Clinic -Environment education -Home visit -Rescue and rehabilitation | UNICEF, SCF/UK and Action AID/Nepal |
| Creative Development Center | - Girl Children victimized as sex workers -Worker's children | 270 | -Child literacy class -Health -Awareness raising | PACT, CCOAPHO, Caritas, SNV.MS/Nepal, USAID. SC/US,ILO,JAKPAS, Asia Foundation, CAR-NWG |
| Lyayamha Puch (Youth Club) | -Below 15 children | NA | -Construction of children's park | Member's donation |
| Maiti Nepal | Child prostitute | 31 | -Rehabilitation -Schooling | UNICEF |
| Neighbourhood Society Service Center | Economically underprivileged children | 200 | -Educational support -Skill Training | individual contribution, donor agencies. |

| Name of the Agency | Target Group | Coverage | Activities | Financier |
|--|--|---------------------------|--|---|
| Nepal center for Women and Children Affairs | Children at risk | About 2000 | -Awareness -Health programme | DANIDA, AmFAR, IUCN |
| Nepal child Center | -Street children -Children at risk | 90 | -Education and socialization -Health services -Entertainment -NFE classes | Internal 90% External 10% |
| Nepal Children's Organization | - Orphan - Helpless -Abandoned Children | 2000 | -Residential facility -Vocational Training -Foster parent programme -Community training | -Nepal government -INGO donor -Internal sources |
| Nepal Rural Development Center | -Children in jail -Women | 81 children and 300 women | -Nonformal education -Seminar/workshop | CAR-NWG |
| Paropakar Organization | -Orphans | 500 | -Rehabilitation -Schooling -Skill training | -Social Welfare Council -Donations |
| People in Need-Nepal | -Girls at risk | Around 65-75 | -Residential facilities -Schooling -Medical Facilities -Income generating -Parental Counseling | German Nepal Help Association |
| Prisoners Assistance mission | -jail Children | 60 | -Schooling | UNICEF 61%, CAR-NWG 14%, privated donations 25% |
| Seto Guruns/Community Based Child Development Services | -Economically, socially deprived children | 140 | -Awareness programme -Seminar/workshops -Skill training | NA |
| Skilled/Nepal | -Person requiring survival skill | 30 | -Vocational and income generating training on electricity, plumbing, and other mechanical concern | -Institutional earning -Helvetas |
| Sustainable Community Service Center Nepal | -Trafficked children | 2172 | -Educational awareness programme | -NGO contribution -Action-Aid/Nepal -Children at risk |
| Under-privileged Children Association | -Street children -Slum/squatter children -Child laborers -Destitute children -Children in prison -Children in rural areas | 200 | -Schooling -Health care -Entertainment -Counseling -Family reunion -Night Shelter | CAR-NWG Kathmandu, UNICEF, Biratnagar local contribution |

| Name of the Agency | Target Group | Coverage | Activities | Financier |
|----------------------------------|---|----------|---|--|
| Women Acting together for Change | -Children at risk | 2000 | -Health and awareness programme -Income generation | Own resources and donors |
| Women's Rehabilitation Center | -Children who are at risk to be trafficking into prostitute | 20 | -NFE classes -Skill training for income generation | -Donation -Internal Source -TAF, CARITAS/Nepal, Canada, Switzerland, Misere, Germany, Canada's, Austria, APHD, Hong Kong, AmFAR, USA |
| Youth Club Narayanghat | -Rag pickers -pocket keepers -Children at risk | 185 | -Skill training -Workshop -Socialization programme -Health programme | NGO contribution CAR contribution |

Source: CAR-NWG (1996). Children at risk: An inventory of member organizations of children at risk network group. Kathmandu: Author.

Table2
Efforts made towards Disadvantaged Groups

| Efforts | Title | Year | Agency |
|--------------------|--|---------|--|
| Projects | 1. Education for Rural Development in Seti Zone | 1982 | HMG/Nepal |
| | 2. The Praja Development Project | 1975-85 | Ministry of Panchayat and Development |
| Seminar/Workshops | 3. National Pilot Training Workshop on Needs Assessment of Disadvantaged Children in Nepal | 1983 | Sano Thimi Campus, funded by APEID/Bangkok |
| | 4. Universalization of Primary Education for the Disadvantaged Population Groups | 1988 | Ministry of Local Development |
| Action Research | 5. Non-formal Education and Rural Income Generation for Chepang Women and Youths | 1984-86 | CERID/TU |
| Assessment Studies | 6. Education of Girls and Women in Nepal | 1971-88 | CERID/TU |
| | 7. Educational Status of the Tharus. | 1987-88 | CERID/TU |

Source: CERID (1990). Educationally Disadvantaged Population Groups. Kathmandu: Author.

SPECIAL NEEDS EDUCATION

Introduction

1. Special education means a form of education involving modified or specially devised instruction for students who have learning difficulties in regular classrooms with regular curriculum. "The most salient feature of special education is the careful matching of instruction with a student's unique educational needs and learning style" (Shore, 1986:10). Special education programme offers specialized services to children with special educational needs in order to rehabilitate them socially, educationally, culturally, as well as economically. All over the world, over the years, disability policy of the nations has developed from indifference or apathy towards elementary care in the institutions, to education and rehabilitation. It was after the end of the Second World War, and after the establishment of the UN, that the trend of normalization and integration of disabled persons in the mainstream of education and society appeared. Growing awareness about disability and growth of humanitarian principles were largely responsible for this trend. The principles of normalization and integration in education caused the growth of integrated education with normal children instead of segregated schools for the disabled.
2. The most recent trend in special education is that of "inclusive schools." It means that the primary schools should include the vast majority of children with special needs. Today, there is a general acceptance that the difficulty experienced in learning is a normal part of schooling rather than an indication that there is something wrong with the child. Every child is unique and every child needs help in developing and adjusting to life. The learning difficulties encountered may be minor or major. The term "children with special educational needs" includes all children ranging from those with severe disabilities to those with milder difficulties. This includes, in addition to the traditional disability groups, children with more general learning problems which, if not attended to, may lead to repetition and drop out. Children with social and emotional, as well as gifted children with problems are included in this broader conception special education. In this sense, special needs education includes disabled as well as 'at risk' and underprivileged children.
3. The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should, in effect, be a continuum of support and services to match the continuum of special needs encountered within the school. (Salamanca, 1994).

4. The term 'disadvantaged children' has been in use in Nepal to denote children with special educational needs. The disadvantaged population has been divided into two broad groups. Group one refers to the children who are physically and/or mentally handicapped and group two refers to those who are disadvantaged by other factors such as socio-economic conditions, adverse geographical region, ethnicity or gender bias as in the case of girls and women (CERID, 1998: 30-31). The government of Nepal has categorically identified girls and women as educationally disadvantaged groups (WCEFA, 1990). The second group of children are also known as "children living in difficult circumstances, children at risk, and underprivileged children". In Nepal, however at present, special education programme is confined to the education of the disabled persons. Different programme are run by government and non governmental organizations for other disadvantages groups. The disabled survey sub-committee of IYDP Nepal has defined a disabled person as one who by virtue of congenital disease or acquired disease or injury, is incapable of living an independent personal or social life, or is incapable of engaging in gainful employment or acquiring education consistent with age or sex (IYDP committee 1980: 15). As regards to the ratio of the disabled population, the estimate varies from agency to agency. Table 1.1 shows the contradictory incidence of disability in Nepal. Most of the educational and rehabilitation programmes of Nepal for disabled groups have been based on the sample of 1980. In the sample survey, the distribution of disability shows that the most common disability is the auditory disability (33.38%). And that in all types of disability more men than women are affected. It is (62.63%) for men and (37%) for women (IYDP 1980: 35-36).
5. Special Education in Nepal began in the sixties. Teacher training for the education of the blind was initiated first and subsequently a section for the blind was established in the Laboratory school of the College of Education Kathmandu. At present, the programme is implemented through the school clusters and resource center structure of the Basic and Primary Education Project (BPEP) of the ministry of education. Several NGOs are also involved in providing education to the disabled group with assistance of the special education council Nepal, and other INGOs. Teacher training for special education started in 1981. The Faculty of Education (then Institute of Education) in collaboration with the special Education Council, imparted on the spot training for the teachers of deaf students at the School for Deaf, Kathmandu. At present, teacher training in special education is provided by the Special Education Unit (SEU) of the BPEP, NGOs, INGOs.
6. Many government organizations, NGOs, bilateral and multilateral agencies are working for the disadvantaged groups. Two notable programme for the socially and economically disadvantaged groups are the SOS Children's Village and the Underprivileged Children's Education Programme (UCEP). The education of the girls and women in particular is dealt with in a separate subsector so only other disadvantaged groups are mentioned here.

Status Survey : Growth Trends

1. The visually handicapped students were the first to get educational consideration and the students with mental retardation were the last (Shrestha, 1984:7-8). Nepal Disabled and Blind Association was established in 1969. In the 1970s the government assured the responsibility in providing education to the disabled (NESP, 1971:16). Welfare Organizations for the blind, deaf and mentally retarded were created in IYDP, 1981. In the 1990s associations of the Disabled and a National Federation of Associations of Disabled Persons were established. Until 1992 special education to the four groups of disabled persons (blind, deaf, mentally retarded, and physically disabled) were provided by the Welfare Associations for the blind, deaf, mentally retarded and physically disabled. By 1996, there was a substantial growth in the number of the beneficiaries (table 1.2.1), schools and units (tables, 1.3,1.4,1.5).
2. In 1993, HMG of Nepal and the Danish Government signed an agreement in which the national Special Education Programme (NSEP) was to be an integral part of the BPEP. This step of HMG keeps pace with Nepal's commitment in the world conference on Education For All to achieve universal primary education by the year 2000 AD. In this respect, the National Education Commission of 1991 made recommendations on Special Education and the National Planning Commission has included Special Education in its 8th Five year plan. The programme emphasizes on an integrated approach. In 1993, preparatory activities such as awareness about disability, teacher training, national seminar/ workshop, preparation of training manuals, and establishment of the Special Education unit were carried out. Disability survey done in six BPEP districts and residential facilities for disabled children and Special education Units in ordinary schools were established in the same year.
3. Since July, NSEP has been a component under BPEP. It is being implemented through the school clusters and the resource center structure of the BPEP. The programme will eventually include all primary schools of the country and integrate people with disabilities into the society. The fundamental concept of the programme is that children with disabilities and special needs should be integrated into regular classrooms. The approach has been to integrate most of the children with mild disabilities in regular classrooms with necessary support from their teachers and other necessary services/material. Those who can not avail of the integrated classes for various reasons are being educated in resource rooms or special classes established in ordinary schools. Few children with severe disabilities are still attending the special schools. This special education programme is being implemented gradually over a period of the with support from DANIDA.
4. Quantitative expansion of the NSEP is revealed from the fact that 1540 schools scattered in all five developmental regions are being covered. The Community Awareness Campaign has reached to about 4000 people and disability survey in 18 districts has been completed and 5 more districts are to

be surveyed in 1997 (table, 1.6). about 7500 students are receiving education in integrated setting in regular classes.

5. Management and administration policy for NSEP has been formulated and the SEU at the central level and RTs at the RC/cluster level are made responsible for monitoring, supervision and evaluation. Distribution of funds at the district level is made through the DEO. The budget for Special Education over the year is given in table 1.7.
6. For the disadvantaged population, the government initiated the Education for Rural Development in Seti Zone in 1982 under the Ministry of Education and Culture and the 'Praja Development Project' under the Ministry of Local Development in 1977. The Education of Girls And Women of Nepal (EGWN), Women's education project (WEP), and Chelibeti programme are specially directed towards the girls and women. The MOE and Jana Kalyan Samiti have made efforts to provide schools for the Tharu community and also to set up scholarship for deserving Tharu students (CERID, 1988:47). The ERDP, PEP, BPEP all are the innovative approaches taken by the government towards providing education for all which includes the disadvantages groups of children too. The government has laid down different school establishment criteria for different geographical regions and also created extended arms schools in the remote areas. Women's teacher training programme trains women.
7. The SOS children's village provides residential facilities, education and training to abandoned children and orphans. Another INGC programme is the Underprivileged Children's Education Programme (UCEP). It runs schools in Kathmandu, Lalitpur and Bhaktapur districts for the underprivileged children - specially for those who are working. Students are provided with free education as well as free textbooks and stationery. The Paropakar Sanstha also runs an orphanage where food, shelter, and education is provided to deserted children. There are twenty five other NGOs and INGOs which are involved in education (formal, nonformal or both). There is also a network of these organizations called CARNWG.
8. The first teacher training programme was initiated for the teachers of the blind in the 1960s. In 1981 the IOE (now FOE) conducted training for the deaf in the School for Deaf. Since 1984 to 1990 the Special Education Instruction Committee of FOE conducted training for the primary and secondary level teachers of blind. The SEIC also collaboration with WSHI and AWMR for teacher training for the deaf and the mentally retarded students respectively. At present there is no teacher training programme in Special Education Department at FOE. The welfare associations run short courses and six month package training.

At the government level, Special Education Unit (SEU) of BPEP runs three levels of courses, awareness, attachment, and basic. The first training was conducted in 1992. Teacher training is progressing in a continuous basis through the SEU at the central level and through the resource teachers at the district level (table 1.7, 1.8, 1.9). short term teacher training programmes are being conducted by the NAWB since 1987 mainly under the Integrated CBR programme.

Analysis

1. Adequacy of the Programme out reach in relation to Needs

All the special education facilities were established in Kathmandu in the beginning. Development of facilities outside Kathmandu Valley had been very slow. Only a fraction of the total disabled population had been receiving education and training. In 1996, the number of schools/units run by the NGOs in all five development region has reached 58 and total number of students receiving education in these is 1600 (SEC, NAWB, AWMR, WSHI, NDA). About 600 students are being educated in 120 resource classes under the BPEP school clusters. Near about 7500 students are integrated in about 1540 schools in 18 BPEP school districts all over the Five development regions. This figure reveals that the number of schools/units, resource classes and the number of students receiving education has increased significantly in the last five years (1991-96). In the beginning,, most of the programme were found in districts like Kathmandu,, Bhaktapur, Chitwan, Kaski and Bhairahawa. Now, it has reached remote areas like Doti, Rukhum. Mustang. Kalikot and Bajhang. The disability survey of 1980 revealed that people living in hills (56.31%) are more liable to become disabled than those in Terai (43.69%). Similarly, the 1989 survey on mental retardation in Nepal indicated that prevalence of retardation was higher in the districts like Humal (20%) than in district like Kaski and Bhaktapur (less than 2%). This finding is suggestive of the fact that out-reach programme has still to go a long way in many of the remote districts of the country where they are needed most.

The most common group of disability in Nepal, as revealed by the sample survey report (1980:35), is auditory disability. But the number of schools for the deaf has reached only six (SEU) in 1996. One reason for this is the shortage of financial resources. The WSHI received financial assistance from fewer INGOs compared to that received by the other associations. Another reason for the lack of expansions of educational facilities for the deaf students seems to be its segregated nature of schools, demanding hostel facilities which has made schooling for the deaf students very expensive. So, in spite of equal and to some extent, large share of grant-in-aid provided by the SEC to the NGO, facilities for the deaf students have remained fewer than for other students. Family counseling, home visit, vocational training and production, and CBR programme of the welfare NGOs are in need of government support. Similarly, expansion of the programme to the remaining districts in all the five development region is also needed. Growth in the quantitative sense can be

noticed in the national special education programme since its inclusive in the BPEP.

2. Teacher Training

The first degree granting one year B.Ed programme was conducted by the Special Education Instruction Committee (SEIC) of FOE in 1984 in the area of Blindness and Visual Handicap (BVH). This programme was discontinued after four years for lack of funds to pay for the substitute teachers. In four year, twenty two teachers were trained by this programme. The five months of package training programme for the teachers of integrated primary schools in the area of BVH was started by the SEIC in 1985. This programme also stopped after 1990 for the same reason. Forty one teachers were trained during the period. A four weeks training, and another two week, on-the-job training were conducted by the SEIC for the teachers of the mentally retarded in 1984 and 1985 respectively. Now, the NAWB, WSHI, and AWMR run training programmes from 6 days to six months duration with professional assistance from the FOE and financial support from the SEC. Because of the emphasis on in-service training and an absence of steady expansion of special education facilities, the training programme bestowing degrees and diplomas to the special teachers has come to a stop. However, since 1992, the SEU at the Ministry of Education also started short-term teacher training. The manpower of the SEIC (now upgraded to the level of Department of Special Education) was utilized to develop materials for the first awareness training and also the basic level training. At present, SEU is running three levels of training form special education teachers. It has provided awareness training to 1500 teachers, attachment training (the practical part of the Awareness training) to 120 teachers, basic training to 261 teachers and special training 240 teachers. It has trained teachers to provide non formal literacy training to disabled persons. In this way, the number of trained teachers has increased during the past four years. But the need for more trained teachers, supervisors and para professionals is also increasing with the expansion of special educational facilities. At the same time teachers trained in teaching multi categorical areas and also in competencies such as team teaching, instructional adaptations, collaboration and dialogue will be needed for the inclusive schools as proposed in the SEU programme. The teacher-educators in the Special Education Department of the FOE also need refresher training to keep abreast of the changing concepts of special education.

3. Quality of Services rendered by Special Education Programme

Quality of educational programmes is evaluated in terms of indicators like student characteristics, educational inputs, educational processes, and educational outputs and outcomes (WCEFA, 1990:42-47). In special education too, the same parameters can be applied except in terms of characteristics of students who need much more individualized services than their normal peers.

Special education programmes are run in Nepal by the Special Education Unit (SEU) of BPEP, MOE, SEC, and the four associations (NAWB, NDA,

AWMR, WSHI) under the Social Welfare Council (SEC) A small NGO Self-help group for Cerebral Palsy (SGCP) is also running a school programme for 25 children with multiple disabilities since 1993. This is the only resource for children with CP in Nepal.

The SEU of BPEP/MOF runs integrated education programme. Those with mild to moderate disability are placed in regular classes of ordinary schools, and those who cannot be taught in regular classes receive education in resource rooms in the ordinary school. The aim of this national education programme, is to provide education and training for the children with special educational needs. This will include children with disabilities and learning difficulties, children at risk, and under privileged children (SEU Document). This approach is intended to help the children with special educational needs achieve the fullest possible social integration and individual development. To achieve this goal, the NSEP has been carrying out the following activities: Disability survey programmes are conducted by surveyors to identify the disabled people in the districts. The surveyors are prepared by providing a two days survey training. Awareness orientation programme both at central and district level are organized before launching the special education programme. This programme creates awareness about people with disability as well as the forth coming special education programme. Teacher training of different level and duration has been going on to prepare regular school teachers to teach the disabled. A four weeks training programme for teachers to teach the disabled A four weeks training programme for teachers of "Inclusive Schools" is to be started shortly (SEU). Operation of resource classes on the basis of the district surveys prepare students to be included in ordinary classes with other students. At present, the average number of students in a resource class is 10. 600 students are currently being helped through resource classes. These children are provided with hostel facilities. Resource teachers are provided to support integrated/inclusive education in ordinary primary schools One resource class has one resource teacher who also serves as a motivator in classes with disabled children. Monitoring, supervision and evaluation of the programmes have been entrusted to the SEU at the central level and the resource teachers at the Resource Center (RC)/cluster level. Distribution of funds at the district level is made through the District Education Officer (DEO). Provision of external consultancies have been made through institutional linkage programme and a few people have been to Uganda, Kenya, and Denmark to observe the special education programmes there.

A checklist for observation of a child's general development has been developed and printed by the SEU recently but extensive training and practice to use it is yet to be imparted. Thorough evaluation of the checklist for its relevance to Nepalese Culture and perspective is yet to be done. Training manual for the 12 days awareness training and 5 months basic training (a self-study manual) have been developed. Similarly, brochures to increase awareness about disabilities, calendars, and a special education magazine have been published by the SEU.

Marked improvement can be noticed in the quantity and to some extent, in the quality of special education since the beginning of the national special education programme. The government has taken the responsibility for the education of the children with disability by making special education one of the components of BPEP. The SEU has been fully staffed and the unit chief, technical programme coordinator and master trainers have been provided with training in the country as well as aboard. Special education units have been established in ordinary schools. Training courses for teachers contain theoretical aspect as well practical work experience with disabled children. 4000 people have received awareness orientation. Growth of awareness about disability among people is reflected in the emergence of new associations for and of the disabled. Scholarship for the physically disabled students is being provided by the SEU and the government has been funding sports and other extra curricular activities, scholarship for residential students and for non formal education.

In spite of these achievements, much is still to be done in the fields of special education. If exclusive school programmes are to be developed as per the BPEP Mid Term Review Mission Report (Jan 15-17, 1996), many more trained teachers will be required. Educational materials such as pre reading and supplementary reading books for children are lacking and so are simplified version of textbooks for the children with mental handicap. The overcrowded classrooms in ordinary schools do not guarantee individualized instruction and adequate teacher attention to the children with learning disabilities. And nothing is mentioned in the BPEP documents about the construction/rehabilitation of the school buildings and classrooms to make them accessible to the physically disabled children.

The government has limited its funding to the educational aspects of the welfare NGOs. No funds are provided for family counseling programmes, vocational training and community based rehabilitation. Only limited number of schools/unit run by the NGOs are funded by the government. All of the associations for the disabled have expressed concern about inadequate funding from the government. Involvement of the family of children with disability is a part and parcel of special education; but the home visit and family counseling programme of the AWMR is suffering due to lack of support.

Though marked increase can be seen in the budget allocation for special education in the 8th five year plan (Rs.9,00,00,000), which averages Rs.1,80,00,000 a year in contrast to the amount of Rs.50,00,000 in 1991, it still is just a fraction of the total education budget.

The first assessment study of the effectiveness of special educational services was made by the Valley Research Group (VRG) in 1986 for the SEC. The study reported lack of physical facilities, inadequate educational materials, inadequate grants-in-aid, and teachers not getting their salaries in time. The assessment study was continued in 1987 and 1988. Most of the recommendations of the VRG report such as making a long term plan (up to

200 AD) to provide education for the disabled under the Basic Needs Fulfillment programme of HMG; improvement in the physical facilities of the existing schools/units; increase in budget allocation, production-oriented vocational training, training of teachers etc. (VRG 1988:35-37) are also relevant for present situation. The 1986 report recommended integrated education in regular classroom and resource rooms, emphasis on preventive measures and mass awareness, needs assessment survey by local DEO, emphasis on CBR and vocational training, free textbooks and educational materials, residential facilities for students coming from far distance, SEC to pay the teachers' salaries and on top of all SEC to direct the policy (VRG, 1986:25 and 27). All these recommendations made by the VRG report 1986 have materialized during this decade. Still, if universal primary education and removal of disparities in educational opportunities is to be achieved, many more measures to improve the quality of education are needed.

4. Policy Support

Most of the developed and many developing countries in the world have specially defined their special education policies from the national to the local level. Provision for the right to education for children with handicap has been made. Any discrimination against them can be challenged in courts of law. In such countries education of the handicapped children has been the responsibility of the government. Public law 94-142 (PL.94-142) or the Education For the Handicapped Act (EHA) was passed in the USA in 1975. This law ushered in the current emphasis of inclusion of all students with disabilities into regular schools and classrooms. The most recent reauthorization of the 1975 act was renamed the "Individual with Disabilities Education Act (IDEA)" and was passed in 1991. The emphasis of this legislation is on a "free appropriate public education" for all children with disabilities (Starlin, 1993). The IDEA implied that the state was to provide free, individualized education (pre-school through secondary) at public expense and under public supervision and direction. Similarly, all the more important fields of education in Denmark are regulated by law. Since 1980, the whole sector of special education in Denmark became the responsibility of the Ministry of Education and the care and education of all the handicapped children was transferred from the central government to the counties and municipalities (Ministry of Education, Denmark, 1991:10). The development in field of special education in these countries underlines the need for commitment and political will to improve situations for the special needs children and to bring about a change of attitudes and behaviour towards their education

In Nepal, the policy to support the education of the handicapped children was first stated in the National Education System Plan (NESP) "Education should also be provided to those who are physically disabled like the deaf, the dumb and the blind" (NESP, 1971:62) But nothing is mentioned about the policy for the mentally retarded students. Moreover, the NESP did not specifically design curriculum or teacher training nor did it allocate funds to meet what

was stated Creation of the special education council in the MOE in 1973, formation of SSNCC in 1977 and establishment of NDBA (now NDA) in 1969 were some of the major steps taken earlier. A national plan of action (1980-1982) was developed in 1980 to celebrate the IYDP, 1981 This plan proposed a sample survey of disabled person, starting at least one programme for disabled persons in each developmental region, formation of associations, for different types of disabilities; establishment of the Ministry of Social Welfare and enactment of a legislation for disabled persons. All these targets have been met gradually (Prasad, 1993). However, though the act for Protection and Welfare of Disabled Persons was passed in 1982, it has not been implemented yet. Recently, National Disability Policy is in the process of formation and is expected to bring about improvement in the services for the disabled persons if implemented properly. The establishment of the Special Education Department at the FOE and introduction of the Community Based Rehabilitation (CBR) programme with the assistance of UNICEF provided direct and indirect support to the development of special education. Because the year 1982 was the specific year of the disabled persons, many supportive policies to help the disabled were developed The SEC also had prepared supportive policies for the education and training for disabled persons and teachers working for them. Those policies could not materialize due to shortage of funds and person power .

The constitution of Nepal 1990 states that the state will not discriminate against its citizens on the basis of religions, race, gender, caste or faith, but it can make special provisions for the protection and development of women, children, senior citizens and physically or mentally disabled persons or economically, socially, and educationally disadvantaged groups Special education is dealt in Chapter 29, in part 42 of Nepal Gazette (Nepali). In article 133 it has made a provision for the establishment of a SEC chaired by the Minister of Education, in the MOE.

Special education was included in the 8th national five year plan (1992-97). The National Education Commission (NEC) has recommended one of the national goals of education to help the socially disadvantaged persons to be mainstreamed in the society (NEC, 1992:13). To reach this goal, the NEC has emphasis the encouragement of women in all levels of education, and arrangement of education for the disabled groups, economically and socially disadvantaged ethnic groups and communities, as well as orphaned and helpless children. It has also emphasized the development of education in the geographically disadvantaged regions. The NEC has recommended that legal provision be made for the education of the disabled and special education should be the responsibility of the government and be made an integral part of the BPEP and the education for all programme. It has recommended that special education be provided in integrated setting. It should be free and adapted to the needs of the disabled and provided by trained teachers. In its recommendations, the NEC has emphasized on capacity building of the SEIC of FOE and also on preparation for the establishment of the Institute of Special Education and Rehabilitation.

The 8th Five year plan (p.467) has identified the need of making special education programmes more extensive and effective. The plan has adopted most of the recommendation made by the NEC.

In the national programme of action for children and development for the 1990s, the government has focused on three programmes for the target groups which are formal education, non formal education and education of children in difficult circumstances. The third one deals with the education of the disabled children. The goals of the programme were to integrate children with mild and moderate impairments in the mainstream primary schools and provide special programmes to children with severe disabilities

National policy for special education has been formulated in 1996. The overall goal, as stated in the policy, is to provide education for the disabled persons in accordance with the national goal of integrating them in the mainstream society. The policy has recognized the basic primary education of the disabled as an integral part of the 'Education For All' policy declaration. The decision of the government to implement the national special education programme as an integral part of the BPEP of MOE indicates the government's commitment and its objective to provide equal educational opportunity to children with disability. It has also stated that the disabled children will be provided integrated primary and secondary education, free of charge and that educational materials and scholarships will be provided to needy students who have talent and interest to pursue higher education. The BPEP Master Plan for 1991-2001 (July 1991) and the ten year NPACD of 1991 were instrumental in focusing attention on the development in five more districts besides the existing programmes in 18 districts of the country and will eventually include all primary schools in the country.

Overview of BPEP Master Plan Phase I (1991-96)

The master plan has traced the history of special education in Nepal, analyzed the quantitative and qualitative growth, and pointed out the following shortcomings:

1. Lack of commitment on the part of government.
2. Educational facilities confined to the four types of disability, i.e. blindness, deafness, physical disability, and mental retardation.
3. Lack of financial and human resources.
4. Lack of physical facilities and resources in the special education committee at the FOE.
5. Theoretical curricula and lack of instructional materials.
6. Absence of early intervention and stimulation.
7. Lack of scientific survey of disabled persons.
8. Lack of institutionalized research.

Issues/Problems

Policy Issues

1. The Special Education Council (SEC) has formulated national policy of special education but the implementation guidelines for the policy has not been worked out. The policy papers are yet to be disseminated widely.
2. The national special education policy states that all children with disability should receive free education in integrated setting. In principle, primary education is free for all children. But the schools charge a lump sum fee at the time of admission, and parents have to provide books, exercise books and other stationery. Special schools/units run by the NGOs are charging fees too. Will guardians of the underprivileged children, children at risk and the disabled children be able to pay such fees?
3. It has been proposed that inclusive schooling concept be developed and the target group for special needs education be expanded. Can we create classes so that they can accommodate a broad range of differences? How do we manifest inclusion of all students in the regular class?
4. The special educational needs of the children with disabilities are, to some extent, being met in BPEP. But children experiencing difficulties in classroom learning from other causes than disabilities and those who could not afford schooling for various reasons pose a challenge to the goal of universal basic and primary education. These underprivileged and 'at risk' children also are in need of special education as most of the children who drop out from school or repeat classes belong to these groups. A few fragmentary steps in the form of the NCO, SOS village and UCEP has been made to provide formal education to the underprivileged groups, but a large majority are provided only some out-of-school programmes. These programmes have been unable to reach all the needy children as shown by the figures of out-of-school children and the drop out and repetition rates in primary education.
5. The government has not made budget allocation for services like family counseling, parent education, home visits and community based rehabilitation. These services are interwoven with the success of formal education and training of the children with disability but those with authority have yet to realize this. Similarly, vocational training and non formal education for disabled adults, have suffered due to lack of resources and lack of coordination between the SEU and NFE sector.

Issues on Implementation

6. Can special education divert from reform itself without a concomitant commitment on the part of regular education reform?
7. The primary education system is based on time relevance and has been lacking efficiency. Do the regular school teachers have the instructional skills to teach both mildly and moderately handicapped and the non disabled students?

Would not the mildly and moderately disabled students take too much time and effort away from regular pupils?

8. If students in special education are to be served in regular education, how willing is regular education to change?
9. How to make the special needs children learn at their pace and also to pass the examinations like the other normal children in the class - graded schools? What special arrangements are made/should be made for blind, and/or deaf students for being evaluated?
10. Are the RPs well qualified and adequately trained to handle all types of teacher training, recurrent teacher training, teacher support and supervision, delivery of educational services and teacher and curriculum improvement. Most of the RPs are serving on temporary basis. Can commitment and professionalism, two essential ingredients in special education, be expected from staff who have not job security?
11. Expansion of special education programme has taken place since its implementation through the school cluster and resource centres of BPEP. But most of the children receiving education are mildly disabled. Facility are confined to the visually, physically, mentally handicapped and hearing impaired children. Children with severe handicaps, behaviour disorder, autism, emotional disturbance, and multiple handicaps are not addressed in the ordinary schools or resource centres or in the special schools or units run by the NGOs. Only a few of these people are served through the CBR programmes. As pointed out by the master plan phase I, sheltered workshops and vocational rehabilitation programme are very few even at present.
12. Early intervention and stimulation programmes for young children with special needs is still a neglected area. Early intervention and management are keys to the correct rehabilitation and integration of the children with disability and children at risk. But such programmes are unavailable and unaffordable for the disadvantaged population who are in real need of these. The existing nurseries and pre-primary schools for normal children too are mostly located in urban areas and are highly expensive. Some screening and assessment tools for identification of the children have been developed, but wide spread use of these tools is still to be made. Trained persons power in this field is scarce.
13. Preparation for the setting up of the institute of special education and rehabilitation science, as mentioned in the special education programme action plan of NPC (1991), has not materialized yet. The absence of the Institute of special education is strongly felt in bringing about coordination among the works of different agencies and prepare programmes for all levels of education of the disabled as well as preparation of person power for the same.
14. Coordination among different sectors of government, such as health, education, social welfare, and finance is absent. This has rendered the services

provided to the disabled and disadvantaged population to a fragmentary nature. The NEC (1992) has recommended inclusion of disability related components in the general school curriculum, but this is lacking in the BPEP training programme and textbooks. Clear description of the roles and responsibilities of SEC, SEU, DEO, and RC are missing. In the same way, programmes and activities of the government offices and the NGOs lack coordination, specially in the local level.

15. NPC (1991) had recommended special incentives and recognition for the special education teachers, so that capable and qualified persons would be attracted to this area. But most of the teachers, specially working in the schools/units run by the NGOs, do not receive the benefits enjoyed by regular teachers. There is a wide discrepancy in the salaries of teachers in the government and non government schools
16. Educational materials, a variety of them in large numbers, it yet to b produced and developed. Supplementary books for the students, large number of textbooks in Braille, large print books for children with low vision, simplified versions of textbooks for children with mental retardation are lacking. Teachers and teacher educators have no access to magazines, current textbooks and journals of special education. Lack of a proper channel for information dissemination and communication has stood on the way of cooperative efforts of professionals from various fields, which is very essential in the field of special education.
17. Clarification of the responsibility of DEOs, PCs and RPs for implementation and administration of special education has not been made yet. The RPs have been made responsible for supervision, but they are busy with other works like pre service training, as well as recurrent training. So, the question of who is to provide day to day monitoring and supervision for the NSEP as well as for the government funded special education programme of the NGOs has remained an issue.
18. Individualized education programme, a key factor in special education, stressed in the master plan phase I has not been implemented so far. The over crowded regular classes, teachers lacking in both equipment and motivation are not conducive to individualized instruction.

Issues in Research

19. Evaluative study of the relevance and efficiency of the existing curricula and teaching strategies for the disabled students has yet to be done. Similarly, no follow-up study to find out the efficiency of the teacher training provided by the SEIC of FOE and other NGOs have been done. Evaluation of the teacher training programmes of SEU is also needed.
20. Institutionalization of research studies has been ignored in the existing special education programme. Objective on-going evaluation of the quality and efficiency of the services help to improve the existing services. Similarly,

studies in parents', teachers' and the students' perceptions about suggested/upcoming changes in programme help to find out whether the new trend or change is acceptable to the target group or not. Most of the time, programmes are developed more in response to the availability of funding from donors or to some international events such as the IYDP year, United National decade of Disabled Persons or Asia Pacific Decade of Disabled Person, than on research findings of their effectiveness. Research in strategies for greater flexibility in school structure and curricula is badly needed.

Issues in Teacher Training

21. Shortage of qualified and trained teachers and teacher educators in various areas of disability such as learning disabilities, emotional disturbance, speech and language disorders and multiple disabilities still exists in the country. Teachers with training in multi category areas and para professionals like physiotherapists, speech therapists and occupational therapists are badly needed for quality education of the disabled.
22. The existing department of special education at the FOE, which was established as SEIC to train different levels of person power in special education, has remained without any training programme since 1991. It has been facing all sorts of constraints such as non creation of posts for the SEIC, lack of budget allocation, shortage of physical facilities and educational materials from the very beginning. Though SEIC has been upgraded to a Department, the upgrading and updating of the training of the teacher educators have been neglected. On the one hand, the MOE is training special education teachers and teacher trainers in a large scale, and on the other hand, the expertise of senior teacher educators with degrees in special education are not being properly utilized.
23. Lack of sustainability in programmes is a major problem. Many programmes have been found to be started and have been expanded to some length, and then either shrunk or discontinued. The welfare associations for the disabled and orphanages managed by the children's organization, and primary schools in remote areas used to be provided nutritious food in the form of tiffin prepared in the schools, under the World Food Programme. It was aimed to increased student enrollment and retention and also to bring about improvement in the health and nutritional status of children. But this programme has shrunk since the last eighteen months - the schools run by the welfare associations do not receive the supply of wheat and Soya blend, sugar, skimmed milk and butter to prepare tiffin.

Issues in Management

24. The SEU is incorporated in the BPEP, which take care of the primary level of education. Who is to look after the secondary level and higher education of the special education needs children? Moreover, BPEP is only a project depending mostly on donor assistance. What will be the future of the special needs children, placed in regular classes if when the supports, are withdrawn?

Activity Options

There are some options related to policy, programme, and implementation and in other areas in order to make special education programme effectively for the years to come. The following is the categorical description of the activity options.

a. Structure/Operation Scale

- Option A: Continue with the existing structure and operation strategy.
- Option B: Establish a directorate of special needs education under the MOE to look after all levels and aspects of education/training of the children and young people with special educational needs.
- Option C: Expand and upgrade the present SEU and create sub units for pre primary, primary, secondary, vocational and nonformal education.

Option B is the preferred choice. The SEU is operating under BPEP which is mainly concerned with the primary level education. A structure is needed to cater for all levels and aspects of education and vocational training for the people with special educational needs.

b. Approach

- Option A: Emphasize integrated education ordinary schools.
- Option B: Provide segregated education with residential facilities.
- Option C: Adopt the CBR approach to complement school education.

The choice goes for options A and C. Integration related to basic notions of equality and justice. It is also less expensive than residential segregated education. CBR as an outreach programme to help disabled persons within their own communities has been found to be effective in responding to local needs (O' Toole, 1991:19).

c. Education programme

- Option A: Integrate children with mild to moderate special educational needs into regular classrooms.
- Option B: Provide education for children with special needs in resource classes established in ordinary schools.
- Option C: Educate children with severe/multiple handicaps in their homes through home-visits and CBR services.
- Option D: Provide special schools for a few children with severe/multiple learning difficulties.

Pupils with special educational needs are a very diverse group, so their educational requirements are also varied. Therefore, there should be a range of special needs educational provisions. Though the preferred options are A and B, options C and D should also be considered while dealing with special cases.

d. Terminology and the target group

- Option A: Continue to confine the provision of special education to the four groups of persons with disability.
- Option B: Include children with all types of disability, underprivileged "at risk" children, and children with situational learning difficulties in the provision of "special needs education".

Option 'B' is the preferred choice. The term special needs education encompasses a broader group of population than the previously used term special education. Those who require special needs education are grouped as "children with special educational needs", to achieve UPE, the inclusion of the children with special needs is essential.

e. Focus of educational services

- Option A: Educational programming is focused on the academic and basic skill needs of children
- Option B: Educational programming is focused on imparting vocational training to the children
- Option C: Educational programming is focused towards the whole child and its development not just towards cognitive achievement.

Option C is preferred because education should try to develop the whole personality of the child.

f. Training of special needs education personnel

- Option A: Mobilize the existing institution with necessary internal/external assistance. Entrust the credit-oriented academic training and research to it.
- Option B: Continue the practice of training teachers by the SEU at the central level and by the RPs and RTs at the cluster level. Entrust all the forthcoming training to the SEU and RTs.
- Option C: Update training of the teacher-educators of special education department. Entrust the degree/credit oriented training of teachers and research in special needs education to them. Utilize expertise for teacher-training of the SEU. Entrust short-term training to the SEU/RCs.

Option C is preferred. This will reactivate the DSE at the FOE and free the SEU for implementing special needs education programme to additional districts.

g. Evaluation and Promotion

- Option A: Formal, written examination taken half-yearly or yearly to promote from one grade to another.

Option B: Automatic promotion from I to II.

Option C: Functional and performance based assessment procedures incorporated in the educational process. Comprehensive and continuous evaluation.

Option C is preferred as a choice. This assessment procedure will keep pupils and teachers informed of the learning mastery attained. It will also help to identify difficulties in the teaching-learning process as well as pinpointing areas that need improvement.

h. Teacher Preparation

Option A: Teachers will be prepared to teach specific areas of disability such as blindness, deafness and mental retardation etc.

Option B: Teachers will be trained as 'genetic teachers'. Preparation will emphasize curricular and instructional adaptation that will accommodate children's differences, including such practices as communication skills, cooperative learning, and social skills training.

We prefer option B as it will help teachers to create "inclusive" learning environment for the students.

i. Research

Option A: Establish a national centre of research on special needs education.

Option B: Encourage small scale action-research and built-in mini research by the teachers in collaboration with parents, students, and professionals.

Option C: Encourage the DSE of FOE to conduct research.

Both options B and C are preferable because these options are more practical and less expensive in comparison with the option A.

j. Policy Options

Option A: Concentrate on the basic and primary education provided in the schools.

Option B: Provide support from the early years of life and continue through post school years.

Option B is preferred, specially in the case of severely disabled children. Home visiting programmes should provide support and encouragement to the family as well as

suggest/teach general or special activities which may help the baby's development. Otherwise, the baby may be dependent on others for his/her whole life, lacking self-help mobility and communication skills. Similarly, when the child grows up, s/he should be helped to make an effective transition from school to adult working life.

Recommendations

On the basis of the above problems, issues, and activity options the following are the recommendations

Policy Recommendations

1. Though a national policy for special education has been formulated, guidelines for implementation have not yet been developed. A seminar involving all concerned people should be called to receive inputs for developing the implementation strategies. To make this happen, it is to be seen that all concerned agencies/organizations receive a copy of the policy statement beforehand.
2. Provision for early childhood education for the children at risk and children with disabilities should be given top priority in the special education programme. This programme should be directed towards all types of disadvantaged groups, evolved with the active participation of the community and accompanied by education and orientation of family members. It should be geared to meet the integrated health, nutrition and socio-psychological needs of the children.
3. The programmes of the existing NGOs for the disabled and the under privileged children should be consolidated. The NGOs should be encouraged in sharing responsibilities in awareness campaign, vocational training, community based rehabilitation, and advocacy for the disabled and underprivileged. Adequate funding, proper monitoring and supervision should be introduced/continued for these programmes. The representatives of the NGOs should be included in the monitoring and evaluation team at the district and local levels.
4. The existing programmes of the SEU should be consolidated and awareness campaign should be expanded nationwide to increase the enrollment of children with disability. Ordinary schools should be made more accessible and prepared for being "inclusive schools" by improving the physical facilities, removing physical barriers, ensuring better pupil-teacher ratio, providing extra resources (both human and financial) and providing training to more and more teachers. Administrative support at all levels should also be provided. In order to do so, more interaction, coordination, and understanding should be developed between the SEC, SEU, BPEP, and MOE as a whole.
5. Special incentives and recognition, not to mention the equal benefits as other professionals, should be provided to the persons working with the special needs children.

Recommendations for Implementation

6. The existing department of special education at the FOE should be reactivated by equipping it with the necessary physical facilities, financial resources, educational materials, and administrative support. The teacher educators belonging to that department should be provided refresher training in developing innovative models of inclusive education. These teacher educators have degrees in special education and long experience in teacher training. With upgraded and updated training, they can carry out continuous consulting function and offer guidance and support in difficult training situations as well. Steps should be taken to strengthen and develop the capacity of the department so that higher level of teacher training and research can be effectively carried out in the field of special education.
7. Child-centered education should be emphasized in the regular education system through curricular flexibility, adaptation of the educational environment, outcome based evaluation system, and individualized instruction. If schools are to be made 'inclusive' or 'school for all', then the change process should look at the overall philosophy of education. Special education being just a part of the whole educational system, we can not create changes by changing only this portion. An inclusive organizational structure should be created in the educational system as a whole.
8. A proper channel for information dissemination and communication should be established so that the involved agencies/people know about the ongoing activities and a concerted, coordinated effort from various disciplines and agencies is made towards effective schooling and rehabilitation of the people with disabilities. Publishing and distribution of newsletters, radio and television announcements meetings are some of the strategies for this.
9. There is an acute shortage of personnel to work for the multiply handicapped children. These children need the utmost help, education and training to function independently. Personnel training in this field should start with a non categorical curricula, emphasizing skills of dialogue, team building and review. Proper diagnosis and assessment is vital to set priorities in the rehabilitation process for multiply handicapped children. Smooth and successful rehabilitation depends on the better understanding of this complex problem.
10. A well-equipped special education library with access to the internet is a must if the professionals and paraprofessionals working in this field are to be kept informed about the recent developments and innovations. Journals and magazines on special education should be made available and related people should be encouraged to join internet discussion groups in this field. The publications of the SEU should be made available to all concerned and interested people.

11. Increased coordination between educational authorities and those responsible for the health, social services, and finance sector is recommended, as special education is a multi-dimensional activity needing the involvement of administrators, professionals, parents, and the whole community.
12. Setting up of a Directorate of Special Needs Education is recommended to act as the Secretariat of the SEC, it will manage all the levels of special needs education while SEU, under BPEP will look after the primary level specifically.
13. Involve the parents and community in developing programmes for the special needs children. This type of participatory approach helps to generate parent's interest and support.

Recommendations for Research and Training

14. The IYDP sample survey of disabled persons provided the basis for planning programmes for disabled persons for more than a decade. Now, the SEU has been conducting disability survey in various districts since 1993. The data obtained from the survey should be utilized for early intervention and programme assignment for the 'at risk' and disabled children. Assessment and resource centres should be established to provide accurate assessment for children with learning difficulties. The centres should develop surveying and assessment tools on the basis of which, appropriate educational plans should be developed for each special needs child.
15. A system for carrying out research, evaluation studies and follow up in special education should be established. Action research on the problems/strategies of including the 'at risk' and all under privileged children should be given priority.
16. Teachers play the most important role in the successful integration of children with disability into the mainstream. The existing short term training for teachers should be upgraded and updated periodically. This applies for the teacher educators working at the special education department of the FOE as well. The whole system should keep pace with the recent changes and innovations taking place around the world. Diversified curricula for the teachers, parents, and CBR workers should be developed. The curricula should be inclusive in a manner to encompass not only the various areas of disabilities, but also the strategies to deal with the existing inequalities of educational opportunity for a large segment of the society such as the under privileged out of school children. Values such as cooperation, sharing of responsibilities and resources, and inclusion of all, irrespective of caste, class and ethnicity should find a place in the curricula of teacher training.
17. The preventive aspect of disability and learning difficulties should be stressed in the special education programme. Improved nutrition and health, parental education, women's education and positive discrimination for women by involving them in policy and decision making, appointment of female teachers

are all strongly recommended. Positive discrimination policy should be adapted towards disabled and underprivileged girls/women as they doubly disadvantaged. Preference in admission, provision of appliances like hearing aids, corrective glasses, wheel chair, prosthetics should be given to disabled girls.

Recommendation for Curriculum, Monitoring, and Supervision

18. Special education courses should be introduced in the general education curriculum of all levels of teacher training. This way, the teachers of the regular schools will be able to teach the students who have mild to moderate degrees of learning difficulties. Vocational education and non formal education should also have a component on special education.
19. A built in system to monitor the progress of the special needs children in school should be developed. The teachers, the non-disabled peers, and the related service providers (physio-therapists, speech therapists, mobility trainers etc.) should be mobilized by the school administration to help the special needs children overcome their difficulties and to monitor their progress. Child to child programmes are also effective for this purpose.
20. A full time coordinator/supervisor is recommended to monitor the training and teaching at the district level. Schools managed by welfare associations lack supervision. Representatives of these associations should therefore be included in the district education committee. Besides, the representatives of the disabled should also be included in the district and local education committees.

Reflection/Future Direction

1. Coordination among various BPEP components will same resources For example, village readiness programme, community awareness programme can incorporate special education orientation. Similarly, nonformal education for disabled persons can be incorporated in the NFE sector; early childhood programme for the children with special needs can be incorporated in the early childhood programmes of BPEP.
2. Some districts haven't been sending their achievement report (Kaski, Udayapur, Dang, Mustang, Rukum). Reasons for non reporting should be investigated and corrective measures should be taken.
3. All levels of curriculum should have a component on awareness about disability and problems faced by the disabled people. Emphasis should be given to the potentials of the people with disability.
4. Providing education to children with special educations needs is expensive and requires much effort. The integration of the handicapped students involves considerable changes within and outside schools. Screening, assessment, developing individual education programme for each pupil and constant monitoring and remedial programmes are needed to make it effective. Prevention and early intervention will prove to be more definite and cost effective in minimizing the disability rate in the long run. Therefore, these aspects of special education should be given priority.

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Tables

Table 1.1
Estimates of Disability

| AGENCY | RATIO |
|---------------|-----------------|
| CBS | 1.50 per 1000 |
| IYDP | 30.00 per 1000 |
| WHO | 100.00 per 1000 |

Table 1.2
Distribution of Schools for the disabled by Category and Region 1980

| Region/Category | School for the Blind | School for the Deaf | School for the Physically Disabled | School for the Mentally Retarded | Total |
|--------------------------------|-----------------------------|----------------------------|---|---|--------------|
| Eastern Dev. Region (EDR) | 1 | - | - | - | 1 |
| Centre Dev. Region (CDR) | 1 | 1 | 1 | 1 | 4 |
| Western Dev. Region (WDR) | - | 1 | - | 1 | 2 |
| Mid Western Dev. Region (MWDR) | - | - | - | - | - |
| Far Western Dev. Region (FWDR) | - | - | - | - | - |
| Total | 2 | 2 | 1 | 2 | 7 |

Source: Disability Survey

Table 1.2.1
Increased Number of Programme Beneficiaries

| Year | Total | Blind | Deaf | Physically Disabled | Mentally Retarded |
|-------------|--------------|--------------|-------------|----------------------------|--------------------------|
| 1991 | 848 | 173 | 225 | 99 | 351 |
| 1996 | 1567 | 347 | 406 | 71 | 743 |

Sources: For 1991 - The BPEP Master Plan (1991-1996)
For 1996 - NAWB, SEC, AWMR

Table 1.3
Distribution of Units for Special Education
By Category and Region 1991

| Region/Category | School for the Blind | School for the Deaf | School for the Physically Disabled | School for the Mentally Retarded | Total |
|---|---------------------------------|--------------------------------|---|---|--------------|
| Eastern Dev. Region (EDR) | 2 | 1 | 1 | 1 | 5 |
| Centre Dev. Region (CDR) | 10 | 1 | 1 | 10 | 22 |
| Western Dev. Region (WDR) | 3 | 1 | 1 | 2 | 7 |
| Mid Western Dev. Region (MWDR) | 2 | 1 | - | - | 3 |
| Far Western Dev. Region (FWDR) | 2 | - | 1 | - | 2 |
| Total | 18 | 4 | 4 | 13 | 39 |

Source: SEC, NAWB, AWMR

Table 1.4
**Distribution of Units for the Disabled by Category and Region 1996 (Managed by
NGOs)**

| Region/Category | School for the Blind | School for the Deaf | School for the Physically Disabled | School for the Mentally Retarded | Total |
|-----------------------------------|---------------------------------|--------------------------------|---|---|--------------|
| Eastern Dev. Region (EDR) | 5 | 2 | 1 | 1 | 9 |
| Centre Dev. Region (CDR) | 13 | 1 | 2 | 14 | 30 |
| Western Dev. Region (WDR) | 4 | 2 | - | 6 | 12 |
| Mid Western Dev. Region (MWDR) | 2 | 1 | - | 1 | 4 |
| Far Western Dev. Region (FWDR) | 2 | - | 1 | - | 3 |
| Total | 26 | 6 | 4 | 22 | 58 |

Source: SEC, NAWB, AWMR

Table 1.5
Budget for SEC over the years (Source - SEU)

| Fiscal Year | Budget for Special Education Council |
|--------------------|---|
| 1993-1994 | 50,09,000 |
| 1994-1995 | 1,23,22,250 |
| 1995-1996 | 1,98,08,000 |
| 1996-1997 | 3,06,65,000 |

Table 1.6
Implementation of NSEP over the years

1993-94

- | | | |
|------------|---------------|------------|
| 1. Jhapa | 2. Dhankuta | 3. Tanahun |
| 4. Kaski | 5. Dang | 6. Surkhet |
| 7. Mustang | 8. Dadeldhura | |

1994-95

- | | | |
|-------------|-------------|----------------|
| 9. Udayapur | 10. Sarlahi | 11. Kapilvastu |
| 12. Kalikot | 13. Doti | |

1995-96

- | | | |
|-------------|----------------|-------------|
| 14. Chitwan | 15. Kanchanpur | 16. Sunsari |
| 17. Rukum | 18. Bajhang | |

1996-97

- | | | |
|-----------------|--------------|-------------|
| 19. Morang | 20. Illam | 21. Nuwakot |
| 22. Nawalparasi | 23. Rautahat | |

Table 1.7
Description of Primary Teachers for Integrated Education of the Blind

| Training Agency | Year | Teachers | | |
|-----------------|----------------|-----------|-----------|-----------|
| | | Male | Female | Total |
| FOE | 1985-86 | 7 | 2 | 9 |
| | 1986-97 | 6 | 3 | 9 |
| | 1987-88 | 4 | 2 | 6 |
| | 1988-89 | 9 | 1 | 10 |
| | 1989-90 | 3 | 4 | 7 |
| Total | 5 years | 29 | 12 | 41 |

Source: SEIC of FOE 1992

Table 1.8
Description of teachers trained for teaching the deaf students

| Training Agency | Year | Number of Teachers Trained |
|---------------------|------|----------------------------|
| FOE and WSHI | 1981 | 7 |
| | 1987 | 12 |
| | 1989 | 9 |
| | 1991 | 7 |
| | 1995 | 5 |
| | 1996 | 6 |
| Total | | 46 |

Source: SEIC of FOE and School for the Deaf, Naxal.

Table 1.9
Training of Teachers for the Mentally Retarded over the years

| LEVEL | AREA | YEAR | TOTAL NO. OF TEACHERS TRAINED |
|-------|---|-----------|-------------------------------|
| I | Introduction to mental retardation | 1984-1995 | 357 |
| IIA | Implementing Strategies for School Curriculum | 1988-1995 | 295 |
| IIB | Implementation Strategies for Home based curriculum | 1987-1990 | 18 |
| III | Specific Teaching Techniques | 1984-1990 | 31 |
| IV | Training of trainers | 1990- | 7 |

Source: SEIC and AWMR

EARLY CHILDHOOD DEVELOPMENT/EDUCATION

Context

The first formal school for early childhood education was established in 1948 in the form of Montessori School in Kathmandu. This school was operated for several years as single model unit 1968 when it was amalgamated with the Laboratory school (Kirtipur). After few years, Laboratory School (Government School) removed the Montessori section from the school, thus ending the first chapter of the early childhood education from the government regular programme.

Immediately after the Royal takeover in 1960 an education commission known as "All-round National Education Committee" (ARNEC) was appointed to present educational reform programmes. This committee was the first education commission which indicated the importance of early childhood education. It stated "As most of the parents and guardians, specially of out country are unacquainted with and ignorant of the fundamental principles of educational process, and as there is the impression that the primary education should be started only after the children complete five years, it is necessary that the government and the people should arrange all possible activities for the early primary education (ARNCE, 1960, p.2). Except the establishment of pre-primary classes in Balmandirs, the ARNEC recommendation was almost ignored for decades.

The establishment of pre-primary childhood education in the Bal Mandirs under al Sangathan (Children's Organization) is the second type of government initiative to establish facilities for pre-primary and or early child-care programme. It made some progress when His Majesty the Queen mother patronized the programme. Later, Children's Organization or Panchayati style could not provide the required leadership and the vision to operate the Balmandir-located early-childhood education. They exist even today in Balmandirs to tell the failure-story of early-childhood education in the country.

The Concept

HMG/N has provided an official definition of pre-primary education in the Education Act, 2028 BS., Education Regulation 2049 B.S. which states. "By pre-primary education, one should understand the school which provides education for children who have completed three years and have not completed five years, (age group of 3+ and 4+). (Education Regulation 2049 S, p.2). The National Education Commission, stated the following on the pre-primary education : (NEC, 1992, p.177)

- Provision of a one-year pre-primary education should be encouraged in view of the need and demand of the country
- The four-year-old should be regarded as fit for admission to the pre-primary level. A clear line of distinction should be drawn between a pre-primary school and a child care centre.
- Pre-primary education should be viewed as a prelude to class I of the primary education.
- A reasonable amount of fees should be charged to quip pre-primary schools.....

HMG/N and the report of the commissions of education in Nepal adopted a relatively narrow concept of early childhood education. A study report on pre-school education published by CERID has examined the prevalent concept of early childhood education and stated:

- The most prevalent view about pre-school education as reflected in the newly established pre-primary schools is that pre-school education is a downward extension of primary education. Another emerging concept about pre-school programme, as evident in the recently started child care centres under rural development projects, is the custodial function of pre-school education combined with the delivery of most essential service for child survival. Both these concepts are too narrow to fulfill the real purpose of pre-school education. Even the most recent endeavour of BPEP is questionable as regards its adequacy of coverage pertaining to the whole child development (CERID, pre-school Education, 1997 p.5).

There exists a sort of confusion between the concept of early childhood care and education (ECCE) and early childhood education. There are experts who prefer the "Early Childhood Development" to embrace the concept of education and care to be provided for the children before they enter the formal primary education. The BPEP, Master Plan (1991) has attempted to clarify the confusion by making the following statement:

- A distinction is to be made between the concept Early Child Care and Education (ECCE) and the concept Early Childhood Education (ECE). ECCE is a much broader concept than ECE. An ECCE programme takes care of the total development needs of the child—custodial care, nutrition intervention, socialization, learning and personality development. It treats the child in a holistic way. In contrast, ECE programme focuses on the cognitive aspects and is less concerned with other aspects. Most ECE programmes are simply the "feeder" system for primary education. (BPEP Master Plan, 1991, p.370).

There is a vast reservoir of information on the importance of early childhood care and education. The experts on education, sociology, and health agree that adequate provision should be made to provide early childhood care and education. The BPEP Master Plan 1991 has provided a brief summary of the use of Early Childhood Care and Education. Some important statements are quoted here again for ready reference. For attaining universal primary education (UPE), an effective ECCE programme is critically important as highlighted in the International Conference 42nd session, Geneva (1990, p.32).

- The complete eradication of illiteracy calls for the universal provision of high quality primary education. When promoting primary education, links should be made with learning in the family from a very early age with pre-school education, so that all children have the possibility of attaining a satisfactory level of achievement.

The Status

The Basic and Primary Education Master Plan, 1991 has made a comprehensive presentation of the status of ECCE/ECE in 1991. The status has remained almost constant. The reasons to account for the static state are numerous. One, the government policy on ECCE/ECE has not changed. The Eighth Plan (1992-97) also repeated what the Seventh Plan had stated. The Seventh Plan had included the government policy on the child for the first time. It had included the general statement as follow: (Seventh Plan, 1985, p.287-298).

- Develop the children physically, mentally and intellectually.
- Develop the sentiments of children attached to the recognition of value base on Nepalese Culture and heritage.
- Make necessary arrangements for protecting the interest and rights of the child.

Some specific policies are:

- Expand medical service for children
- Promotion of free primary education
- Opening of Day-care centres for working mothers
- Child legislation to safeguard the welfare and security of children
- Encourage NGOs to execute child welfare programme

The Seventh Plan did not specifically mention the Early Childhood Care and Education and the Eighth Plan did the same. It has repeated the rhetoric on child development and mentioned measures that are related to medical care and nutrition. Unlike the Seventh Plan, the Eighth Plan made the following statement on ECE (Eighth Plan, 1992 p.715).

With the participation of the private sector, non-government institution and local units, child-care centres and pre-primary schools will be established for children in the age groups 0-5.

The Eighth Plan (1992-1997) did not indicate the commitment on the part of the government to initiate ECE in the public sector. Commensurate with the policy, the Education Regulations, 1992, included the provision to approve the establishment of pre-primary schools by the District Education Officer in the case of a request by individuals is registered with the recommendation of the concerned Village Development Committee or Municipality.

Within the existing policy framework of the government, various types of ECCE/ECD institutions are in operation in the country. The BPEP Master Plan (1991) had put such institutions into four categories:

- Institutions established by philanthropic organizations
- Institutions supported by the development projects
- Institutions operated by private schools
- Provision of early childhood education in public school at their own initiative.

Because of the very nature of the ownership of such ECCE/ECE institutions, the authentic data of such institutions are not available. The MOE statistics section has not yet included the data on ECE schools in Education Statistics Reports and the District Education Offices have been found unable to keep track of such schools because quite a large number of such schools never apply for approval from the Education Office.

Some data have been collected in the course of a study conducted by S. R Lohani on the cost-effectiveness of Early Childhood Education and Care (ECEC) in Nepal. The following data are extracts from that study (Lohani, 1996, p.7).

| Agencies | Districts | Home based centre | Child Care Centres | | | | Pre-primary |
|--------------------|-----------|-------------------|--------------------|--------|------------|---------|--------------|
| | | | Children | Centre | Children | Schools | Children |
| UNICEF funded BPEP | 29 | - | - | - | - | 512 | 20480 |
| PCRW | 40 | 22 | - | 95 | 2375 | - | - |
| SFDP | 29 | - | - | 32 | 660 | - | - |
| UBS | 6 | - | - | 14 | 280 | - | - |
| INGOs | - | - | - | - | - | - | - |
| Redd Barna | 1 | 47 | 3000 | 5 | 120 | - | - |
| Plan | - | - | - | 40 | 1000 | - | - |
| SCF (US) | - | - | - | - | - | - | - |
| NGOs | - | - | - | - | - | - | - |
| Setogurans | 1 | - | - | 1 | 25 | - | - |
| NCO | 75 | - | - | - | - | 78 | 3900 |
| SOS | 5 | - | - | - | - | 5 | 274 |
| Others | - | - | - | - | - | - | - |
| Orphanage | 4 | - | - | - | - | 4 | 120 |
| CERID | 1 | - | - | - | - | - | - |
| Private Schools | - | - | - | - | - | - | 50000 |
| Total | | | | | 187 | | 74774 |

Source: Compiled from different sources

Two major causes prompted people/projects to establish ECE centers: (i) to release mothers for income generating activities (ii) to prepare children for primary education and to reduce under-age children in Grade I. Except the primary-school-based ECE classes, all other ECE/CCC are community - based. The local community is heavily involved in the community-based CCC operation.

BPEP and Early Childhood Education: The Staff Appraisal Report of Basic and Primary Project has included Early Childhood Education as one of the components for assistance, the document has the following statement: (World Bank, 1992, p18).

IDA would finance for building space for the administration personnel who would oversee the programme that would be developed by MOEC and donors.

UNICEF would provide financing of \$5.1 million for a five year period for the entire programme including early childhood education.

The PCTDU has been made responsible to develop programmes and implement the ECE programme. Accordingly, the PCTDU has implemented some programmes. Some of these programmes are follows:

- About 900 Shishu Kachhya (pre-primary classes) have been established in 20 districts providing the ECE facilities for about 25,000 children.
- Pre-primary curriculum has been developed and training was conducted on the use of the curriculum

The annual BPEP programme has included the following budget for ECE for the year 1996/97 (BPEP Annual Plan of Action, 1996, p.59).

| Item | Amount |
|-----------------------------|---------------------|
| 1. Advocacy/communication | 900,000.00 |
| 2. Material development | 100,000.00 |
| 3. Capacity building | 700,000.00 |
| 4. Monitoring and follow-up | 100,000.00 |
| Total | 2,700,000.00 |

The BPEP Shishu Kachhya (ECE) has been established in 36 project districts. The teachers and space for the ECE have to be provided by the community. BPEP/PCTDU holds the responsibility to provide training to teachers and provided instructional materials. A study on existing Shishu Kachhya has filed the following report: (Lohani, 1995, p9).

Shishu Classes established under BPEP are run in public primary schools which provided one room for the Shishu class. Most of the schools also have provided one of their primary teachers preferably female for the Shishu Class. Of the 70 Shishu Classes in 1993/94, 49 had teachers deputed from primary schools. In the remaining 21 classes the communities and the schools financed the expenses of teachers. In 1994/95 there were 512 Shishu Classes of which 222 were run by communities or volunteers teachers. The sources of financing community teachers have been student fees and community donation.

Almost all primary schools running Shishu Classes have considered the present system of financing as a temporary arrangement. For example, most of the primary schools which provided one of their teachers on deputation reported that they had shortage of teachers for primary grades. They have asked the government for additional quota of teachers for Shishu classes.

Status of ECCE/ECE Operated by Other Agencies: As stated earlier, there are ECCE/ECE institutions operated by various types of agencies. The CCCECE established by projects have the tendency to cease to operate when the projects stop financing. The NGO financed ECE's also share the same fate. They have not been able to take roots in the communities where such institutions were established. The pre-primary classes operated in the private schools show quite a different picture. Most of the private schools offer nursery, lower Kindergarten (KG.) upper KG as a

prelude to the first grade. They admit children of 3+ in nursery, 4+ in lower K.G and 5+ in upper K.G. The urban working parents admit their children both for custodial as well as education purposes and they are prepared to pay high fees for the so-called pre-primary education. These ECE's are increasing in number in the urban areas, and they have also made their appearance in suburban habitations. As most of these privately run ECE's do not employ trained people on early childhood education, these schools follow a curriculum mainly to prepare the children for primary education.

ECCE/ECE in the Socio-economic Context of the Country: There has been significant change in the socio-economic as well as demography of the country within the past few decades. These changes have direct relevance to the concern expressed on the needs of programmes for ECCE/ECE. One major change is the growing townships and cities mainly in the road heads in the hills and around the Mahendra Highway. Some cities like those in the Kathmandu Valley, the Pokhara Valley, the Dang Valley are expanding fast. But, most of the hills and mountains have remained almost unchanged in terms of their socio-economic activities. One factor, however, has commonly affected the life of the people throughout the country. The fast development of transport and communications is the factor which has demonstrated visible impact in the life of the Nepalese no matter whether they are leading a nomadic life in the receding forests or they are living in the metropolitan towns of the Kathmandu Valley. The expanding transport and communications system have exposed the miserable status of the children of the deprived areas where malnutrition, and high infant mortality are still the order of the day. When the government signed the declarations on the rights of child, the obligations to do something to ameliorate the pathetic situation of the children has led to the development of some programmes with children as target groups. In Nepal, there are international agencies like UNICEF which express their willingness to extend their assistance in the programmes which help improve the quality of life of the children. This is one major reason why some activities related to the ECCE/ECE have been implemented in the country.

Another visible socio-economic change is the growing size of the middle class in the country during the past decades. People belonging to this class place high premium on education, and they are normally not willing to wait upto 6+ age for their children to join the formal primary education. They wish an early-start of education for their wards and admit them in schools which offer early childhood education. Besides, the "MIDDLE CLASS" is composed of a large number of working parents for whom CCC or ECCE or ECE is a necessity for custodial services also. As a result, school attached early childhood education is expanding in the country.

Analysis

Existing Gap Between the Concept of ECCE/ECE/ECD and the Reality: The professional working in the area of early childhood development can notice the precise difference in the concept of ECCE, ECE and ECD. In fact, there are discernible differences. But, for a common man, these differences fetch no meaning. Roughly 60 percent of the Nepalese people fall below the poverty line. Nepal is one of few least developed countries in the world. In general, Nepalese people suffer from poverty, and the children are among those who suffer most from this poverty. Poor mothers suffer from poverty during the pregnancy and the degree of suffering

increases during the lactation period. In fact, poverty is the main cause of the high level of infant mortality in Nepal. Ignorance comes as the second reason for the death of children. The country has no resource to provide adequate nutrition for children in wider scale. Attempts made in a few pockets of habitations to provide ECCE/ECD programming are like the attempt to fill a bucket of water from the sea of problem. Because of the massive scale of the problems of early childhood development, the concept of ECCE/ECD has remained fairly limited to the level of theoretical discussion and pilot studies. The problem is of scarcity of resources in the country to do anything substantial in this regard. If the economic growth rate of the country remains as it is today, it will take decades, if not a century for the country to do anything substantial in this area.

ECCE Remains Outside the National Focus: So far ECCE/ECE has received only lip-service from the government. The commitment of the government has remained limited to the signing in the international declaration on the rights of the children, enacting laws to protect children from exploitation and launching vaccination programme for the immunization of children from certain diseases. The government has adequate information on the problems of malnutrition of children. No substantial programme has ever been launched to run nutrition programme for children, because pilot programmes have provided evidence that the children's nutrition programme can not succeed by keeping their mothers hungry. There have been some instances when some children of some places/schools were provided food by agencies like UNICEF, WHO, World Food Programme, INGOs etc. But, these were passing phases. Such programmes have never been institutionalized.

ECCE Remains a Secondary Agenda: Early Childhood Care and Education have remained a secondary agenda for all the agencies of the government which have some responsibility towards children. The Ministry of Education has continued to stay away from ECC. It has continued to stay that ECCE is the responsibility of the community. However, MOE has indicated some concern of ECE recently when it found that almost 30 percent of the Grade I students are underage children who should have been admitted in pre-primary classes. These children come to schools with their elder brothers or sisters and the schools admitted them to swell the school enrolment. Parents were pleased with schools for doing free custodial services. But this situation created serious problems in primary education. The problems of high dropout rate at Grade I, high repeaters rate at Grade I, high gross enrolment in the system, are the due to the admission of underage children in Grade I. MOE has initiated some programme mainly to keep these children from Grade I as a secondary step to improve the primary education system.

Other agencies have also treated ECCE as their secondary measures. SFDP has established Child Care Centre (CCC) to enable mothers to join some income generating activities. Family planning programmes initiated some measures to reduce infant mortality to achieve its target of reducing fertility rate. Health services have included some benefit measure for children to achieve their health target. Briefly speaking, ECCE has remained a secondary consideration for public sector programmes.

Dwindling Technical Human Resource: Research on ECCE in other countries has provided rich literature on the importance of early educational intervention. The literature on pedagogy includes quite a large variety of intervention methods that are appropriate for ECCE. But very little is available in Nepal for people who are involved in ECCE programmes. There has been no effort from the government to develop national expertise in this area. Some NGOs have taken initiative in this field. But the absence of technical support has hampered heavily on the production of good quality programme. The curriculum produced by CDC and PCTDU on ECCE can stand as evidence. These agencies have used the few experts who received their training decades back. The level of national expertise is relatively low in this area and the Nepalese experts have had no opportunity to renew and refresh their knowledge.

Limited Impact of ECCE Related Activities: There are quite a few institutions and individuals who have been consistently working in the area of ECCE/ECE. An Institution like *Seto Gurans* has made commendable efforts in the training and operation of ECE. CERID has undertaken a comprehensive research study on Pre-school Education for Better Nutrition (CERID, 1997). The general objective of the CERID study was to design and test a community based pre-school education programme. Following were some of its specific objectives:

- Assess the current status of the 3-5 year old children in the areas of physical development, motor development, and cognitive development.
- Assess parental concern for ECD
- Assess the potential of community involvement in ECD programme
- Development of community based pre-school programme.

CERID has completed that action research and has published the report. The findings of the study have been positive. Valuable materials have been produced in the process of this research. The agencies interested in ECCE can use the materials for the development of community-based ECCE. If past experiences are any guide, these reports may remain unutilized.

Problems and Issues

The BPEP Master Plan, 1991 has listed the following as the major problems and issues. (BPEP, 1990).

- a. Want of conceptual clarity.
- b. Want of internal consistency between programme parameters.
- c. Lack of complementary interventions.
- d. Want of direction in ECCE programmes.
- e. Irregularities in the programmes.
- f. Lack of institutional base for institutional development.
- g. Lack of institutional base for expertise development.
- h. Lack of research base.
- i. Want of programme outreach to the rural areas.

Those problems were listed by BPE, Master Plan, six years back. Almost all the problems and issues stand as relevant today as they were in 1991. No significant

change has taken place in the ECCE scenario because no significant programme was launched during the past five years.

The problem of Inaction: One major problem is the problem of inaction on the part of the government. Take one problem, for instance. The need of pre-primary classes has been substantiated by the research findings and school data. It is fairly agreed that the problem of thigh dropout rate, high repeaters rate and inaccurate data cannot be solved unless the provision of *Shishu Kachhya* (pre-primary) classes is made. Such centres can be attached to the schools. They can also be operated in separate facilities. It is because of the financial involvement which might have deterred the government from being involved in the ECE programme. In fact, finance is not the major problem. There are several ways to tap the financial resources for ECE. Procrastination in adopting a policy on ECE will rather aggravate the situation.

The problem of the Lack of Coordinated Effort: It has been established that the programme of ECCE/CCC/ECD needs a coordinated effort in which several ministries of the government and numerous international agencies, INGOs and NGOs should be involved. Interventions in the areas of health, nutrition, child care, family income, education can be involved through a joint effort. Some agencies have launched ECCE in isolated areas and they stop functioning without making any significant impact on the national level. So far, no agency has come forward to being a coordinated effort. Should the state of affairs be continued? Should any government agency take the lead in this area of human development?

Want of Proper Identification of the problem of ECD: The problem of ECCE, ECD, ECE has not been properly identified. CERID research has stated the high level of willingness on the part of the parents and community of support the ECCE/ECD programme. In face, the local communities are rich with the knowledge on the raising of the children which remains valid even today. The joint family system still exists in rural communities where other senior members of the family can actively shoulder the ECC functions. The instinct of love and affection of parents towards their children is an invaluable asset. Children are born and raised since the time immemorial in the homes and communities. The ECCE/CCC/ECD should be critically analyzed in this socio-economic context of Nepalese life which have not drastically changed in the remote and rural areas. The programmes on ECCE/ECD/ECE should be developed in the context of Nepalese socio-economic life of the rural people. If this aspect is considered in ECCE/ECD programming, the areas of intervention may be limited to providing information to the stakeholders and managing the programmes in coordinated ways.

Recommendations

Policy

1. A national committee on Early Child Care and Education should be formed under the chairmanship of the member (Education) of the National Planning Commission with the HMG/N Secretaries of MOE, Ministry of Local Development (MOLD), Ministry of Women's Development and Social Welfare (MWDSW), Ministry of Health, Ministry of Communication (MOC).

This committee should be responsible for formulating policies on ECCE/ECE/ECD and formulating programmes to operationalize the policies.

2. A Programme Implementation and Coordination Committee (PICC) should be formed with the secretary of the MOE as the chairman. The MLD, MOH, MWDSW should be represented in this committee by the joint secretary-level officials. Major donors of this sub-sector and some experts also can be co-opted as member of this committee. The PICC should be responsible to prepare coordinated annual plans of operation. It should also ensure the implementation of the action plan by all agencies responsible for action.
3. Following should be operational policy on ECCE/ECD/ECE:
 - The MOE should be responsible for the ECD/ECE for children of 4+ and 5+ age group. The MOE should seek the assistance of MOH, MWDSW, MLD and MOC in areas where their assistance would be required
 - The Ministry of Local Development should be responsible for the programmes relating of Early Childhood Care and Education. The MLD should seek the assistance of other concerned ministries to prepare and implement the ECCE programme.

Organization for Management

1. There should be three levels of management to implement the ECCE/ECE/ECD programme:
 - i) Central level
 - ii) District level
 - iii) VDC level

Tasks of the central level:

- i) Prepare coordinated annual programmes.
- ii) Prepare and implement central level training programmes.
- iii) Prepare and implement national level advocacy programmes.
- iv) Monitor and supervise the programmes at the district level.

Tasks of the district level management:

- i) Prepare district level coordinated plan and programme and make the plan and programme available to the programme Implementation and Coordination Committee.
- ii) Communicate with the VDC's on the operation of ECCE/ECD/ECE programme.
- iii) Conduct training programme for the teachers/facilitators of the ECCE/ECE/ECD.
- iv) Supervise the programme at VDC/school level.

Tasks of the VDC level:

- i) Mobilize human and financial resource to operate ECCE/ECD/ECE programme.

- ii) Operate ECCE/CCC/ECE/CED programme in all appropriate site/location in the VDC.
 - iii) Assist in the programmes to raise awareness on ECCE/ECD.
 - iv) Supervise the CCC/ECD/ECCE programmes.
2. A Pre-primary Education Unit should be established in the MOE.

Programme

1. Establish 10,000 ECE/pre-primary/Shishu Kachhya in 20,000 VDC's on the basis of the demand and willingness of the concerned VDCs.
2. Establish one ECCE centres as a model in all the VDCs of the country.
3. Train one education officer/supervisor of DEO officer at the central level to help him/her perform as a master trainer to train the RPs/supervisors who in turn should train the teachers/facilitators for ECCE/ECE//ECD. A cascade strategy of training should be followed.
4. Separate schedules/programmes/curriculum should be developed for ECCE/ECE/ECD at the central level, and the content, and methodology related to these materials should be disseminated to all the teachers/facilitators through RPs and other trainers.
5. Distance Education Programme should include programme to train facilitators and teachers for ECCE/ECE/CED. Interactive Radio programme should be initiated to convey the messages on ECC to the parents of rural and remote areas.
6. Two types of materials should to produced:
 - a. For the children
 - b. For parents adult on health, nutrition, child care and child raising.

These materials should be printed in enough quantity to be distributed widely

7. Adult literacy programmes, including women's literacy programme, should produce a series of post-literacy booklets on child, health, and nutrition. It should include information related to the role of mothers, fathers, on the physical and mental development of the child from 0 to 5 year of age.
8. The Child Study Centre established in the FOE/TU should be supported by providing financial resources to carry out research programmes and to furnish the centre with relevant books, periodicals and other electronic equipment.

Resource Allocation:

1. BPEP I has included Early Childhood Education as one of the area of the project activities, and commitment has been made to provide budget for the

activity. BPEP I has launched a small experiment. On the basis of the feedback of programme, the BPEP II phase should develop an expanded programme. There can be several sources to finance ECCE/ECE/ECD. The major ones are: BPEP II, UNICEF, DANIDA, HMG/N regular budget, VDC, DDC, INGOs and other national and international philanthropic organizations. There are some activities that need to be carried out immediately, and funding should be made available for these activities. Budget should be made available for the following activities:

- a) Honorarium for the teachers/facilitators of the Shishu Kachhya ECE classes on the cost-sharing basis, paying fifty percent by the government and fifty percent by the VDC/community.
- b) Salaries for the organizers of the ECCE programmes in the VDCs.
- c) Resources to provide training to all the facilitators of the ECCE/ECD/ECE
- d) Funds for the preparation of materials, pamphlets, booklets, charts, posters for the children, facilitators, parents and communities.
- e) Resource to equip the Child Study Centre, FOE/TU.
- f) Resource to provide national and international training to the experts of Child Study Centre, researchers of CERID, personnel of the pre-primary education unit of the MOE, and experts working in the NGOs that have undertaken ECCE/ECD programme.
- g) Budget to use TY, Radio, and other communication media to expand the awareness programme.

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- | | |
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SCHOOL CONSTRUCTION AND REHABILITATION

Present Status

Construction component includes the construction and rehabilitation of classrooms, maintenance of physical facilities, construction of Resource Centre (RC) buildings and District Education Office (DEO) buildings in the BPEP project districts. The construction activity has been gradually expanded to 40 districts which cover Mountain, Hill and Terai regions.

At present, the construction component is supported by IDA, DANIDA, ADB and JICA. IDA and ADB have supported the project with credit financing whereas DANIDA and JICA have provided grant assistance. JICA has been providing construction materials and equipment in 12 districts since 1993.

Physical Planning and School Mapping Unit (PPSMU) of BPEP is responsible for the preparation of annual programme and budget for the construction component. It also prepares design, drawings and specifications for the construction of schools, resource centres and DEO buildings, including their revision as required from time to time.

There is an active participation of local community in the construction of schools, rehabilitation of classrooms, and maintenance of physical facilities. The project provides key materials whereas the community contributes in the form of local materials and unskilled labours. However, the construction of DEO buildings have been executed on the basis of standard contract procedures.

The coordination with the local community, supervision and monitoring are the responsibility of the Programme Coordinator in DEO, supported by regional engineer, site overseer/sub overseers and working under the general direction of District Education Officer and Project Director at the centre.

Present Situation

The growth of Primary Schools is very rapid in Nepal. Almost all the primary school buildings had been constructed and maintained by the communities themselves without financial and technical support from government till 1970. Since no technical guidelines and plans were provided, almost every school building is unique and is patterned on the domestic buildings of its locality.

In the past there were various agencies involved in construction, rehabilitation and maintenance programme of school buildings. Some of them have provided construction materials, furniture and blackboards, etc. Some agencies and their activities are summarized below:

- i) District Development Committee
 - As a consequence of the trend towards decentralization to district level, HMG funds became available for a variety of purposes. In some cases funds earmarked for primary schools construction were spent under the supervision of the Chief District Officer in cooperation with district engineers and overseers.
- ii) School Roofing Scheme
 - The Ministry of Local Development, supported by UNICEF and the Government of Japan, to schools during 1978-1990 provided metal roofing sheets. There are several schools with such roofing sheets in the various parts of the country.
- iii) Seti Education for Rural Development Project (SERDP).
 - This project was implemented in Doti, Achham, Bajhang, Bajura and Kailali districts. A total of 212 five-classrooms and 53 resource centres were constructed. The SERDP buildings were constructed with maximum of local materials.
- iv) Primary Education Project (PEP)
 - The PEP focused only on Primary school construction and rehabilitation, and it was implemented by the District Education Office (DEO) through School Management Committee (SMC). Between 1985 and 1990, a total of 747 schools benefited from rehabilitation and construction of classrooms. This project also constructed four DEO building, two Regional Education Office buildings, one CTDC building and one building for the Controller of Examinations. The school design was based on extensive use of local materials with due consideration to earthquake resistant measures. The project covered Jhapa, Dhankuta, Dang, Tanahun, Kaski and Surkhet districts. The PEP also constructed 133 resource centres in the above mentioned districts.
- v) Earthquake Affected Areas Reconstruction and Rehabilitation Project (EAARRP)
 - Nepal was devastated by an earthquake on 21st August 1988. The Government set up EAARRP to reconstruct and rehabilitate school buildings destroyed in the earthquake affected areas. The World Bank funded EAARRP which covered the construction and rehabilitation of school buildings in 32 districts. This project, administered by the Ministry of Housing and Physical Planning (MHPP), constructed 15,578 classrooms through July 1996.
- vi) Primary Education Development Project (PEDP)
 - This is on-going project, funded by the Asian Development Bank (ADB), for the construction of primary school buildings and various support buildings

required for the promotion of educational activities. The project completed 1,768 classrooms by the end of 1995/96. The project is now in its final year and has plans to complete a total of 2,400 classrooms in 11 districts of the country.

vii) Basic & Primary Education Project (BPEP)

- The current state of school buildings in Nepal is not clearly known. There is no systematically recorded data at district and central level, giving location of school size and condition of buildings or specifying the schools that benefited from project support. Some data is available, however, on several past projects and on-going projects. Currently BPEP has completed school mapping exercise in all 75 districts and is planning to conduct physical survey of school buildings and other facilities.
- The construction component of BPEP aims to create better learning and teaching physical environment by constructing and rehabilitating class room building. It covers 40 districts (see Table 14.1).
- Classroom Construction

BPEP is running in its fifth year. It has a target to construct 12,190 classrooms over the five-year period. The construction of 10,074 classrooms has been completed as of 1995/96 (see table 14.2). JICA has provided construction materials and equipment for the construction of different facilities under BPEP. It has provided construction materials for 2,058 classrooms (see table - 14.3).

- Rehabilitation of classrooms and school maintenance:

BPEP has a target to rehabilitate 5,988 classrooms in different schools in the project districts. This programme also includes school maintenance trainings with focus on the training of school teachers and persons nominated by the School Management Committee for the maintenance of school buildings and construction of pit latrines. The training period lasts for two weeks. BPEP with the support of DANIDA, has organized maintenance training for teachers in over 95 clusters. This programme has also distributed maintenance tools and manuals to schools for their maintenance. It has also prepared a manual for regular maintenance trainings for schools. DANIDA has supported the programme by funding the rehabilitation of classrooms, maintenance of schools, construction of resource buildings, pit latrines, and furniture for classrooms and resource centre buildings. (see Table - 14.4).

- Resource centre building, DEO building, Pit latrine and Water supply:

The project has a target build 263 resource centre buildings in project districts. As of 1995/96, a total of 231 buildings had been completed. The construction of 20 DEO buildings had been included in the programme over the project period. Twelve buildings have already been completed and 8

buildings are under construction. A total of 230 pit latrines and 91 water supply has been constructed till 1995/96.

- Classrooms furniture and Resource centre furniture:

Furniture for the newly constructed classrooms has been provided. Furniture for about 9,362 classrooms is expected to be provided as against a target of 10,454 over the project period. Resource Centre buildings have also been provided with the furniture.

Analysis

Planning

Generally each project conducts surveys in the project areas to identify schools requiring additional new classrooms and rehabilitation of classrooms. In this context, BPEP has completed school mapping exercise in all 75 districts and has prepared clustering map of schools. This exercise mainly provides educational data. However, construction programme needs additional data related to the physical conditions of the schools. This type of survey requires trained manpower with technical background. BPEP has in fact conducted physical survey in selected project districts. In order to formulate a realistic construction programme, BPEP needs to conduct this survey covering all the schools in the country.

Design

In the past, the projects such as SERDP, PEP, EAARRP developed design of school buildings with different standards. Some of them focused on the use of local materials while other required imported materials. There was no standard for provision of classroom space. BPEP, in its present phase, has developed standard design for school classrooms and resource centres by drawing on the past experiences of the above projects. The present standard design has two classrooms, rectangular in shape and single storey. The main structural system is load bearing wall. Since the project area has different geographical regions, two types of designs have been developed to address the availability of local materials and geographical conditions. The structural system incorporates earthquake features such as DPC and lintel bands of reinforced concrete and Piers on the wall. The Hill type design uses stones for the wall and timbers for roof structure whereas the Terai type design makes use of bricks and tubular for roof structure. Similarly the design of resource centre buildings has been standardized. Roofing material for schools and resource centres is CGI sheet.

BPEP has also developed design for DEO buildings. The design follows standard design criteria for government buildings in the district headquarters. The structural system is load bearing wall with RCC roof slab. It is a two storeyed building with floor area of approximately 6,100 stf.

Since the construction of school building involves the participation of the community, the design and construction details should be simple and technically sound. The classroom and resource centre construction designs need evaluation for further

refinement in the detailing and the modification in the structural system of future construction.

The present design of the roof structure does not include the detailing of the ceiling. This should be provided for areas with extreme weather conditions to insulate against hot and cold weather since the roofing materials are CGI sheet which easily transfer heats from outside environment. Ceiling can be constructed with locally available materials.

Supervision

Since the project has followed the principle of community participation in the construction works, it is the community who actually constructs school buildings with the technical support of BPEP. The project sites cover Hill, Mountain and Terai regions. The construction sites are also scattered over large areas. The technical staff who work in the field has to deal with communities with complex socio-economic background. Unless the technical staff with working experience under such situations can be recruited and posted, the technical service can not be effectively delivered to the communities. One of the factors that determines the quality and timely completion of construction works is the recruitment and posting of experienced engineers and overseers. But the project has only temporary people and is facing difficulty in retaining them.

Execution and payment

The execution of the project at the district level is done through the District Education Office. The Programme Coordinator is responsible for coordinating the construction works of the School Management Committee. Since the construction programme is undertaken on the basis of cost sharing, the community is providing about 40 percent of the total cost. The project funds Rs.92,000 and Rs.65,000 per classroom for Terai and Hill respectively.

Programme and budget for BPEP (Phase-II) 1997-2002

In its present phase, BPEP has been able to cover 40 districts. The list of new 35 districts for the next phase of the programme is presented in Table - 14.5 which shows that there are five districts (Rasuwa, Dhading, Rolpa, Humla and Dolpa) not covered by any of the agencies. The government intends to expand construction programme in the remaining 35 districts and continue some of the programme activities in the present 40 districts. There are 34,531 classrooms constructed by various agencies in the past. Similarly, a total number of 5,300 classrooms have already been rehabilitated. The construction programme for 1997-2002 has been estimated on the number of existing primary schools. There is no reliable data relating to physical condition of the schools in the project areas (see Annex 14.2).

New Classroom Construction, Rehabilitation and Maintenance

Assuming that each school is provided with a minimum of two classrooms, the second phase of the project has to construct around 6,500 classrooms in the first phase

districts and 10,000 classrooms in the new 35 districts. However, classroom will be allocated to the schools on the selective basis. Rehabilitation of classrooms is one of the important activities of the construction programme but in the absence of physical survey data it is very difficult to identify the exact number of classrooms to rehabilitate. Looking at the past figure of rehabilitation, the present figure has been tentatively fixed at 16,000 classrooms. This figure provides coverage to all 75 districts. The present phase of the project has covered 266 clusters for maintenance training to the school teachers and persons nominated by the School Management Committee. The number of maintenance training programme has been set to cover all the remaining clusters in all 75 districts for the second phase.

Resource centre buildings, DEO buildings, water supply and pit latrine

There are 937 clusters where resource centre buildings need to be constructed, including clusters in the present phase. There are 31 completed DEO buildings including those constructed in the present phase. The rest of the District Education Offices don't have their own buildings. It is assumed that the second phase of the project will construct 44 DEO buildings.

Water supply and pit latrine are important for the improvement of sanitation in the school compound. About 25% (6,500) of the total schools will be provided with pit latrine facilities in the second phase. However, this programme should be implemented to full scale only after a few prototypes have been fully evaluated in terms of performance and usefulness to the users. The drinking water system will also be provided in 6,500 schools.

The Summary of Cost Estimates for construction component has been presented in Table - 14.6 (Details of cost estimates for different facilities are presented in Annex - 143). The budget estimate for the construction component is Rs3,445 million (about US \$59.393 million) (see Table - 14.7).

Architectural and Structural standards

- New Classroom and Resource Center building
 - i) Architectural and Technical Aspects
 - Area per student : 0.86 sqm.
 - Minimum distance of the first row from blackboard : 2 meter
 - Maximum distance of Student from teacher should not be more than : 7 meter
 - Preferable shape of a classroom : square shape
 - Preferable number of students in a classroom : 40
 - Opening in the wall : should be at least one third of the wall-length of longer side of the wall
 - Sill height for windows : 75 cm. Or height of desks (whichever is less)

- Opening should not be of more than 1.2 meter in width
 - Transparent roofing materials may be used if necessary (maximum 10% of floor area)
 - Classrooms should be white-washed annually
 - Classroom height should not be less than 2.44 m. in any place.
- ii) Ventilation
- Thorough ventilation in all classes to be provided but special care to be given in the Terai and hot hilly areas where ridge and gable ventilation should be considered.
- Care should be taken to provide enough ventilation facility in the Terai region. (Honey combed wall above door and window preferable).
 - Special consideration should be given for roof-insulation in the Terai and Himalayan regions.
- iii) Foundation : should be 75 cm. wide x 75 cm. deep (Minimum)
- iv) Minimum wall thickness (Super structure)
- Store wall in mud mortar buildings to be 40-50 cm thick
 - Brick wall in mud mortar buildings to be 35 cm. thick
 - Stone wall lime mortar building to be 40-45 cm. thick
 - Brick wall in cement mortar building to be 23 cm. thick
 - Provide piers as per manuals wherever roof structural members rest.
- v) DPC : 7.5 cm. With reinforcement adding water proof compound (1:2:4)
- : 2 layers of plastic sheets
- : 2 layers of slates in cement mortar
- From Ground level to DPC : Minimum 30 cm. High
- : Maximum 60 cm. High (may be more than if required)
- vi) Flooring : Flag-stone, slate, flat-brick with cement mortar, 2 layers of plastic sheets and 5 cm. Concrete flooring (1:2:4)
- vii) Lintel Ring Band : 10 cm. thick with 4-6 bars of 10mm. dia (minimum)
- Minimum height from floor to lintel level : 2.1 m.. For hilly areas
- : 2.75 m. For the Terai areas
- Insulation to be provided in the Terai, Hill and Mountain regions in roof.

viii) Finishing

- | | | | |
|---|-------------------|---|---|
| - | Outside pointing | : | Cement sand, the ratio should be 1:4 |
| | | : | In case of lime sand, the ratio should be 1:2 |
| - | Inside plastering | : | Cement sand, the ratio should be 1:4 - 1:6 up to sill level |
| | | : | White washing is recommended inside classroom |

ix) Furniture

- Layout of furniture in classrooms should be done in such a way so that the teacher can reach each and every student in the class.
- Blackboard in each classroom should be provided not less than 1.6 sq. meter.

x) **Drainage and Sanitation**

- Enough care should be taken to provide a good facility of drinking water sanitation in schools.
- There should be at least one toilet per 50 students.
- Sloping apron may be provided all round school building.

Major Issues

Working environment

Buildings provide a location for education to take place. Appropriate buildings make learning and teaching effective compared to those which are poorly located, too cold or too hot, poorly lit and without good sight lines. In short, buildings can make a contribution to improving educational quality.

Experience indicates that those quality issues need to be addressed in a cost conscious way. This requires a meaningful dialogue between the educators and the architects. Detailed discussions must be held on the functions to be served, and the designer must look for ways in which to accommodate them. This requires the creation of a data base on educational buildings. It then requires creativity to find functional and interesting design solutions at costs affordable to Nepal.

Community participation:

The issue of community participation must be properly addressed. From 1952 until 1970, the communities bore about 100% of the costs of school buildings. The various school roofing schemes of the 1980s as well as SERDP and PEP mobilized communities to meet 25 to 40 percent of the cost of buildings. The EAARRP assisted communities by providing 80 percent of construction costs of a more expensive building. The resulting structure is one which guarantees good light and security against earthquakes but costs government far more than did earlier schemes. Yet, at

times does not provide a stimulating learning environment. The degree to which government can afford to provide assistance will be determined by the partnership of the government and the community. It

needs to be kept clearly in mind that providing support to new construction is a costly undertaking. Providing support to achieve internationally established standards will multiply costs by three to four times.

Sustainability and Dependence

If the government established a policy of supporting both new construction and rehabilitation, the issue is whether or not this can be sustained over a long time?

Linked to this issue is the matter of dependency on the funding agencies or at least their procurement policies. The foreign materials component in the different alternatives varies dramatically. The lower cost approaches of SERDP, and PEP used limited amounts of imported materials. The EAARRP design was dependent on imported steel.

Institutional Capacity

To date, ad-hoc project units have been used to carry out construction programmes. While many difficulties have been encountered, most of them eventually achieved their targets. Furthermore, as experience has accumulated efficiency has improved.

The time has come to consider as to what is the best way of handling construction? BPEP with a central design structure can be linked to the district level construction units. The other alternative is to establish standards centrally and fully delegate execution to district level.

Ecology and Culture

Buildings can make positive or negative contributions to ecology and culture. Can schools in Nepal add to the beauty of the country and still not contribute to deforestation?

Land for school construction

Most of the schools supported by the government have their buildings constructed on the public land or land donated by community or individual. These land are generally not very suitable for construction purposes without site development since they are either very steep or low lying areas. So the issue is who bears the development cost of the sites?

Priority for classroom construction

At present schools with Grade I-V and Grade I-X are equally eligible for construction. In the true sense schools with Grade I-V are the primary schools. The main focus of this project is the primary schools which impart primary education to the children. The issue is should Grade I-V schools get priority for physical construction?

Rehabilitation of classrooms

The type and nature of rehabilitation of school buildings widely varies depending on the type, size and age of the buildings under rehabilitation, and it also depends on the items (roofs, door and window shutters, floors, walls and other structures) that are needed to be rehabilitated. So making programme and budget allotment on an ad hoc basis may not bring out desirable output. Should there be rethinking about the type of rehabilitation programme?

Uniformity in construction quality

Communities provide skilled and unskilled labour including local materials in the construction of the classrooms. It is not only the project areas but also the construction sites that are scattered all over the districts. Since the quality of construction very much depends on the skilled labour and the frequency of supervision by the technical staff, the workmanship of the construction work widely differs from site to site. The issue is should there be uniformity in construction quality?

Cost effective design consideration

Cost effective design should be considered in the light of locally available materials and imported materials. If some of the imported materials can be substituted by indigenous materials, can the cost be significantly reduced?

Roofing option

Roofing is one of the most important elements of a building for protection from cold and hot weather including rain. Currently the project has used CGI sheets for roofing of all the school buildings. This material is easier in construction and comparatively cheap in transportation. But its drawback is poor insulation against hot and cold weather. The a litter bit of extra expenses the rooms can be made comfortable by providing ceiling with locally available materials. The issue is what should be the roofing options?

Policy Alternatives

The fundamental policy alternative as regards construction is to decide between a village centered approach as opposed to administrative-centered approach. In the first case, emphasis is placed on the role of the user. In the second case, priority is given to administrative mechanics. Advantages and disadvantages of each have been analyzed.

New Classroom Construction

- User-centered Alternative
 - Communities would have a greater say in planning the location of schools and deciding on designs. MOE would provide planning and design guidelines.
 - Construction execution will be slow for individual schools but many sites will be active at the same time.
 - Government would have to strengthen technical advice to villages to ensure improved learning environments and improved security. Provision of potable water and latrines will also require special efforts from government.
 - Cost to government will be low and community sacrifice will be high.
 - Communities will not lose the feeling that the school is theirs.
 - Communities will develop the total school site including boundary walls, outdoor teaching and play areas.
- Administrative centered Alternative
 - School location planning will be decided from MOE or DEO on rationalist criteria.
 - Construction dates/duration will be decided by a central unit possible in BPEP.
 - At individual sites construction will move quickly once all materials and personnel are in place. Central blockages in funds or materials will retard implementation of all ongoing sites.
 - Standards of acceptable learning environment as well as water and sanitation will be established centrally and imposed on villages through pre-conceived designs.
 - Cost to central government will be high and to communities will be less.
 - The tendency will be to regard the school building as government property. Any needs for expansion will become government responsibility unless community partnership is securely established.
 - Government will need to extend its approach to include supporting overall development of school sites.

Resource Centre Building

- User-centered Alternative
 - Cost can be held to the lowest prevailing cost in each community.
 - Government will have to give strong technical advice for planning and execution
 - Designs will be prepared by government but villages would have a major responsibility in their construction.
 - Execution of each site will be slow but many sites can function simultaneously.

Administrative-centered Alternative

- Resource Centres are governmental buildings sitting on school property.
- Central contracting and cooperative tendering lead to high costs.
- Designs will be prepared centrally and executed under contract.
- Construction will be fairly rapid.

Educational Support Mechanisms

- User-centered Alternative
 - Individual district offices draw up their own requirements.
 - Buildings are designed and tendered at district level.
 - Cost will be similar to those prevailing in each district.
- Administrative-centered Alternative
 - Central level will decide on staff establishment and also on space requirements.
 - Designs and tendering will be done centrally. If a large number of centres are to be built, MHPP or private firms may be engaged to prepare tender documents.
 - Tenders can be let separately or in groups permitting lowest cost to be achieved.

Recommendations

New Classroom Construction

i) Planning and Budgeting

- The MOE should adopt a policy of 40:60 cost sharing between community and government.
- The government should give priority to schools with Grade I-V for classroom construction
- The MOE should prepare and disseminate minimum standards for school buildings which should reflect the geographic regions of the Terai, the Hills and Mountains.
- The MOE in cooperation with DEOs, should develop a capacity for micro level planning.
- The MOE should coordinate the school construction activities.

ii) Management

- Communities should play a vital role in school construction/rehabilitation through School Management Committees (SMC).
- Government's role should be to strengthen management capacity at community and district level. Heavy centralized management structures should be avoided.
- Multiple agencies should be involved in construction to encourage competition and to avoid making the MOE dependent on a single supplier

iii) Designs

- The MOE should issue and disseminate detailed design guidelines for school buildings, outdoor teaching space, play areas, landscaping and boundary walls. These should respect the existing standards for class size and future standards of net area per student. The stress should be on quality improvement of learning environment.
- The design guidelines should be based on ergonomic factors including illumination, body sized and thermal comfort.
- Building designs should aim to utilize local resources and encourage growth of local industry.

- The MOE should carefully monitor the construction of prototype buildings and evaluate the results against the design guidelines.
- Earthquake resistance and particularly avoidance of loss of life should be incorporated into building designs in a way that is sensitive to Nepalese traditions.
- Safety against wind, flood, fire and accidents should also be taken into account in design.
- Designs should consider reduction of maintenance and repair costs.
- Communities should remain responsible for maintenance. Maintenance manuals should be made available. Maintenance training should be held at regular intervals.

Resource Centre Building

- i) Planning
 - The MOE should fix a space standard based on the least space necessary to effectively serve the functions of training up to 30-40 persons as well as presenting educational materials and storing textbooks.
- ii) Management
 - The SMC of the host school should have a more active role in managing the construction
- iii) Design
 - Resource Centres should be designed as an integral part of a primary school. A functional outdoor teaching area should be developed and used for demonstration classes.

District Education Office-Building

- i) Planning
 - Architect's briefs should be prepared according to A, B and C level districts. The need for economy should be recognized in providing necessary spaces.
 - All district headquarters should be surveyed to evaluate their accommodation needs against the proposed architect's brief.
- ii) Management
 - The present BPEP exercise is positive and should be replicated in the next phase.
- iii) Design
 - Building design should incorporate earthquake resistant features and should respect local architectural traditions.

Table - 14.1
Districts under BPEP I

| S.N. Region | S.No. | FY | No. of Clusters | No. of VDC/M* | Total No. of Schools | | | Average no. of VDC/Cluster | Average no. of PS/Cluster |
|---|-------|----------------------|--------------------|------------------|----------------------|-------------|-------------|----------------------------------|------------------------------|
| | | Facility District | | | PS | LSS | SS | | |
| 1.1 | 1 | Jhapa | 22 | 51 | 476 | 126 | 91 | 2.32 | 21.64 |
| 1.2 | 2 | Udaipur | 14 | 47 | 260 | 45 | 24 | 3.36 | 18.57 |
| 1.3 | 3 | Dhankuta | 19 | 36 | 262 | 52 | 23 | 1.89 | 13.79 |
| 1.4 | 4 | Morang | 19 | 66 | 494 | 136 | 81 | 3.47 | 26.00 |
| 1.5 | 5 | Siraha | 14 | 112 | 321 | 65 | 32 | 8.00 | 22.93 |
| 1.6 | 6 | Sunsari | 15 | 52 | 241 | 71 | 48 | 3.47 | 16.07 |
| 1.7 | 7 | Illam | 17 | 48 | 338 | 63 | 34 | 2.82 | 19.88 |
| 2.1 | 8 | Sarlahi | 14 | 100 | 285 | 61 | 27 | 7.14 | 20.36 |
| 2.2 | 9 | Parsa | 11 | 83 | 244 | 54 | 25 | 7.55 | 22.18 |
| 2.3 | 10 | Nuwakot | 17 | 61 | 371 | 63 | 28 | 3.59 | 21.82 |
| 2.4 | 11 | Chitwan | 14 | 39 | 323 | 90 | 55 | 2.79 | 23.07 |
| 2.5 | 12 | Mohottari | 14 | 77 | 210 | 60 | 27 | 5.50 | 15.00 |
| 2.6 | 13 | Dhanusha | 14 | 103 | 269 | 81 | 49 | 7.36 | 19.21 |
| 2.7 | 14 | Rautahat | 14 | 101 | 221 | 53 | 29 | 7.21 | 15.79 |
| 3.1 | 15 | Tanahun | 22 | 45 | 471 | 102 | 64 | 2.05 | 21.41 |
| 3.2 | 16 | Kaski | 33 | 48 | 419 | 113 | 76 | 1.45 | 12.70 |
| 3.3 | 17 | Mustang | 8 | 16 | 63 | 16 | 6 | 2.00 | 7.88 |
| 3.4 | 18 | Kapilvastu | 10 | 79 | 215 | 42 | 21 | 7.90 | 21.50 |
| 3.5 | 19 | Nawalparasi | 17 | 77 | 352 | 76 | 42 | 4.53 | 20.71 |
| 3.6 | 20 | Lamjung | 20 | 61 | 340 | 74 | 42 | 3.05 | 17.00 |
| 3.7 | 21 | Syangja | 33 | 68 | 488 | 101 | 61 | 2.06 | 14.79 |
| 3.8 | 22 | Gulmi | 26 | 79 | 573 | 147 | 68 | 3.04 | 22.04 |
| 4.1 | 23 | Surkhet | 18 | 51 | 355 | 53 | 24 | 2.83 | 19.72 |
| 4.2 | 24 | Dang | 19 | 40 | 282 | 78 | 43 | 2.11 | 14.84 |
| 4.3 | 25 | Kalikot | 6 | 29 | 131 | 27 | 12 | 4.83 | 21.83 |
| 4.4 | 26 | Banke | 10 | 47 | 226 | 75 | 33 | 4.70 | 22.60 |
| 4.5 | 27 | Dailekh | 14 | 60 | 265 | 40 | 16 | 4.29 | 18.93 |
| 4.6 | 28 | Salyan | 24 | 47 | 287 | 36 | 19 | 1.96 | 11.96 |
| 4.7 | 29 | Pyuthan | 20 | 49 | 240 | 42 | 19 | 2.45 | 12.00 |
| 4.8 | 30 | Rukum | 18 | 43 | 225 | 40 | 17 | 2.39 | 12.50 |
| 4.9 | 31 | Mugu | 10 | 24 | 96 | 16 | 6 | 2.40 | 9.60 |
| 5.1 | 32 | Dadeldhura | 10 | 25 | 178 | 49 | 17 | 2.50 | 17.80 |
| 5.2 | 33 | Bajura | 13 | 27 | 175 | 43 | 19 | 2.08 | 13.46 |
| 5.3 | 34 | Bajhang | 16 | 47 | 233 | 35 | 19 | 2.94 | 14.56 |
| 5.4 | 35 | Achham | 16 | 75 | 252 | 41 | 17 | 4.69 | 15.75 |
| 5.5 | 36 | Dori | 18 | 53 | 233 | 51 | 21 | 2.94 | 12.94 |
| 5.6 | 37 | Kailali | 18 | 44 | 349 | 69 | 49 | 2.44 | 19.39 |
| 5.7 | 38 | Darchula | 21 | 41 | 229 | 41 | 21 | 1.95 | 10.90 |
| 5.8 | 39 | Kanchanpur | 9 | 20 | 168 | 61 | 21 | 2.22 | 18.67 |
| 5.9 | 40 | Baitadi | 22 | 68 | 289 | 59 | 28 | 3.09 | 13.14 |
| | | Total | 669 | 2239 | 11449 | 2547 | 1354 | 3.35 | 17.11 |
| | | Total BPEP II | 662 | 1811 | 9648 | 2192 | 1128 | 2.74 | 14.57 |
| Total (Cumulative BPEP I & II) | | | 1331 | 4050 | 21097 | 4739 | 2482 | 3.04 | 15.84 |

*- Population of Nepal (Population census 1991)/ Central Bureau of Statistics & updated by BPEP

Table - 14.2*BPEP : Annual programme and Progress Status by Type Construction:*

| S.No. | Description | 1992/93 | | 1993/94 | | 1994/95 | | 1995/96 | | 1996/97 | | Total | |
|-------|------------------------------------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|--------|-----------------------------|
| | | Target | Progress | Target | Progress | Target | Progress | Target | Progress | Target | Progress | Target | Progress (as of FY '95/'96) |
| 1 | New class room (NCR) | 1000 | 477 | 3006 | 2930 | 3737 | 3677 | 3024 | 2990 | 2116 | | 12883 | 10074 |
| 2 | Rehabilitation of class room (RCR) | | 567 | 1000 | 1005 | 1408 | 1458 | 958 | 958 | 2000 | | 5366 | 3988 |
| 3 | Resource center building (RCB) | 3 | 3 | 72 | 72 | 81 | 79 | 77 | 77 | 30 | | 263 | 231 |
| 4 | DEO building | | | 3 | 3 | 9 | 9 | 6 | | 2 | | 20 | 12 |
| 5 | Pit latrine (PL) | 3 | 3 | 72 | 69 | 110 | 98 | 60 | 60 | 50 | | 295 | 230 |
| 6 | Water supply (WS) | | | | | 40 | 40 | 51 | 51 | 50 | | 141 | 91 |
| 7 | Class room furniture (CRF) | | | 3600 | 2796 | 3337 | 3049 | 461 | 461 | 3056 | | 10454 | 6306 |
| 8 | Resource center furniture (RCF) | 3 | 3 | 72 | 72 | 70 | 69 | 72 | 72 | 46 | | 263 | 216 |
| 9 | Maintenance training by clusters | | | | | | | 96 | 95 | 170 | | 266 | 95 |

See Annex 14.1 for details

Source: BPEP

Table - 14.3
Equipment Received from JICA

| S.No. | Description | FY | 1194/95 | 1995/96 | 1996/97 | Total |
|-------|------------------------------|----|--------------------|--------------------|--------------------|-------|
| | | | Quantity (nos.) | Quantity (nos.) | Quantity (nos.) | |
| 1 | Truck & Spare Parts | | 5 | 0 | 4 | 9 |
| 2 | Jeep | | 1 | 0 | 0 | 1 |
| 3 | motorcycles & Spare Parts | | 18 | 0 | 5 | 23 |
| 4 | Fax Machine & Spare Parts | | 7 | 0 | 7 | 14 |
| 5 | Computer with Accessories | | 1 | 0 | 0 | 1 |
| 6 | Laser Printer | | 1 | 0 | 0 | 1 |
| 7 | Tractor | | 0 | 0 | 3 | 3 |
| 8 | Tent Warehouse (Small & Big) | | 14 | 0 | 0 | 14 |
| 9 | Maintenance Tools Package A | | 300 | 0 | 0 | 300 |
| 10 | Maintenance Tools Package B | | 15 | 0 | 0 | 15 |

Cost per unit floor area:

Base Year 1997

| S.No. | Description | Estimate Cost (NRs.) | Floor Area (Sq. Ft.) | % of Labor Cost | % of Material Cost | Cost per Sq. Ft. |
|-------|---|-------------------------|-------------------------|--------------------|-----------------------|------------------|
| 1 | Two room school block (Terai) | 306,042.50 | 792.80 | 16.5 | 83.50 | 386.03 |
| 2 | Two room school block (Hill & Mountain) | 220,511.00 | 871.80 | 26.00 | 74.00 | 252.94 |
| 3 | Resource center (Terai) | 514,980.50 | 1,236.00 | 16.00 | 84.00 | 416.65 |
| 4 | Resource center (hill & Mountain) | 288,994.00 | 1,163.25 | 26.00 | 74.00 | 248.44 |
| 5 | DEO building (Terai) | 3,346,700.26 | 6,102.19 | - | - | 548.44 |
| 6 | DEO building (Hill % Mountain) | 3,990,078.76 | 6,125.00 | - | - | 651.44 |

Table - 14.4
BPEP : *DANIDA grant assistance programme*

| S.No. | Description | 1992/93 | | 1993/94 | | 1994/95 | | 1995/96 | | 1996/97 | | Total | |
|-------|------------------------------------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|--------|-----------------------------|
| | | Target | Progress | Target | Progress | Target | Progress | Target | Progress | Target | Progress | Target | Progress (as of FY '95/'96) |
| 1 | Resource center building (RCB) | 3 | 3 | 3 | 3 | | | | | | | 6 | 6 |
| 2 | Rehabilitation of class room (RCR) | | 567 | 1000 | 1005 | 1000 | 1052 | 900 | 900 | 2000 | | 4900 | 3524 |
| 3 | Pit latrine (PL) | 3 | 3 | 72 | 69 | 70 | 58 | | | | | 145 | 130 |
| 4 | Resource center furniture (RCF) | 3 | 3 | 72 | 72 | 70 | 68 | 72 | 72 | 46 | | 263 | 215 |
| 5 | Class room furniture (CRF) | | | 3600 | 2196 | 3337 | 2853 | 440 | 440 | 3056 | | 10433 | 5489 |
| 6 | Maintenance training by clusters | | | | | | | 96 | 95 | 170 | | 266 | 95 |

Source: BPEP

Table - 14.5
Districts under BPEP II

| S.N. Region | S.No. | FY | No. of Clusters | No. of VDC/M* | Total No. of Schools | | | Average no. of VDC/Cluster | Average no. of PS/Cluster |
|----------------|-------|-------------------|--------------------|------------------|----------------------|-------------|-------------|----------------------------------|---------------------------------|
| | | Facility District | | | PS | LSS | SS | | |
| 1.1 | 1 | Taplejung | 22 | 50 | 222 | 53 | 26 | 2.27 | 10.09 |
| 1.2 | 2 | Panchthar | 22 | 41 | 265 | 43 | 22 | 1.86 | 12.05 |
| 1.3 | 3 | Terhathum | 16 | 32 | 192 | 53 | 22 | 2.00 | 12.00 |
| 1.4 | 4 | Sankhuwasabha | 15 | 36 | 285 | 53 | 25 | 2.40 | 19.00 |
| 1.5 | 5 | Bhojpur | 22 | 63 | 299 | 64 | 26 | 2.86 | 13.59 |
| 1.6 | 6 | Khotang | 33 | 76 | 337 | 68 | 26 | 2.30 | 10.21 |
| 1.7 | 7 | Solukhumbu | 17 | 34 | 207 | 55 | 28 | 2.00 | 12.18 |
| 1.8 | 8 | Okhaldhunga | 25 | 56 | 242 | 39 | 16 | 2.24 | 9.68 |
| 1.9 | 9 | Saptari | 13 | 115 | 263 | 75 | 39 | 8.85 | 20.23 |
| 2.1 | 10 | Dolkha | 25 | 54 | 295 | 46 | 23 | 2.16 | 11.80 |
| 2.2 | 11 | Ramechhap | 20 | 55 | 332 | 47 | 18 | 2.75 | 16.60 |
| 2.3 | 12 | Sindhuli | 26 | 55 | 372 | 68 | 37 | 2.12 | 14.31 |
| 2.4 | 13 | Sindhupalchok | 24 | 79 | 416 | 66 | 28 | 3.29 | 17.33 |
| 2.5 | 14 | Kabhrepalanchok | 33 | 95 | 398 | 95 | 45 | 2.88 | 12.06 |
| 2.6 | 15 | Bhaktapur | 10 | 22 | 146 | 63 | 42 | 2.20 | 14.60 |
| 2.7 | 16 | Lalitpur | 16 | 41 | 316 | 118 | 68 | 2.56 | 19.75 |
| 2.8 | 17 | Kathmandu | 28 | 67 | 637 | 293 | 193 | 2.39 | 22.75 |
| 2.9 | 18 | Makawanpur | 24 | 44 | 398 | 53 | 29 | 1.83 | 16.58 |
| 2.1 | 19 | Bara | 18 | 105 | 265 | 57 | 29 | 5.83 | 14.72 |
| 2.11 | 20 | Dhading | 25 | 50 | 415 | 71 | 30 | 2.00 | 16.60 |
| 2.12 | 21 | Rasuwa | 10 | 18 | 88 | 12 | 7 | 1.80 | 8.80 |
| 3.1 | 22 | Gorkha | 23 | 68 | 438 | 84 | 46 | 2.96 | 19.04 |
| 3.2 | 23 | Manang | 5 | 12 | 27 | 10 | 2 | 2.40 | 5.40 |
| 3.3 | 24 | Myagdi | 15 | 40 | 196 | 44 | 22 | 2.67 | 13.07 |
| 3.4 | 25 | Parbat | 17 | 55 | 268 | 66 | 42 | 3.24 | 15.76 |
| 3.5 | 26 | Baglung | 24 | 62 | 404 | 81 | 43 | 2.58 | 16.83 |
| 3.6 | 27 | Palpa | 25 | 65 | 385 | 103 | 48 | 2.60 | 15.40 |
| 3.7 | 28 | Rupandehi | 10 | 86 | 270 | 75 | 46 | 8.60 | 27.00 |
| 3.8 | 29 | Argakhanchi | 23 | 41 | 313 | 59 | 37 | 1.78 | 13.61 |
| 4.1 | 30 | Dolpa | 10 | 23 | 97 | 11 | 5 | 2.30 | 9.70 |
| 4.2 | 31 | Rolpa | 20 | 51 | 250 | 36 | 10 | 2.55 | 12.50 |
| 4.3 | 32 | Jajarkot | 14 | 30 | 217 | 28 | 9 | 2.14 | 15.50 |
| 4.4 | 33 | Jumla | 12 | 30 | 117 | 30 | 9 | 2.50 | 9.75 |
| 4.5 | 34 | Humla | 9 | 26 | 87 | 20 | 4 | 2.89 | 9.67 |
| 4.6 | 35 | Bardiya | 11 | 34 | 189 | 53 | 26 | 3.09 | 17.18 |
| | | Total | 662 | 1811 | 9648 | 2192 | 1128 | 2.74 | 14.57 |

Note: PS - Primary School (I_V grade & I-X grade)

LLS - Lower Secondary School (VI-VII grade)

SS - Secondary School (IX-X grade)

VDC - Village Development Committee

M - Municipality

*- Population of Nepal (Population census 1991)/ Central Bureau of Statistics & updated by BPEP

Table 14-6

[illegible]

Table - 14.7
Proposed programme and Budget for BPEP Phase - II

| S.N. | Programme Activity | Quantity | | | | | Total | Uit cost at 97 price (Rs. '000) | Total (Rs. '000) | Remarks |
|------|--|----------|-------|-------|-------|-------|--------|---------------------------------|------------------|---------|
| | | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | | | | |
| 1 | a) New Classroom (NCR)-Hill | 1,300 | 3,000 | 3,000 | 3,000 | 2,500 | 12,800 | 110 | 1,408,000.00 | |
| | b) New Classroom (NCR)-Terai | 900 | 700 | 800 | 800 | 500 | 3,700 | 153 | 566,100.00 | |
| 2 | Rehabilitation of Classroom (RCR) | 2,500 | 3,500 | 3,500 | 3,500 | 3,000 | 16,000 | 17 | 272,000.00 | |
| 3 | a) Resource center build'g (RCB)-Hill | 35 | 180 | 210 | 215 | 181 | 821 | 289 | 237,269.00 | |
| | b) Resource center build'g (RCB)-Terai | 10 | 25 | 25 | 25 | 31 | 116 | 515 | 59,740.00 | |
| 4 | a) DEO building - Hill | | 15 | 15 | 6 | 0 | 36 | 3,990 | 143,640.00 | |
| | b) DEO building - Terai | | 3 | 3 | 2 | 0 | 8 | 3,346 | 26,768.00 | |
| 5 | Pit latrine (PL) | 200 | 1,600 | 1,600 | 1,600 | 1,500 | 6,500 | 45 | 292,500.00 | |
| 6 | Water Supply (WS) | 200 | 1,600 | 1,600 | 1,600 | 1,500 | 6,500 | 3 | 19,500.00 | |
| 7 | Classroom furniture (CRF) | 4,000 | 4,000 | 4,000 | 4,000 | 1,800 | 17,800 | 8 | 142,400.00 | |
| 8 | Resource center furniture (RCF) | 45 | 214 | 235 | 240 | 203 | 937 | 10 | 9,370.00 | |
| 9 | School maintenance - cluster (Maint., fund, awareness prog., tool box, training + pit latrine) | 250 | 250 | 250 | 250 | 66 | 1,066 | 226 | 240,916.00 | |
| 10 | Lead RCs | | 13 | 13 | 13 | 15 | 54 | 400 | 21,600.00 | |
| 11 | Logistic support | | | | | | | 5,000 | 5,000.00 | |
| | Total (Rs) | | | | | | | | 3,444,803.00 | |
| | Total (US\$) | | | | | | | | 59,393.16 | |

Table - 15.10 (a)

| S.N. | Programme Activity | Quantity | | | | | Total | Uit cost at 97 price (Rs. '000) | Remarks |
|------|--|-----------|-----------|-----------|-----------|-----------|-------------|---------------------------------|---------|
| | | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | | | |
| 1 | a) New Classroom (NCR)-Hill | 143,000.0 | 330,000.0 | 330,000.0 | 330,000.0 | 275,000.0 | 1,408,000.0 | 110.0 | |
| | b) New Classroom (NCR)-Terai | 137,700.0 | 107,100.0 | 122,400.0 | 122,400.0 | 76,500.0 | 566,100.0 | 153.0 | |
| 2 | Rehabilitation of Classroom (RCR) | 42,500.0 | 59,500.0 | 59,500.0 | 59,500.0 | 51,000.0 | 272,000.0 | 17.0 | |
| 3 | a) Resource center build'g (RCB)-Hill | 10,115.0 | 52,020.0 | 60,690.0 | 62,135.0 | 52,309.0 | 237,269.0 | 289.0 | |
| | b) Resource center build'g (RCB)-Terai | 5,150.0 | 12,875.0 | 12,875.0 | 12,875.0 | 15,965.0 | 59,740.0 | 515.0 | |
| 4 | a) DEO building - Hill | - | 59,850.0 | 59,850.0 | 23,940.0 | - | 143,640.0 | 3,990.0 | |
| | b) DEO building - Terai | - | 10,038.0 | 10,038.0 | 6,692.0 | - | 26,768.0 | 3,346.0 | |
| 5 | Pit latrine (PL) | 9,000.0 | 72,000.0 | 72,000.0 | 72,000.0 | 67,500.0 | 292,500.0 | 45.0 | |
| 6 | Water Supply (WS) | 600.0 | 4,800.0 | 4,800.0 | 4,800.0 | 4,500.0 | 19,500.0 | 3.0 | |
| 7 | Classroom furniture (CRF) | 32,000.0 | 32,000.0 | 32,000.0 | 32,000.0 | 14,400.0 | 142,400.0 | 8.0 | |
| 8 | Resource center furniture (RCF) | 450.0 | 2,140.0 | 2,350.0 | 2,400.0 | 2,030.0 | 9,370.0 | 10.0 | |
| 9 | Maintenance training by clusters | 56,500.0 | 56,500.0 | 56,500.0 | 56,500.0 | 14,916.0 | 240,916.0 | 226.0 | |
| 10 | Lead RCs | - | 5,200.0 | 5,200.0 | 5,200.0 | 6,000.0 | 21,600.0 | 400.0 | |
| 11 | Logistic support | | | | | | 5,000.0 | 5,000.0 | |
| | Total (Rs) | 437,015.0 | 804,023.0 | 828,203.0 | 790,442.0 | 580,120.0 | 3,444,803.0 | | |
| | Total (US\$) | 7,283.58 | 13,313.72 | 13,716.72 | 13,087.37 | 9,568.67 | 59,393.16 | | |

Annual Programme and ProgressStatus by Districts

| S.No. Region | S.No. | FY | 1992/93 | | | | | | | | | | 1993/94 | | | | | | | | | | | |
|--------------|-------|------------|---------|-----|-----|-----|-----|---|----|---|-----|---|---------|------|------|------|-----|----|----|----|-----|----|------|------|
| | | Facility | NCR | | RCR | | RCB | | PL | | RCF | | NCR | | RCR | | RCB | | PL | | RCF | | CRF | |
| | | District | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | | |
| 1.1 | 1 | Jhapa | 90 | 21 | | 69 | | | | | | | 30 | 30 | | | | | | | | | 66 | 66 |
| 1.2 | 2 | Udaypur | 90 | 58 | | 17 | | | | | | | 292 | 266 | 60 | 60 | 8 | 8 | 8 | 8 | 8 | 8 | 328 | 265 |
| 1.3 | 3 | Dhankuta | 60 | 20 | | 50 | | | | | | | 50 | 50 | | | | | | | | | 86 | 84 |
| 1.4 | 4 | Morang | | | | | | | | | | | 60 | 60 | 60 | 60 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 60 |
| 1.5 | 5 | Siraha | 60 | 24 | | 48 | | | | | | | 60 | 54 | 60 | 60 | 2 | 2 | 2 | 2 | 2 | 2 | 60 | 32 |
| 2.1 | 6 | Sarlahi | | | | | | | | | | | 348 | 348 | 60 | 60 | 9 | 9 | 9 | 9 | 9 | 9 | 384 | 222 |
| 2.2 | 7 | Parsa | 60 | 28 | | 42 | 2 | 2 | 2 | 2 | 2 | 2 | 302 | 296 | 60 | 60 | 6 | 6 | 6 | 6 | 6 | 6 | 338 | 290 |
| 2.3 | 8 | Nuwakot | 60 | 20 | | 34 | 1 | 1 | 1 | 1 | 1 | 1 | 452 | 442 | 60 | 57 | 10 | 10 | 10 | 10 | 10 | 10 | 488 | 340 |
| 2.4 | 9 | Chitwan | | | | | | | | | | | 66 | 66 | 60 | 60 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 60 |
| 3.1 | 10 | Tanahun | 90 | 50 | | 60 | | | | | | | 90 | 86 | | | | | | | | | 126 | 69 |
| 3.2 | 11 | Kaski | 90 | 45 | | 62 | | | | | | | 110 | 104 | | | | | | | | | 146 | 140 |
| 3.3 | 12 | Mustang | 50 | 23 | | 24 | | | | | | | 38 | 38 | 20 | 20 | 5 | 5 | 5 | 3 | 5 | 5 | 140 | 88 |
| 3.4 | 13 | Kapilvastu | 60 | 32 | | 20 | | | | | | | 286 | 284 | 60 | 56 | 7 | 7 | 7 | 7 | 7 | 7 | 322 | 235 |
| 4.1 | 14 | Surkhet | 90 | 35 | | 34 | | | | | | | 208 | 198 | | | | | | | | | 243 | 233 |
| 4.2 | 15 | Dang | 90 | 40 | | 48 | | | | | | | 90 | 90 | | | | | | | | | 125 | 88 |
| 4.3 | 16 | Kalikot | 50 | 45 | | 16 | | | | | | | 80 | 80 | 20 | 19 | 4 | 4 | 4 | 4 | 4 | 4 | 149 | 149 |
| 4.4 | 17 | Banke | | | | | | | | | | | 60 | 60 | 60 | 60 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 60 |
| 4.5 | 18 | Dailekh | | | | | | | | | | | 60 | 60 | 60 | 59 | 2 | 2 | 2 | 1 | 2 | 2 | 60 | 43 |
| 5.1 | 19 | Dadeldhura | 60 | 36 | | 43 | | | | | | | 204 | 198 | 60 | 62 | 6 | 6 | 6 | 6 | 6 | 6 | 239 | 200 |
| 5.2 | 20 | Bajura | | | | | | | | | | | | | 60 | 60 | | | | | | | | |
| 5.3 | 21 | Bajhang | | | | | | | | | | | | | 60 | 72 | | | | | | | | |
| 5.4 | 22 | Achham | | | | | | | | | | | | | 60 | 60 | | | | | | | | |
| 5.5 | 23 | Doti | | | | | | | | | | | | | 60 | 60 | | | | | | | | |
| 5.6 | 24 | Kailali | | | | | | | | | | | 60 | 60 | | | 2 | 2 | 2 | 2 | 2 | 2 | 60 | 36 |
| 5.7 | 25 | Darchula | | | | | | | | | | | 60 | 60 | 60 | 60 | 2 | 2 | 2 | 2 | 2 | 2 | 60 | 36 |
| | | Total | 1000 | 477 | 0 | 567 | 3 | 3 | 3 | 3 | 3 | 3 | 3006 | 2930 | 1000 | 1005 | 72 | 72 | 72 | 69 | 72 | 72 | 3600 | 2796 |

Source: BPEP

Note:

FY - Fiscal Year

NCR - New Class Room

RCR - Rehabilitation of Class Room

RCB - Resource Center Building

PL - Pit Latrine

RCF - Resource Center Furniture

CRF - Class Room Furniture

WS - Water Supply

T - Target

P - Progress

| S.No. | FY | 1994/95 | | | | | | | | | | | | | | 1995/96 | | | | | | | | | | | | | |
|-------|-------------|---------|------|------|------|-----|----|-----|----|-----|----|------|------|----|----|---------|------|-----|-----|-----|----|----|----|-----|----|-----|-----|----|----|
| | Facility | NCR | | RCR | | RCB | | PL | | RCF | | CRF | | WS | | NCR | | RCR | | RCB | | PL | | RCF | | CRF | | WS | |
| | District | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P |
| 1 | Jhapa | | | 40 | 40 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Udaypur | 246 | 228 | 20 | 20 | | | | | | | 246 | 184 | | | 110 | 110 | 30 | 30 | | | | | | | | | | |
| 3 | Dhankuta | | | 40 | 40 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Morang | 290 | 290 | 30 | 30 | 4 | 4 | 4 | 4 | | | 290 | 290 | 4 | 4 | 100 | 100 | 8 | 8 | 6 | 6 | 6 | 6 | 4 | 4 | | | 6 | 6 |
| 5 | Siraha | 240 | 240 | 20 | 20 | 4 | 4 | 4 | 4 | 4 | 4 | 240 | 233 | | | 110 | 110 | 40 | 40 | 4 | 4 | | | 4 | 4 | | | | |
| 6 | Sunsari | 140 | 140 | 20 | 20 | 3 | 3 | 3 | 3 | 3 | 3 | 140 | 134 | | | 110 | 110 | 40 | 40 | 3 | 3 | | | 3 | 3 | | | | |
| 7 | Illam | 60 | 60 | 20 | 20 | 3 | 3 | 3 | | 3 | 3 | 60 | 60 | | | 60 | 60 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| 8 | Sarlahi | 200 | 200 | 20 | 20 | | | | | | | 200 | 156 | | | 120 | 110 | 30 | 30 | | | | | | | | | | |
| 9 | Parsa | 50 | 50 | 20 | 20 | | | 6 | 6 | | | | | 6 | 6 | 74 | 74 | | | | | 9 | 9 | | | 50 | 50 | 9 | 9 |
| 10 | Nuwakot | 80 | 80 | 24 | 24 | | | 6 | 4 | | | | | 6 | 6 | 100 | 100 | 1 | 1 | | | 9 | 9 | | | 80 | 80 | | |
| 11 | Chitwan | 154 | 154 | 225 | 275 | 4 | 4 | 12 | 12 | | | | | 12 | 12 | 180 | 180 | | | 3 | 3 | 18 | 18 | 4 | 4 | 154 | 154 | 18 | 18 |
| 12 | Mahottari | 74 | 70 | 24 | 24 | 3 | 3 | 3 | 2 | 3 | 3 | 110 | 70 | | | 100 | 100 | 42 | 42 | 3 | 3 | | | 3 | 3 | | | | |
| 13 | Dhanusha | 156 | 156 | 175 | 175 | 3 | 3 | 3 | 12 | 12 | | | | 12 | 12 | 54 | 54 | | | 7 | 7 | 18 | 18 | 3 | 3 | 156 | 156 | 18 | 18 |
| 14 | Rautahat | 140 | 130 | 20 | 20 | 3 | 3 | 3 | 3 | 3 | 3 | 140 | 130 | | | 112 | 112 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| 15 | Tanahun | 10 | 10 | 40 | 40 | | | | | | | 10 | 10 | | | 30 | 30 | 34 | 34 | | | | | | | 21 | 21 | | |
| 16 | Kaski | | | 40 | 40 | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | Mustang | 40 | 40 | 20 | 20 | | | | | | | 40 | 40 | | | 40 | 40 | 20 | 20 | | | | | | | | | | |
| 18 | Kapilvastu | 146 | 140 | 30 | 30 | | | | | | | 146 | 140 | | | 122 | 122 | 30 | 30 | | | | | | | | | | |
| 19 | Nawalparasi | 152 | 152 | 20 | 20 | 3 | 3 | 3 | 3 | 3 | 3 | 140 | 152 | | | 118 | 118 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| 20 | Lamjung | 110 | 110 | 20 | 22 | 3 | 3 | 3 | 3 | 3 | 3 | 110 | 104 | | | 80 | 80 | 33 | 33 | 3 | 3 | | | 3 | 3 | | | | |
| 21 | Syangja | 110 | 110 | 20 | 20 | 3 | 3 | 3 | 3 | 3 | 3 | 110 | 110 | | | 106 | 106 | 30 | 30 | 4 | 4 | | | 4 | 4 | | | | |
| 22 | Gulmi | 110 | 108 | 20 | 20 | 3 | 3 | 3 | | 3 | 3 | 110 | 108 | | | 100 | 100 | 30 | 30 | 4 | 4 | | | 4 | 4 | | | | |
| 23 | Surkhet | | | 40 | 40 | | | | | | | | | | | 28 | 28 | | | | | | | | | | | | |
| 24 | Dang | | | 40 | 40 | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | Kalikot | 50 | 50 | 20 | 20 | | | | | | | 50 | 50 | | | 60 | 60 | 20 | 20 | | | | | | | | | | |
| 26 | Banke | 170 | 166 | 30 | 30 | 4 | 4 | 4 | 4 | 4 | 4 | 170 | 162 | | | 120 | 120 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| 27 | Dailekh | 120 | 120 | 20 | 20 | 6 | 6 | 6 | 6 | 6 | 6 | 120 | 114 | | | 100 | 90 | 30 | 30 | 2 | 2 | | | 2 | 2 | | | | |
| 28 | Salyan | 64 | 64 | 20 | 20 | 3 | 3 | 3 | 3 | 3 | 3 | 80 | 64 | | | 90 | 90 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| 29 | Pyuthan | 110 | 106 | 20 | 20 | 3 | 3 | 3 | 3 | 3 | 3 | 110 | 106 | | | 60 | 60 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| 30 | Rukum | 80 | 80 | 20 | 18 | 3 | 2 | 3 | 2 | 3 | 2 | 80 | 62 | | | 50 | 50 | 20 | 20 | | | | | | | | | | |
| 31 | Mugu | 60 | 48 | 20 | 20 | 3 | 2 | 3 | 1 | 3 | 2 | 60 | 40 | | | 50 | 48 | 20 | 20 | | | | | | | | | | |
| 32 | Dadeldhura | 90 | 90 | 20 | 20 | | | | | | | 90 | 80 | | | 90 | 90 | 30 | 30 | | | | | | | | | | |
| 33 | Bajura | | | 40 | 40 | | | | | | | | | | | 40 | 40 | 40 | 40 | 2 | 2 | | | 2 | 2 | | | | |
| 34 | Bajhang | | | 40 | 40 | | | | | | | | | | | 40 | 40 | 40 | 40 | 2 | 2 | | | 2 | 2 | | | | |
| 35 | Achham | | | 40 | 40 | | | | | | | | | | | 40 | 40 | 40 | 40 | 2 | 2 | | | 2 | 2 | | | | |
| 36 | Doti | | | 40 | 40 | | | | | | | | | | | 40 | 34 | 40 | 40 | 2 | 2 | | | 2 | 2 | | | | |
| 37 | Kailali | 175 | 175 | 30 | 30 | 6 | 6 | 6 | 6 | 6 | 6 | 175 | 160 | | | 130 | 130 | 40 | 40 | 3 | 3 | | | 3 | 3 | | | | |
| 38 | Darchula | 120 | 120 | 20 | 20 | 8 | 8 | 8 | 8 | 8 | 8 | 120 | 120 | | | 90 | 90 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| 39 | Kanchanpur | 130 | 130 | 20 | 20 | 3 | 3 | 3 | 3 | 3 | 3 | 130 | 130 | | | 100 | 94 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| 40 | Baitadi | 60 | 60 | 20 | 20 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 40 | | | 70 | 70 | 30 | 30 | 3 | 3 | | | 3 | 3 | | | | |
| | Total | 3737 | 3677 | 1408 | 1458 | 81 | 79 | 110 | 98 | 70 | 68 | 3337 | 3049 | 40 | 40 | 3024 | 2990 | 958 | 958 | 77 | 77 | 60 | 60 | 72 | 72 | 461 | 461 | 51 | 51 |

Source: BPEP

New Class Room and Resource Centers Constructed by Different Agencies

| S.N. Region | S.N. | District | Cluster | EAARRP | PEDP | | PEP | | SERD | | BPEP | | | Total Constructed | | | To be Constructed | | | |
|----------------|------|---------------|---------|--------|------|-----|-----|----|------|----|--------|-------|----|-------------------|-----|----|-------------------|----------|-----|----|
| | | | | CR | CR | DEB | CR | RC | CR | RC | CR (1) | * DEB | RC | CR | DEB | RC | CR (1) | CR (II) | DEB | RC |
| 1.1 | 1 | Taplejung | 22 | 264 | | | | | | | | | | 264 | 0 | 0 | | 180 | 1 | 22 |
| 1.2 | 2 | Panchthar | 22 | 634 | | | | | | | | | | 634 | 0 | 0 | | 0 | 1 | 22 |
| 1.3 | 3 | Ilam | 17 | 66 | | | | | | | 170 | | 9 | 236 | 0 | 9 | 440 | 0 | 1 | 8 |
| 1.4 | 4 | Jhapa | 22 | 836 | | | 528 | 22 | | | 51 | 1 | | 1415 | 1 | 22 | | 0 | 0 | 0 |
| 1.5 | 5 | Sankhuwasabha | 15 | 660 | | | | | | | | | | 660 | 0 | 0 | | 0 | 1 | 15 |
| 1.6 | 6 | Terhathum | 16 | 746 | | | | | | | | | | 746 | 0 | 0 | | 0 | 1 | 16 |
| 1.7 | 7 | Bhojpur | 22 | 668 | | 1 | | | | | | | | 668 | 1 | 0 | | 0 | 0 | 22 |
| 1.8 | 8 | Dhankuta | 19 | 760 | | | 386 | 19 | | | 108 | 1 | | 1254 | 1 | 19 | | 0 | 0 | 0 |
| 1.9 | 9 | Sunsari | 15 | 780 | | 1 | | | | | 350 | | 6 | 1130 | 1 | 6 | | 0 | 0 | 9 |
| 1.10 | 10 | Morang | 19 | 592 | | | | | | | 614 | 1 | 13 | 1206 | 1 | 13 | | 0 | 0 | 6 |
| 1.11 | 11 | Solukhumbu | 17 | 372 | | | | | | | | | | 372 | 0 | 0 | | 42 | 1 | 17 |
| 1.12 | 12 | Okhaldhunga | 25 | 602 | | | | | | | | | | 602 | 0 | 0 | | 0 | 1 | 25 |
| 1.13 | 13 | Khotang | 33 | 524 | | | | | | | | | | 524 | 0 | 0 | | 150 | 1 | 33 |
| 1.14 | 14 | Udaypur | 14 | 548 | | | | | | | 624 | 1 | 8 | 1172 | 1 | 8 | | 0 | 0 | 6 |
| 1.15 | 15 | Siraha | 14 | 746 | | | | | | | 464 | 1 | 10 | 1210 | 1 | 10 | | 0 | 0 | 4 |
| 1.16 | 16 | Saptari | 13 | 1002 | | | | | | | | | | 1002 | 0 | 0 | | 0 | 1 | 13 |
| 2.1 | 17 | Dolakha | 25 | 682 | | | | | | | | | | 682 | 0 | 0 | | 0 | 1 | 25 |
| 2.2 | 18 | Ramechhap | 20 | 620 | | | | | | | | | | 620 | 0 | 0 | | 44 | 1 | 20 |
| 2.3 | 19 | Sindhuli | 26 | 606 | | | | | | | | | | 606 | 0 | 0 | | 138 | 1 | 26 |
| 2.4 | 20 | Mahottari | 14 | 312 | | | | | | | 270 | 1 | 6 | 582 | 1 | 6 | | 0 | 0 | 8 |
| 2.5 | 21 | Dhanusha | 14 | 322 | | 1 | | | | | 310 | | 10 | 632 | 1 | 10 | | 0 | 0 | 4 |
| 2.6 | 22 | Chitwan | 14 | 88 | | | | | | | 606 | 1 | 10 | 694 | 1 | 10 | | 0 | 0 | 4 |
| 2.7 | 23 | Makawanpur | 24 | 176 | | | | | | | | 1 | | 176 | 1 | 0 | | 620 | 0 | 24 |
| 2.8 | 24 | Parsa | 11 | | | | | | | | 448 | 1 | 8 | 448 | 1 | 8 | 2 | 0 | 0 | 3 |
| 2.9 | 25 | Bara | 18 | 270 | | 1 | | | | | | | | 270 | 1 | 0 | | 260 | 0 | 18 |
| 2.10 | 26 | Rautahat | 14 | 60 | | | | | | | 312 | | 9 | 372 | 0 | 9 | 60 | 0 | 1 | 5 |
| 2.11 | 27 | Sarlahi | 14 | 296 | | | | | | | 682 | | 9 | 978 | 0 | 9 | | 0 | 1 | 5 |
| 2.12 | 28 | Rasuwa | 10 | | | | | | | | | | | 0 | 0 | 0 | | 176 | 1 | 10 |
| 2.13 | 29 | Sindhupalchok | 24 | 678 | | | | | | | | | | 678 | 0 | 0 | | 154 | 1 | 24 |
| 2.14 | 30 | Nuwakot | 17 | 344 | | | | | | | 652 | 1 | 14 | 996 | 1 | 14 | | 0 | 0 | 3 |

| S.N. Region | S.N. | District | Cluster | EAARRP | PEDP | | PEP | | SERD | | BPEP | | | Total Constructed | | | To be Constructed | | | |
|----------------|------|----------------|---------|--------|------|-----|-----|----|------|----|--------|-------|----|-------------------|-----|----|-------------------|----------|-----|----|
| | | | | CR | CR | DEB | CR | RC | CR | RC | CR (1) | * DEB | RC | CR | DEB | RC | CR (1) | CR (II) | DEB | RC |
| 2.15 | 31 | Dhading | 25 | | | | | | | | | | | 0 | 0 | 0 | | 830 | 1 | 25 |
| 2.16 | 32 | Kavrepalanchok | 33 | 638 | | 1 | | | | | | | | 638 | 1 | 0 | | 158 | 0 | 33 |
| 2.17 | 33 | Bhaktapur | 10 | 124 | | | | | | | | | | 124 | 0 | 0 | | 168 | 1 | 10 |
| 2.18 | 34 | Kathmandu | 28 | 236 | | | | | | | | 1 | | 236 | 1 | 0 | | 1038 | 0 | 28 |
| 2.19 | 35 | Lalitpur | 16 | 244 | | | | | | | | | | 244 | 0 | 0 | | 388 | 1 | 16 |
| 3.1 | 36 | Gorkha | 23 | | 392 | | | | | | | 1 | | 392 | 1 | 0 | | 484 | 0 | 23 |
| 3.2 | 37 | Kaski | 33 | | | | 520 | 33 | | | 149 | 1 | | 669 | 1 | 33 | 118 | 0 | 0 | 0 |
| 3.3 | 38 | Syangja | 33 | | | | | | | | 336 | 1 | 7 | 336 | 1 | 7 | 640 | 0 | 0 | 26 |
| 3.4 | 39 | Lamjung | 20 | | | | | | | | 290 | 1 | 6 | 290 | 1 | 6 | 390 | 0 | 0 | 14 |
| 3.5 | 40 | Tanahun | 22 | | | | 510 | 22 | | | 226 | 1 | | 736 | 1 | 22 | 164 | 0 | 0 | 0 |
| 3.6 | 41 | Manang | 5 | | 40 | | | | | | | | | 40 | 0 | 0 | | 14 | 1 | 5 |
| 3.7 | 42 | Kapilvastu | 10 | | | | | | | | 578 | 1 | 7 | 578 | 1 | 7 | | 0 | 0 | 3 |
| 3.8 | 43 | Gulmi | 26 | | | | | | | | 288 | | 10 | 288 | 0 | 10 | 856 | 0 | 1 | 16 |
| 3.9 | 44 | Argakhanchi | 23 | | 118 | | | | | | | | | 118 | 0 | 0 | | 508 | 1 | 23 |
| 3.10 | 45 | Palpa | 25 | | 388 | | | | | | | | | 388 | 0 | 0 | | 382 | 1 | 25 |
| 3.11 | 46 | Nawalparasi | 17 | | | | | | | | 380 | | 6 | 380 | 0 | 6 | 344 | 0 | 1 | 11 |
| 3.12 | 47 | Rupandehi | 10 | | 342 | 1 | | | | | | | | 342 | 1 | 0 | | 198 | 0 | 10 |
| 3.13 | 48 | Mustang | 8 | | | | | | | | 141 | 1 | 8 | 141 | 1 | 8 | | 0 | 0 | 0 |
| 3.14 | 49 | Myagdi | 15 | | 80 | | | | | | | | | 80 | 0 | 0 | | 312 | 1 | 15 |
| 3.15 | 50 | Baglung | 24 | | 392 | | | | | | | 1 | | 392 | 1 | 0 | | 416 | 0 | 24 |
| 3.16 | 51 | Parbat | 17 | | 340 | | | | | | | 1 | | 340 | 1 | 0 | | 196 | 0 | 17 |
| 4.1 | 52 | Rukum | 18 | | | | | | | | 180 | | 4 | 180 | 0 | 4 | 270 | 0 | 1 | 14 |
| 4.2 | 53 | Salyan | 24 | | | | | | | | 224 | 1 | 8 | 224 | 1 | 8 | 350 | 0 | 0 | 16 |
| 4.3 | 54 | Rolpa | 20 | | | | | | | | | | | 0 | 0 | 0 | | 500 | 1 | 20 |
| 4.4 | 55 | Pyuthan | 20 | | | | | | | | 236 | | 8 | 236 | 0 | 8 | 240 | 0 | 1 | 12 |
| 4.5 | 56 | Dang | 19 | | | | 348 | 19 | | | 130 | 1 | | 478 | 1 | 19 | 36 | 0 | 0 | 0 |
| 4.6 | 57 | Jajarkot | 14 | | 112 | | | | | | | | | 112 | 0 | 0 | | 322 | 1 | 14 |
| 4.7 | 58 | Dailekh | 14 | | | | | | | | 320 | 1 | 10 | 320 | 1 | 10 | 200 | 0 | 0 | 4 |
| 4.8 | 59 | Surkhet | 18 | | | | 360 | 18 | | | 287 | 1 | | 647 | 1 | 18 | 4 | 0 | 0 | 0 |
| 4.9 | 60 | Bardiya | 11 | | 128 | | | | | | | | | 128 | 0 | 0 | | 250 | 1 | 11 |
| 4.10 | 61 | Banke | 10 | | | | | | | | 386 | 1 | 10 | 386 | 1 | 10 | 62 | 0 | 0 | 0 |
| 4.11 | 62 | Humla | 9 | | | | | | | | | | | 0 | 0 | 0 | | 174 | 1 | 9 |
| 4.12 | 63 | Mugu | 10 | | | | | | | | 146 | | 4 | 146 | 0 | 4 | 32 | 0 | 1 | 6 |

| S.N. Region | S.N. | District | Cluster | EAARRP | PEDP | | PEP | | SERD | | BPEP | | | Total Constructed | | | To be Constructed | | | |
|----------------|------|---------------|---------|--------|------|-----|------|-----|------|----|-----------|----------|-----|-------------------|-----|-----|-------------------|---------|-----|-----|
| | | | | CR | CR | DEB | CR | RC | CR | RC | CR (1) | * DEB | RC | CR | DEB | RC | CR (1) | CR (II) | DEB | RC |
| 4.13 | 64 | Dolpa | 10 | | | | | | | | | | | 0 | 0 | 0 | | 194 | 1 | 10 |
| 4.14 | 65 | Kalikot | 6 | | | | | | | | 235 | | 6 | 235 | 0 | 6 | 22 | 0 | 1 | 0 |
| 4.15 | 66 | Jumla | 12 | | 60 | | | | | | | | | 60 | 0 | 0 | | 174 | 1 | 12 |
| 5.1 | 67 | Bajhang | 16 | | | | | | NA | | 80 | | 2 | 80 | 0 | 2 | 386 | 0 | 1 | 14 |
| 5.2 | 68 | Bajura | 13 | | | | | | NA | | 80 | | 2 | 80 | 0 | 2 | 270 | 0 | 1 | 11 |
| 5.3 | 69 | Achham | 16 | | | | | | NA | | 80 | | 2 | 80 | 0 | 2 | 424 | 0 | 1 | 14 |
| 5.4 | 70 | Doti | 18 | | | | | | NA | | 74 | | 2 | 74 | 0 | 2 | 386 | 0 | 1 | 16 |
| 5.5 | 71 | Kailali | 18 | | | | | | NA | | 455 | | 12 | 455 | 0 | 12 | 243 | 0 | 1 | 6 |
| 5.6 | 72 | Darchula | 21 | | | | | | | | 340 | | 15 | 340 | 0 | 15 | 118 | 0 | 1 | 6 |
| 5.7 | 73 | Baitadi | 22 | | | | | | | | 210 | | 8 | 210 | 0 | 8 | 368 | 0 | 1 | 14 |
| 5.8 | 74 | Dadeldhura | 10 | | | | | | | | 414 | | 6 | 414 | 0 | 6 | | 0 | 1 | 4 |
| 5.9 | 75 | Kanchanpur | 9 | | | | | | | | 264 | | 6 | 264 | 0 | 6 | 66 | 0 | 1 | 3 |
| | | Others | | 82 | | | | | | | | | | 82 | 0 | 0 | | 0 | 0 | 0 |
| | | Total | 1331 | 15578 | 2392 | 6 | 2652 | 133 | 1060 | 0 | 12190 | 25 | 261 | 33872 | 31 | 394 | 6491 | 8470 | 44 | 937 |

Source: BPEP/PEDP/EAARRP/BPEP Master Plan 1991

Note:

CR - Class Room

CR I - Class Room construction in BPEP I

CR II - Class Room construction in BPEP II

NA - Not available

EAARRP - Earthquake Affected Areas Reconstruction & Rehabilitation Project

PEDP - Primary Education Development Project

PEP - Primary Education Project

SERD - Seti Education & Rural Development

BPEP - Basic Primary Education Project

DEB - District Education Office Building

* - 20 DEB constructed by BPEP & 5 existing DEB

| S.No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|------------------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|------------|
| Materials | | | | | | | | |
| 1 | Bricks | nos. | 37,000.00 | 2.00 | 74,000.00 | 74,000.00 | | |
| 2 | Ordinary portland cement | bags. | 127.00 | 280.00 | 35,560.00 | 35,560.00 | | |
| 3 | Reinforcing steel bar | kg. | 350.00 | 26.00 | 9,100.00 | 9,100.00 | | |
| 4 | Steel binding wire | kg. | 4.00 | 40.00 | 160.00 | 160.00 | | |
| 5 | Steel D/w frame including hinges & holdfast (199.5Sft.) | kg. | 245.00 | 50.00 | 12,250.00 | 12,250.00 | | |
| 6 | Wooden Truss | cft. | 51.00 | 800.00 | 40,800.00 | | 40,800.00 | |
| 7 | Wood for door/windows shutter & eaves board | cft. | 34.00 | 800.00 | 27,200.00 | | 27,200.00 | |
| 8 | Sand | cft. | 1,026.00 | 7.00 | 7,182.00 | | 7,182.00 | |
| 9 | Stone aggregates | cft. | 249.00 | 19.00 | 4,731.00 | | 4,731.00 | |
| 10 | 26 Gauge CGI roofing sheet (Commercial) | bdle. | 8.35 | 3,600.00 | 30,060.00 | 30,060.00 | | |
| 11 | 26 gauge GI sheet for ridge | sft. | 84.00 | 30.00 | 2,520.00 | 2,520.00 | | |
| 12 | MS J-hook with bitumen washer & metallic cap | set | 395.00 | 5.00 | 1,975.00 | 1,975.00 | | |
| 13 | 4" & 6" Steel tower bolt | pcs. | 44.00 | 12.00 | 528.00 | 528.00 | | |
| 14 | Ms sliding bar locking set (10") | pcs. | 2.00 | 75.00 | 150.00 | 150.00 | | |
| 15 | 3" & 4" Ordinary Nail | kg. | 4.00 | 40.00 | 160.00 | 160.00 | | |
| 16 | 4" Ms handle for door/windows shutters | pcs. | 24.00 | 6.00 | 144.00 | 144.00 | | |
| 17 | Screws for hinges & tower bolts (20 mm & 35mm) | ls. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 18 | Primer paint | ltr. | 4.50 | 125.00 | 562.50 | 562.50 | | |
| 19 | Enamel paint | ltr. | 9.00 | 150.00 | 1,350.00 | 1,350.00 | | |
| 20 | White wash lime | kg. | 50.00 | 10.00 | 500.00 | 500.00 | | |
| Labour | | | | | | | | |
| 1 | Unskilled labours | m.day | 377.00 | 50.00 | 18,850.00 | | 18,850.00 | |
| 2 | Skilled Labours | m.day | 301.00 | 110.00 | 33,110.00 | 33,110.00 | | |
| | Transportation cost of materials from the road head | ls. | 1.00 | 5,000.00 | 5,000.00 | 5,000.00 | | |
| | Total | | | | 306,042.50 | 207,279.50 | 98,763.00 | |
| | Cost estimate for one class room | | | | 153,021.25 | | | 153,000.00 |
| | Percentage of total cost | | | | | 67.73 | 32.27 | |

Note: Quantities of the above items have been calculated based on the standard design of two class room school building (floor area - 792.8 sft)

Annex - 14.3.2

Cost Estimate of unit Classroom Building : New Classroom

1996/97
Prices

Region: Hill/Mountain

| S.No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|------------------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|------------|
| Materials | | | | | | | | |
| 1 | Stones | cft. | 3,361.00 | 7.00 | 23,527.00 | 23,527.00 | | |
| 2 | Ordinary portland cement | bags. | 48.00 | 315.00 | 15,120.00 | 15,120.00 | | |
| 3 | Reinforcing steel bar | kg. | 375.00 | 30.00 | 11,250.00 | 11,250.00 | | |
| 4 | Steel binding wire | kg. | 4.00 | 40.00 | 160.00 | 160.00 | | |
| 5 | Wood for door/windows frame & shutter | cft. | 108.00 | 500.00 | 54,000.00 | | 54,000.00 | |
| 6 | Sand | cft. | 497.00 | 8.00 | 3,976.00 | | 3,976.00 | |
| 7 | Stone aggregates | cft. | 138.00 | 10.00 | 1,380.00 | | 1,380.00 | |
| 8 | 26 Gauge CGI roofing sheet (Commercial) | bdle. | 8.75 | 4,100.00 | 35,875.00 | 35,875.00 | | |
| 9 | 26 gauge GI sheet for ridge | sft. | 84.00 | 30.00 | 2,520.00 | 2,520.00 | | |
| 10 | 3"&4" Roofing Nails | pcs. | 440.00 | 0.50 | 220.00 | 220.00 | | |
| 11 | MS hinges for door/windows shutters (4" & 6") | pcs. | 52.00 | 5.00 | 260.00 | 260.00 | | |
| 12 | MS hold fast | pcs. | 52.00 | 8.00 | 416.00 | 416.00 | | |
| 13 | 3" & 4" Ordinary Nail | kg. | 8.00 | 50.00 | 400.00 | 400.00 | | |
| 14 | 4" Ms handle for door/windows shutters | pcs. | 24.00 | 6.00 | 144.00 | 144.00 | | |
| 15 | Screws for hinges & tower bolts (20 mm & 35mm) | ls. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 16 | 4" & 6" Steel tower bolt | pcs. | 44.00 | 12.00 | 528.00 | 528.00 | | |
| 17 | Ms sliding bar locking set (10") | pcs. | 2.00 | 85.00 | 170.00 | 170.00 | | |
| 18 | Primer paint | ltr. | 4.50 | 130.00 | 585.00 | 585.00 | | |
| 19 | Enamel paint | ltr. | 9.00 | 150.00 | 1,350.00 | 1,350.00 | | |
| 20 | White wash lime | kg. | 50.00 | 12.00 | 600.00 | 600.00 | | |
| Labour | | | | | | | | |
| 1 | Unskilled labours | m.day | 379.00 | 70.00 | 26,530.00 | | 26,530.00 | |
| 2 | Skilled Labours | m.day | 285.00 | 110.00 | 31,350.00 | 31,350.00 | | |
| | Transportation cost of materials from the road head | ls. | 1.00 | 10,000.00 | 10,000.00 | 10,000.00 | | |
| | Total | | | | 220,511.00 | 134,625.00 | 85,886.00 | |
| | Cost estimate for one class room | | | | 110,255.50 | | | 110,000.00 |
| | Percentage of total cost | | | | | 61.05 | 38.95 | |

Note: Quantities of the above items have been calculated based on the standard design of two class room school building (floor area - 871.8 sft)

**Annex -
14.3.3**

Cost Estimate of unit Resource Center Building : Resource Center

1996/97
Prices

Region: Terai

| S.No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|------------------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|------------|
| Materials | | | | | | | | |
| 1 | Bricks | nos. | 67,000.00 | 2.00 | 134,000.00 | 134,000.00 | | |
| 2 | Ordinary portland cement | bags. | 294.00 | 280.00 | 82,320.00 | 82,320.00 | | |
| 3 | Reinforcing steel bar | kg. | 690.00 | 26.00 | 17,940.00 | 17,940.00 | | |
| 4 | Steel binding wire | kg. | 7.00 | 40.00 | 280.00 | 280.00 | | |
| 5 | Steel D/w frame including hinges & holdfast (338Sft.) | kg. | 376.80 | 50.00 | 18,840.00 | 18,840.00 | | |
| 6 | Ms tubular trusses & column including nuts & bolts (1509 sft) | cft. | 1,095.50 | 60.00 | 65,730.00 | 65,730.00 | | |
| 7 | Wood for door/windows shutter & eaves board | cft. | 51.00 | 800.00 | 40,800.00 | 40,800.00 | | |
| 8 | Sand | cft. | 1,620.00 | 7.00 | 11,340.00 | 11,340.00 | | |
| 9 | Stone aggregates | cft. | 375.00 | 19.00 | 7,125.00 | 7,125.00 | | |
| 10 | 26 Gauge CGI roofing sheet (Commercial) | bdle. | 11.00 | 3,600.00 | 39,600.00 | 39,600.00 | | |
| 11 | 26 gauge GI sheet for ridge | sft. | 96.00 | 30.00 | 2,880.00 | 2,880.00 | | |
| 12 | MS J-hook with bitumen washer & metallic cap | set | 515.00 | 5.00 | 2,575.00 | 2,575.00 | | |
| 13 | 4" & 6" Steel tower bolt | pcs. | 74.00 | 12.00 | 888.00 | 888.00 | | |
| 14 | Ms sliding bar locking set (10") | pcs. | 5.00 | 75.00 | 375.00 | 375.00 | | |
| 15 | 3" & 4" Ordinary Nail | kg. | 7.00 | 40.00 | 280.00 | 280.00 | | |
| 16 | 4" Ms handle for door/windows shutters | pcs. | 40.00 | 6.00 | 240.00 | 240.00 | | |
| 17 | Screws for hinges & tower bolts (20 mm & 35mm) | ls. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 18 | Primer paint | ltr. | 6.50 | 125.00 | 812.50 | 812.50 | | |
| 19 | Enamel paint | ltr. | 12.50 | 150.00 | 1,875.00 | 1,875.00 | | |
| 20 | White wash lime | kg. | 51.00 | 10.00 | 510.00 | 510.00 | | |
| Labour | | | | | | | | |
| 1 | Unskilled labours | m.day | 590.00 | 50.00 | 29,500.00 | 29,500.00 | | |
| 2 | Skilled Labours | m.day | 472.00 | 110.00 | 51,920.00 | 51,920.00 | | |
| | Transportation cost of materials from the road head | ls. | 1.00 | 5,000.00 | 5,000.00 | 5,000.00 | | |
| | Total | | | | 514,980.50 | 514,980.50 | - | 515,000.00 |
| | Percentage of total cost | | | | | 100.00 | | |

Note: Quantities of the above items have been calculated based on the standard design of resource center building (floor area - 1,236 sft)

Annex - 14.3.4

Cost Estimate of unit Resource Center Building : Resource Center

1996/97

Prices

Region: Hill/Mountain

| S.No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|------------------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|------------|
| Materials | | | | | | | | |
| 1 | Stones | cft. | 4,195.00 | 7.00 | 29,365.00 | 29,365.00 | | |
| 2 | Ordinary portland cement | bags. | 106.00 | 315.00 | 33,390.00 | 33,390.00 | | |
| 3 | Reinforcing steel bar | kg. | 553.00 | 30.00 | 16,590.00 | 16,590.00 | | |
| 4 | Steel binding wire | kg. | 6.00 | 40.00 | 240.00 | 240.00 | | |
| 5 | Wood for door/windows frame & shutter | cft. | 130.00 | 500.00 | 65,000.00 | 65,000.00 | | |
| 6 | Sand | cft. | 751.00 | 8.00 | 6,008.00 | 6,008.00 | | |
| 7 | Stone aggregates | cft. | 341.00 | 10.00 | 3,410.00 | 3,410.00 | | |
| 8 | 26 Gauge CGI roofing sheet (Commercial) | bdle. | 9.50 | 4,100.00 | 38,950.00 | 38,950.00 | | |
| 9 | 26 gauge GI sheet for ridge | sft. | 63.00 | 30.00 | 1,890.00 | 1,890.00 | | |
| 10 | 3"&4" Roofing Nails | pcs. | 650.00 | 0.50 | 325.00 | 325.00 | | |
| 11 | 3" & 4" Ordinary Nail | kg. | 12.00 | 50.00 | 600.00 | 600.00 | | |
| 12 | MS hinges (4" & 6") | pcs. | 54.00 | 5.00 | 270.00 | 270.00 | | |
| 13 | MS hold fast | pcs. | 62.00 | 8.00 | 496.00 | 496.00 | | |
| 14 | 4" & 6" Steel tower bolt | pcs. | 50.00 | 12.00 | 600.00 | 600.00 | | |
| 15 | Ms sliding bar locking set (10") | pcs. | 4.00 | 85.00 | 340.00 | 340.00 | | |
| 16 | 4" Ms handle for door/windows shutters | pcs. | 25.00 | 6.00 | 150.00 | 150.00 | | |
| 17 | Screws for hinges & tower bolts | ls. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 18 | Primer paint | ltr. | 8.00 | 130.00 | 1,040.00 | 1,040.00 | | |
| 19 | Enamel paint | ltr. | 16.00 | 150.00 | 2,400.00 | 2,400.00 | | |
| 20 | White wash lime | kg. | 60.00 | 15.00 | 900.00 | 900.00 | | |
| Labour | | | | | | | | |
| 1 | Unskilled labours | m.day | 504.00 | 70.00 | 35,280.00 | 35,280.00 | | |
| 2 | Skilled Labours | m.day | 360.00 | 110.00 | 39,600.00 | 39,600.00 | | |
| | Transportation cost of materials from the road head | ls. | 1.00 | 12,000.00 | 12,000.00 | 12,000.00 | | |
| | Total | | | | 288,994.00 | 288,994.00 | - | 289,000.00 |
| | Percentage of total cost | | | | | 100.00 | | |

Note: Quantities of the above items have been calculated based on the standard design of resource center building (floor area - 1,163.25 sft)

Annex - 14.3.5

Cost Estimate of unit Toilet Block

1996/97
Prices

Region: Terai

| S.No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|------------------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|-----------|
| Materials | | | | | | | | |
| 1 | Bricks | nos. | 5,150.00 | 2.00 | 10,300.00 | 10,300.00 | | |
| 2 | Ordinary portland cement | bags. | 25.00 | 280.00 | 7,000.00 | 7,000.00 | | |
| 3 | Reinforcing steel bar | kg. | 122.50 | 26.00 | 3,185.00 | 3,185.00 | | |
| 4 | Steel binding wire | kg. | 1.50 | 40.00 | 60.00 | 60.00 | | |
| 5 | Wood for door/windows shutter & caves board | cft. | 13.00 | 800.00 | 10,400.00 | | 10,400.00 | |
| 6 | Sand | cft. | 135.00 | 7.00 | 945.00 | | 945.00 | |
| 7 | Stone aggregates | cft. | 30.00 | 19.00 | 570.00 | | 570.00 | |
| 8 | 26 Gauge CGI roofing sheet (Commercial) | bdle. | 0.63 | 3,600.00 | 2,268.00 | 2,268.00 | | |
| 9 | 4" & 6" Steel tower bolt | pcs. | 2.00 | 12.00 | 24.00 | 24.00 | | |
| 10 | Sliding bar locking set (10") | pcs. | 2.00 | 75.00 | 150.00 | 150.00 | | |
| 11 | 3" & 4" Ordinary Nail | kg. | 1.50 | 40.00 | 60 | 60.00 | | |
| 12 | Roofing Nail | pcs. | 55.00 | 0.50 | 27.50 | 27.50 | | |
| 13 | 4" Ms handle for door/windows shutters | pcs. | 4.00 | 6.00 | 24.00 | 24.00 | | |
| 14 | MS hinges for door & window shutters | pcs. | 6.00 | 5.00 | 30.00 | 30.00 | | |
| 15 | Ms holdfast | pcs. | 12.00 | 8.00 | 96.00 | 96.00 | | |
| 16 | Screws for hinges & tower bolts (20 mm & 35mm) | ls. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 17 | Primer paint | ltr. | 1.00 | 125.00 | 125.00 | 125.00 | | |
| 18 | Enamel paint | ltr. | 1.50 | 150.00 | 225.00 | 225.00 | | |
| 19 | White wash lime | kg. | 9.00 | 10.00 | 90.00 | 90.00 | | |
| 20 | PVC 4" dia Vent Pipe with cowls | pcs. | 1.00 | 250.00 | 250.00 | 250.00 | | |
| Labour | | | | | | | | |
| 1 | Unskilled labours | m.day | 52.00 | 50.00 | 2,600.00 | | 2,600.00 | |
| 2 | Skilled Labours | m.day | 53.00 | 110.00 | 5,830.00 | 5,830.00 | | |
| | Transportation cost of materials from the road head | ls. | 1.00 | 1,000.00 | 1,000.00 | 1,000.00 | | |
| | Total | | | | 45,409.50 | 30,894.50 | 14,515.00 | 45,000.00 |
| | Percentage of total cost | | | | | 68.04 | 31.96 | |

Note: Quantities of the above items have been calculated based on the standard design of toilet block (floor area - 46.75 sft)

Annex - 14.3.6
Cost Estimate of unit Toilet Block
Region: Hill/Mountain

1996/97 Prices

| S.No. | Description | Units | Quantities | Rate/unit (Rs.) | Amount (Rs.) | Project Component (Rs.) | Community Component (Rs.) | Remarks |
|------------------|---|-------|------------|-----------------|--------------|-------------------------|---------------------------|-----------|
| Materials | | | | | | | | |
| 1 | Stones | cft. | 707.00 | 7.00 | 4,949.00 | 4,949.00 | | |
| 2 | Ordinary portland cement | bags. | 13.00 | 315.00 | 4,095.00 | 4,095.00 | | |
| 3 | Reinforcing steel bar | kg. | 160.20 | 30.00 | 4,806.00 | 4,806.00 | | |
| 4 | Steel binding wire | kg. | 1.75 | 40.00 | 70.00 | 70.00 | | |
| 5 | Wood for door/windows frame & shutter | cft. | 14.00 | 500.00 | 7,000.00 | | 7,000.00 | |
| 6 | Sand | cft. | 40.00 | 8.00 | 320.00 | | 320.00 | |
| 7 | Stone aggregates | cft. | 40.00 | 10.00 | 400.00 | | 400.00 | |
| 8 | 26 Gauge CGI roofing sheet (Commercial) | bdle. | 0.86 | 4,100.00 | 3,526.00 | 3,526.00 | | |
| 9 | Roofing Nails | pcs. | 65.00 | 0.50 | 32.50 | 32.50 | | |
| 10 | MS hinges for doors/windows shutters (4" & 6") | pcs. | 6.00 | 5.00 | 30.00 | 30.00 | | |
| 11 | MS hold fast | pcs. | 12.00 | 8.00 | 96.00 | 96.00 | | |
| 12 | 3" & 4" Ordinary Nail | kg. | 1.50 | 50.00 | 75.00 | 75.00 | | |
| 13 | 4" Ms handle for door/windows shutters | pcs. | 4.00 | 6.00 | 24.00 | 24.00 | | |
| 14 | Ms sliding bar locking set (10") | pcs. | 2.00 | 85.00 | 170.00 | 170.00 | | |
| 15 | Screws for hinges & tower bolts (20mm & 35mm) | ls. | 1.00 | 150.00 | 150.00 | 150.00 | | |
| 16 | 4" & 6" Steel tower bolt | pcs. | 6.00 | 12.00 | 72.00 | 72.00 | | |
| 17 | Primer paint | ltr. | 1.00 | 130.00 | 130.00 | 130.00 | | |
| 18 | Enamel paint | ltr. | 1.50 | 150.00 | 225.00 | 225.00 | | |
| 19 | White wash lime | kg. | 4.00 | 12.00 | 48.00 | 48.00 | | |
| 20 | PVC 4" dia pipe with cowls | pcs. | 1.00 | 250.00 | 250.00 | 250.00 | | |
| Labour | | | | | | | | |
| 1 | Unskilled labours | m.day | 76.00 | 70.00 | 5,320.00 | | 5,320.00 | |
| 2 | Skilled Labours | m.day | 48.00 | 110.00 | 5,280.00 | 5,280.00 | | |
| | Transportation cost of materials from the road head | ls. | 1.00 | 1,500.00 | 1,500.00 | 1,500.00 | | |
| | Total | | | | 38,568.50 | 25,528.50 | 13,040.00 | 39,000.00 |
| | Percentage of total cost | | | | | 66.19 | 33.81 | |

Note: Quantities of the above items have been calculated based on the standard design of toilet block (floor area - 64.5 sft)

PHYSICAL PROJECTIONS

Methodology and Assumptions

Six-Ten Year Old Population Projections, 1996-2002

Population is the key factor for projections, related to educational aspects on school enrollment and teacher. The six to ten year old population for the period of 1996 to 2002 was projected on the basis of population projection 1991-2011 by Central Bureau of Statistics (CBS). Population Projection for Nepal 1991-2011 and Sub-National Population.

Projections Nepal 1991-2011 provide national, development regions, ecological region and district population projections by five year age groups (0-4, 5-9, 10-14, 15-19 etc.) at five year interval (1991, 2001, 2006 and 2011). The annual growth rate of total population (Medium variant) was assumed at 2.41 and 2.23 for the period of 1996 to 2001, Table 9, page 18). Similarly, in the case of the average annual growth rate of 6-10 year school age population (Medium Variant) was 2.05 and 0.88 for the period of 1996 to 2001 and 2001 and 2006 respectively (see Population projections Nepal 1991-2011, Table 9, page 29) for the fulfillment of our purpose to have 6-10 years old primary school age Population of 6, 7, 8, 9 and 10. After deriving 6, 7, 8, 9 and 10 year old single age population they were added together. In this way, 6-10 year old primary school age population was projected by sex and year, ad by district, ecological region and development region. The national figure for the 6-10 year old primary school age population was considered as standard and district figure was prorated to make tally with national figure. The medium variant population projection has been used for the present projection work.

School Enrollment Projection (1996-2002)

Student is the central figure and the most vital one in the educational arena enrollment projection must be carefully handled. For this purpose enrollment for the period of 1996 to 2002 had been projected on the basis of existing trends during the period of 1991 to 1995. The average annual growth rate of enrollment of each district has been used for the enrollment projection of the district. The national average annual growth rate was 3.7 total, 2.6 for boys and 5.2 for girls respectively during the period of 1991 to 1995. Fifteen districts Terahthum, Okhaldhunga, Udayapur, Rasuwa, Bara, Bhaktapur, Manag, Mustang, Tanahun, Kapilbastu, Mugu, Humla, Rolpa, Surkhet and Jajarkot were found to have negative growth rate during the period of 1991 to 1995. The situation could not be expected. So by judgement, 1.00 growth rate is assumed for the enrollment projection in those districts from the year 1995.

The school enrollment was projected by the trend of growth rate, by sex and year for the period of 1996 to 2002. The gross enrollment ratio (GER) was calculated by dividing the gross enrollment by six to ten years old population For the alternative enrollment scare, enrollment requirements of high and low and student flow rate model of optimistic case and substantive improvement case will better to projected. Enrollment requirement of the medium on of 115 GER in total, boys by 120 and girls by 100 is better to be projected.

Enrollment requirement of the medium on of 115 GER in total, boys by 120 and girls by 100 is better to be projected.

In the case of projections of Net Enrollment Ratio (NER), the necessary data are not available. Nepal Multiple Indicator Surveillance (NMIS), cycle 2, 1996 has produced some data on net enrollment for girls and boys aged 6-10 years by ecological zone within each region (see Statistical profile on Women and Children, published by the National Planning Commission Secretariat, 1997, page 37). From this data, national net enrollment data was calculated and was estimated to be 70, the net enrollment ration at the national level. According to the data to Ministry of Education (MOE) the net enrollment ration is 67.5 in total, for boys 78.7 and for girls 55.6 in 1995 due to lack of longitudinal data. However, the feasible target for the net enrollment requirements will be 90 percent in total, for boys and girls 95 and 85 respectively in the year 2002. Another alternative net enrollment projection was calculated at the average growth rate of 57, attending 100 percent from the year 1996-2002.

Another method, the flow rate model, was used for enrollment projection. The six year old population was projected by the Sprague Multiplier method for 1996 to 2002 For this flow rate model, two years' continuous data are necessary for these present exercise, enrollment data by grade (1-5) of 1994 and 1995 were used, promotion, repetition and dropout rate of 1994 were applied to enrollment projection for the period of 1996 to 2002.

New entrants of Grade I were estimated, making the difference between gross enrollment and grade repeater of grade I. The intake rate has been calculated. The intake rate is the ratio of new entrants and 6 years old population. An intake rate of (1994/1995 weighted average) has been used for driving the new entrants to primary enrollment projection. The new entrants of 1996 and Grade I repeaters of 1995 together make the Grade I entailment of 1996. The same process will be continued from 1997 upto 2002. For Grade II enrollment projection, the enrollment figure has been derived through the promotion rate in the last year enrollment of Grade I and the number repeaters of the Grade II of the same year. The same cases are being applied to project the enrollment of other Grades III, IV, and V for the period of 1996 to 2002.

School projection

The school student ratio varied from district to district. The maximum school student ratio was 291 in Jhapa and the minimum school student ratio was 33 in Mustang. There was a big difference between these two maximum and minimum ratios. Although there is rate for mountains, hills and Terai and urban areas in 20, 30 and 40 respectively, these norms were hardly followed.

The school student ratio at the national level was 152 in 1995. The school: student ratio had been projected by 162 students per school at the national level in the BPEP Master Plan, 1991. For the present exercise, school projection has been calculated on the basis of school student ratio of each district, assuming the ration of each district will be continued for the period of 1996 to 2002. The data related to the additional

sections of the schools are not available. More than 70 percent of the school is under utilized.

Teacher projection

Different methods have been used for teacher projection. No assumptions for attrition rate and new entrant rate of teachers were taken into consideration. The student teacher ratio at the National level was 39 in 1995. Trend analysis or growth rate model was applied in the method. The first method is based on student: teacher ratio. Teacher requirements have been projected on the basis of student : teacher ratio of each district student teacher ratio in 1995. It is assumed that this trend will continue upto 2002. The second method is based on school : teacher ratio. These method was applied using school growth rate. The school : teacher ratio was 4 at the national level in 1995. The teacher has been calculated on the basis to average 4 teachers per school at the district and the national level as well.

Female teacher projections were made on the basis of two assumptions. School female teacher ratio is 0.74 at the national level in 1995. One projection on female teacher was made on this basis of continuation of existing ratios of the districts. This projection will only highlight the number of female teachers needed at the existing rate. This projection provided pessimistic scenario and poses problem for improvement of existing situation in the country. Another projection for female teacher was made on the basis of at least one female teacher per school. Although female teacher per school is mandatory, the percentage of female teachers is only 19 in 1995. One female teacher per school projection is the more likely scenario and it is feasible as well. In these case also, more that ten thousand additional female teachers are need for the period of 1996 to 2002. As for assuming for substantial improvement in female teachers. In an improved situation, the percentage of female teachers should be 30% of the total eaters in 2002.

Classroom Requirement projection

The distribution of schools by grade differs from district to district, but patterns are similar. In some primary schools, there are only one grade. In some cases, they have 1-2 grades. Similarly, in other case, there are 3 and 4 graded schools. But most of the schools have 1-5 grades school was 3.3, 4.3, 14.7, 5.3 and 72.3 respectively.

For the projection of classroom requirements, it is assumed that the percentage of distribution of school by grade at the national level would be matched with the district level. It will be the same and will continue for the period of 1996 to 2002. The classroom requirements were projected on the basis of grade of the one classroom and 1-2 grades for two classrooms and so on. The classroom requirements projection was done for the national level.

Resource Centre Projection

For resource centre projection, the existing situation to 40 districts of Basic and Primary Education Project (BPEP) has been considered. The existing situation of satellite schools and resource centre ratio of mountains, hills and Terai and urban is 13, 17 and 20 respectively. The average ratio of satellite schools and resource centre ratio of 40 districts is 17. These ratios have been used for resource centre projection at the national level for the period of 1996 to 2002. Due to heavy investment in the resource centre projection, it will be better to have 15, 20 and 25 as desirable ratios in mountains, hills and Terai and urban areas respectively.

6 - 1- Year Single Age Population (1996, 2001 & 2006)

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Taplejung | | | | | | | | | | | | | | | |
| Male | 1860 | 1811 | 1770 | 1735 | 1706 | 1980 | 1944 | 1912 | 1882 | 1852 | 1948 | 1935 | 1931 | 1935 | 1944 |
| Female | 1841 | 1800 | 1764 | 1732 | 1703 | 1934 | 1913 | 1893 | 1873 | 1854 | 1912 | 1908 | 1912 | 1920 | 1931 |
| Total | 3701 | 3611 | 3534 | 3467 | 3409 | 3914 | 3857 | 3805 | 3755 | 3706 | 3860 | 3843 | 3843 | 3855 | 3875 |
| | | | | | | | | | | | | | | | |
| Panchthar | | | | | | | | | | | | | | | |
| Male | 2902 | 2804 | 2722 | 2652 | 2597 | 3199 | 3120 | 3048 | 2983 | 2923 | 2343 | 3198 | 3171 | 3158 | 3159 |
| Female | 2800 | 2715 | 2640 | 2574 | 2518 | 2999 | 2941 | 2889 | 2840 | 2796 | 3005 | 2973 | 2956 | 2947 | 2951 |
| Total | 5702 | 5519 | 5362 | 5226 | 5115 | 6198 | 6061 | 5937 | 5823 | 5719 | 5348 | 6171 | 6127 | 6105 | 6110 |
| | | | | | | | | | | | | | | | |
| Ilam | | | | | | | | | | | | | | | |
| Male | 3892 | 3800 | 3718 | 3644 | 3579 | 4346 | 4280 | 4213 | 4146 | 4077 | 4434 | 4416 | 4413 | 4419 | 4436 |
| Female | 3700 | 3640 | 3592 | 3550 | 3519 | 4076 | 4057 | 4043 | 4029 | 4019 | 4182 | 4203 | 4242 | 4290 | 4351 |
| Total | 7592 | 7440 | 7310 | 7194 | 7098 | 8422 | 8337 | 8256 | 8175 | 8096 | 8616 | 8619 | 8655 | 8709 | 8787 |
| | | | | | | | | | | | | | | | |
| Jhapa | | | | | | | | | | | | | | | |
| Male | 9495 | 9546 | 9604 | 9656 | 9711 | 10400 | 10538 | 10660 | 10761 | 10836 | 10407 | 10685 | 10987 | 11294 | 11608 |
| Female | 9088 | 9153 | 9226 | 9293 | 9364 | 10000 | 10185 | 10365 | 10526 | 10676 | 10261 | 10565 | 10897 | 11233 | 11580 |
| Total | 18583 | 18699 | 18830 | 18949 | 19075 | 20400 | 20723 | 21025 | 21287 | 21512 | 20668 | 21250 | 21884 | 22527 | 23188 |
| | | | | | | | | | | | | | | | |
| Morang | | | | | | | | | | | | | | | |
| Male | 11581 | 11488 | 11374 | 11238 | 11084 | 12873 | 12871 | 12815 | 12711 | 12555 | 13087 | 13242 | 13387 | 13514 | 13626 |
| Female | 10885 | 10766 | 10616 | 10437 | 10231 | 11940 | 11934 | 11876 | 11769 | 11614 | 12207 | 12317 | 12407 | 12471 | 12511 |
| Total | 22466 | 22254 | 21990 | 21675 | 21315 | 24813 | 24805 | 24691 | 24480 | 24169 | 25294 | 25559 | 25794 | 25985 | 26137 |
| | | | | | | | | | | | | | | | |
| Sunsari | | | | | | | | | | | | | | | |
| Male | 8236 | 8020 | 7787 | 7543 | 7285 | 9272 | 9101 | 8886 | 8642 | 8356 | 9529 | 9452 | 9359 | 9257 | 9137 |
| Female | 7717 | 7514 | 7289 | 7050 | 6793 | 8579 | 8439 | 8260 | 8053 | 7811 | 8865 | 8794 | 8707 | 8605 | 8485 |
| Total | 15953 | 15534 | 15076 | 14593 | 14078 | 17851 | 17540 | 17146 | 16695 | 16167 | 18394 | 18246 | 18066 | 17862 | 17622 |
| | | | | | | | | | | | | | | | |
| Dhankuta | | | | | | | | | | | | | | | |
| Male | 2262 | 2216 | 2177 | 2144 | 2117 | 2449 | 2420 | 2392 | 2365 | 2338 | 2434 | 2433 | 2442 | 2458 | 2480 |
| Female | 2179 | 2154 | 2137 | 2125 | 2120 | 2352 | 2351 | 2356 | 2362 | 2372 | 2374 | 2397 | 2433 | 2476 | 2527 |
| Total | 4441 | 4370 | 4314 | 4269 | 4237 | 4801 | 4771 | 4748 | 4727 | 4710 | 4808 | 4830 | 4875 | 4934 | 5007 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|---------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Terhathum | | | | | | | | | | | | | | | |
| Male | 1637 | 1610 | 1593 | 1580 | 1575 | 1791 | 1778 | 1769 | 1763 | 1759 | 1803 | 1812 | 1832 | 1858 | 1892 |
| Female | 1524 | 1504 | 1492 | 1483 | 1480 | 1622 | 1620 | 1622 | 1627 | 1634 | 1615 | 1630 | 1654 | 1683 | 1718 |
| Total | 3161 | 3114 | 3085 | 3063 | 3055 | 3413 | 3398 | 3391 | 3390 | 3393 | 3418 | 3442 | 3486 | 3541 | 3610 |
| | | | | | | | | | | | | | | | |
| Sankhuwasabha | | | | | | | | | | | | | | | |
| Male | 2238 | 2203 | 2177 | 2157 | 2142 | 2417 | 2400 | 2386 | 2373 | 2360 | 2401 | 2413 | 2437 | 2467 | 2505 |
| Female | 2196 | 2160 | 2130 | 2103 | 2080 | 2356 | 2344 | 2334 | 2323 | 2312 | 2368 | 2380 | 2399 | 2423 | 2452 |
| Total | 4434 | 4363 | 4307 | 4260 | 4222 | 4773 | 4744 | 4720 | 4696 | 4672 | 4769 | 4793 | 4836 | 4890 | 4957 |
| | | | | | | | | | | | | | | | |
| Bhojpur | | | | | | | | | | | | | | | |
| Male | 3050 | 3012 | 2985 | 2964 | 2950 | 3233 | 3221 | 3211 | 3202 | 3191 | 3160 | 3186 | 3226 | 3274 | 3330 |
| Female | 3028 | 2999 | 2978 | 2961 | 2951 | 3228 | 3233 | 3242 | 3251 | 3262 | 3232 | 3270 | 3322 | 3380 | 3448 |
| Total | 6078 | 6011 | 5963 | 5925 | 5901 | 6461 | 6454 | 6453 | 6453 | 6453 | 6392 | 6456 | 6548 | 6654 | 6778 |
| | | | | | | | | | | | | | | | |
| Solukhumbu | | | | | | | | | | | | | | | |
| Male | 1480 | 1439 | 1408 | 1386 | 1372 | 1607 | 1577 | 1553 | 1535 | 1520 | 1505 | 1593 | 1593 | 1603 | 1621 |
| Female | 1447 | 1413 | 1389 | 1371 | 1362 | 1547 | 1529 | 1518 | 1512 | 1511 | 1549 | 1546 | 1555 | 1571 | 1597 |
| Total | 2927 | 2852 | 2797 | 2757 | 2734 | 3154 | 3106 | 3071 | 3047 | 3031 | 3054 | 3139 | 3148 | 3174 | 3218 |
| | | | | | | | | | | | | | | | |
| Okhaldhunga | | | | | | | | | | | | | | | |
| Male | 2244 | 2203 | 2179 | 2143 | 2123 | 2427 | 2404 | 2383 | 2363 | 2345 | 2427 | 2433 | 2450 | 2473 | 2505 |
| Female | 2019 | 1984 | 1958 | 1939 | 1928 | 2107 | 2094 | 2088 | 2085 | 2086 | 2065 | 2073 | 2093 | 2120 | 2157 |
| Total | 4263 | 4187 | 4137 | 4082 | 4051 | 4534 | 4498 | 4471 | 4448 | 4431 | 4492 | 4506 | 4543 | 4593 | 4662 |
| | | | | | | | | | | | | | | | |
| Khotang | | | | | | | | | | | | | | | |
| Male | 3381 | 3292 | 3227 | 3178 | 3146 | 3602 | 3541 | 3493 | 3455 | 3424 | 3545 | 3526 | 3532 | 3556 | 3598 |
| Female | 3349 | 3280 | 3223 | 3174 | 3135 | 3546 | 3514 | 3487 | 3462 | 3442 | 3531 | 3532 | 3549 | 3576 | 3613 |
| Total | 6730 | 6572 | 6450 | 6352 | 6281 | 7148 | 7055 | 6980 | 6917 | 6866 | 7076 | 7058 | 7081 | 7132 | 7211 |
| | | | | | | | | | | | | | | | |
| Udaypur | | | | | | | | | | | | | | | |
| Male | 4006 | 3903 | 3808 | 3718 | 3635 | 4566 | 4488 | 4406 | 4320 | 4229 | 4752 | 4722 | 4705 | 4694 | 4691 |
| Female | 3843 | 3762 | 3687 | 3614 | 3547 | 4275 | 4233 | 4188 | 4139 | 4089 | 4416 | 4413 | 4421 | 4432 | 4451 |
| Total | 7849 | 7665 | 7495 | 7332 | 7182 | 8841 | 8721 | 8594 | 8459 | 8318 | 9168 | 9135 | 9126 | 9126 | 9142 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Saptari | | | | | | | | | | | | | | | |
| Male | 8951 | 8604 | 8181 | 7706 | 7171 | 10019 | 9703 | 9276 | 8772 | 8176 | 10293 | 10057 | 9734 | 9351 | 8895 |
| Female | 8170 | 7787 | 7321 | 6804 | 6224 | 8887 | 8548 | 8102 | 7586 | 6986 | 9023 | 8736 | 8359 | 7923 | 7415 |
| Total | 17121 | 16391 | 15502 | 14510 | 13395 | 18906 | 18251 | 17378 | 16358 | 15162 | 19316 | 18793 | 18093 | 17274 | 16310 |
| | | | | | | | | | | | | | | | |
| Siraha | | | | | | | | | | | | | | | |
| Male | 9200 | 8809 | 8325 | 7779 | 7162 | 10289 | 9925 | 9431 | 8848 | 8160 | 10561 | 10274 | 9880 | 9412 | 8858 |
| Female | 8160 | 7739 | 7228 | 6658 | 6025 | 8897 | 8514 | 8016 | 7439 | 6777 | 9054 | 8720 | 8284 | 7781 | 7204 |
| Total | 17360 | 16548 | 15553 | 14437 | 13187 | 19186 | 18439 | 17447 | 16287 | 14937 | 19615 | 18994 | 18164 | 17193 | 16062 |
| | | | | | | | | | | | | | | | |
| Dhanusha | | | | | | | | | | | | | | | |
| Male | 10696 | 10241 | 9698 | 9103 | 8430 | 12071 | 11641 | 11081 | 10439 | 9678 | 12493 | 12151 | 11707 | 11199 | 10595 |
| Female | 9316 | 8804 | 8204 | 7551 | 6839 | 10159 | 9687 | 9099 | 8434 | 7687 | 10321 | 9902 | 9385 | 8801 | 8150 |
| Total | 20012 | 19045 | 17902 | 16654 | 15269 | 22230 | 21328 | 20180 | 18873 | 17365 | 22814 | 22053 | 21092 | 20000 | 18745 |
| | | | | | | | | | | | | | | | |
| Mahottari | | | | | | | | | | | | | | | |
| Male | 8908 | 8536 | 8065 | 7529 | 6909 | 9998 | 9646 | 9158 | 8582 | 7884 | 10312 | 10031 | 9636 | 9166 | 8592 |
| Female | 7775 | 7341 | 6806 | 6206 | 5534 | 8415 | 8013 | 7485 | 6872 | 6166 | 8503 | 8144 | 7671 | 7123 | 6491 |
| Total | 16683 | 15877 | 14871 | 13735 | 12443 | 18413 | 17659 | 16643 | 15454 | 14050 | 18815 | 18175 | 17307 | 16289 | 15083 |
| | | | | | | | | | | | | | | | |
| Sarlahi | | | | | | | | | | | | | | | |
| Male | 9536 | 9188 | 8775 | 8321 | 7809 | 10752 | 10435 | 10017 | 9534 | 8956 | 11125 | 10896 | 10593 | 10243 | 9819 |
| Female | 8498 | 8078 | 7585 | 7045 | 6456 | 9215 | 8841 | 8369 | 7829 | 7219 | 9319 | 8999 | 8599 | 8141 | 7628 |
| Total | 18034 | 17266 | 16360 | 15366 | 14265 | 19967 | 19276 | 18386 | 17363 | 16175 | 20444 | 19895 | 19192 | 18384 | 17447 |
| | | | | | | | | | | | | | | | |
| Sindhuli | | | | | | | | | | | | | | | |
| Male | 3888 | 3792 | 3703 | 3621 | 3541 | 4319 | 4246 | 4171 | 4093 | 4006 | 4402 | 4376 | 4362 | 4355 | 4351 |
| Female | 3803 | 3728 | 3655 | 3581 | 3509 | 4146 | 4109 | 4065 | 4014 | 3957 | 4219 | 4219 | 4224 | 4229 | 4237 |
| Total | 7691 | 7520 | 7358 | 7202 | 7050 | 8465 | 8355 | 8236 | 8107 | 7963 | 8621 | 8595 | 8586 | 8584 | 8588 |
| | | | | | | | | | | | | | | | |
| Ramechhap | | | | | | | | | | | | | | | |
| Male | 3123 | 3036 | 2958 | 2886 | 2818 | 3475 | 3407 | 3339 | 3270 | 3196 | 3556 | 3525 | 3505 | 3493 | 3485 |
| Female | 2890 | 2827 | 2772 | 2723 | 2684 | 3083 | 3049 | 3018 | 2989 | 2963 | 3070 | 3065 | 3071 | 3084 | 3108 |
| Total | 6013 | 5863 | 5730 | 5609 | 5502 | 6558 | 6456 | 6357 | 6259 | 6159 | 6626 | 6590 | 6576 | 6577 | 6593 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Dolakha | | | | | | | | | | | | | | | |
| Male | 2888 | 2801 | 2719 | 2641 | 2566 | 3195 | 3125 | 3051 | 2975 | 2893 | 3247 | 3210 | 3180 | 3154 | 3130 |
| Female | 2672 | 2606 | 2546 | 2488 | 2438 | 2880 | 2840 | 2800 | 2758 | 2718 | 2897 | 2882 | 2876 | 2872 | 2877 |
| Total | 5560 | 5407 | 5265 | 5129 | 5004 | 6075 | 5965 | 5851 | 5733 | 5611 | 6144 | 6092 | 6056 | 6026 | 6007 |
| | | | | | | | | | | | | | | | |
| Sindhupalchowk | | | | | | | | | | | | | | | |
| Male | 4070 | 3950 | 3845 | 3753 | 3672 | 4370 | 4278 | 4190 | 4105 | 4020 | 4304 | 4260 | 4233 | 4220 | 4219 |
| Female | 3991 | 3876 | 3767 | 3662 | 3563 | 4344 | 4265 | 4183 | 4098 | 4011 | 4426 | 4384 | 4349 | 4319 | 4297 |
| Total | 8061 | 7826 | 7612 | 7415 | 7235 | 8714 | 8543 | 8373 | 8203 | 8031 | 8730 | 8644 | 8582 | 8539 | 8516 |
| | | | | | | | | | | | | | | | |
| Kavrepalanchowk | | | | | | | | | | | | | | | |
| Male | 5276 | 5140 | 5018 | 4908 | 4804 | 5694 | 5594 | 5492 | 5392 | 5281 | 5663 | 5625 | 5605 | 5598 | 5597 |
| Female | 4982 | 4878 | 4792 | 4716 | 4654 | 5342 | 5290 | 5245 | 5202 | 5164 | 5366 | 5363 | 5382 | 5413 | 5461 |
| Total | 10258 | 10018 | 9810 | 9624 | 9458 | 11036 | 10884 | 10737 | 10594 | 10445 | 11029 | 10988 | 10987 | 11011 | 11058 |
| | | | | | | | | | | | | | | | |
| Lalitpur | | | | | | | | | | | | | | | |
| Male | 3545 | 3550 | 3568 | 3598 | 3627 | 3887 | 3919 | 3956 | 4001 | 4033 | 3883 | 3964 | 4066 | 4187 | 4307 |
| Female | 3366 | 3397 | 3443 | 3497 | 3559 | 3736 | 3812 | 3899 | 3991 | 4085 | 3849 | 3970 | 4114 | 4273 | 4443 |
| Total | 6911 | 6947 | 7011 | 7095 | 7186 | 7623 | 7731 | 7855 | 7992 | 8118 | 7732 | 7934 | 8180 | 8460 | 8750 |
| | | | | | | | | | | | | | | | |
| Bhaktapur | | | | | | | | | | | | | | | |
| Male | 2571 | 2546 | 2536 | 2539 | 2549 | 2831 | 2826 | 2830 | 2843 | 2854 | 2859 | 2889 | 2939 | 3006 | 3080 |
| Female | 2365 | 2364 | 2379 | 2406 | 2444 | 2560 | 2589 | 2631 | 2681 | 2739 | 2582 | 2638 | 2717 | 2809 | 2916 |
| Total | 4936 | 4910 | 4915 | 4945 | 4993 | 5391 | 5415 | 5461 | 5524 | 5593 | 5441 | 5527 | 5656 | 5815 | 5996 |
| | | | | | | | | | | | | | | | |
| Kathmandu | | | | | | | | | | | | | | | |
| Male | 9785 | 10175 | 10625 | 11060 | 11666 | 11192 | 11762 | 12374 | 12944 | 13692 | 11449 | 12250 | 13144 | 14021 | 15148 |
| Female | 8503 | 8569 | 8688 | 8845 | 9040 | 9778 | 9965 | 10199 | 10464 | 10756 | 10339 | 10649 | 11045 | 11499 | 12008 |
| Total | 18288 | 18744 | 19313 | 19905 | 20706 | 20970 | 21727 | 22573 | 23408 | 24448 | 21788 | 22899 | 24189 | 25520 | 27156 |
| | | | | | | | | | | | | | | | |
| Nuwakot | | | | | | | | | | | | | | | |
| Male | 4103 | 3956 | 3819 | 3692 | 3572 | 4495 | 4371 | 4245 | 4120 | 3989 | 4522 | 4443 | 4376 | 4320 | 4269 |
| Female | 3953 | 3844 | 3743 | 3646 | 3559 | 4303 | 4230 | 4157 | 4080 | 4008 | 4376 | 4340 | 4315 | 4295 | 4287 |
| Total | 8056 | 7800 | 7562 | 7338 | 7131 | 8798 | 8601 | 8402 | 8200 | 7997 | 8898 | 8783 | 8691 | 8615 | 8556 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Rasuwa | | | | | | | | | | | | | | | |
| Male | 571 | 554 | 540 | 528 | 518 | 638 | 624 | 612 | 600 | 590 | 652 | 645 | 641 | 640 | 642 |
| Female | 546 | 530 | 514 | 499 | 486 | 591 | 579 | 567 | 555 | 543 | 595 | 588 | 583 | 578 | 575 |
| Total | 1117 | 1084 | 1054 | 1027 | 1004 | 1229 | 1203 | 1179 | 1155 | 1133 | 1247 | 1233 | 1224 | 1218 | 1217 |
| | | | | | | | | | | | | | | | |
| Dhading | | | | | | | | | | | | | | | |
| Male | 4615 | 4474 | 4345 | 4226 | 4113 | 5074 | 4961 | 4846 | 4732 | 4609 | 5120 | 5059 | 5014 | 4981 | 4952 |
| Female | 4300 | 4191 | 4102 | 4025 | 3968 | 4677 | 4611 | 4556 | 4506 | 4468 | 4748 | 4724 | 4725 | 4739 | 4776 |
| Total | 8915 | 8665 | 8447 | 8251 | 8081 | 9751 | 9572 | 9402 | 9238 | 9077 | 9868 | 9783 | 9739 | 9720 | 9728 |
| | | | | | | | | | | | | | | | |
| Makawanpur | | | | | | | | | | | | | | | |
| Male | 5598 | 5428 | 4272 | 5129 | 4996 | 6300 | 6160 | 6018 | 5878 | 5729 | 6485 | 6410 | 6354 | 6313 | 6281 |
| Female | 5270 | 5122 | 4988 | 4865 | 4757 | 5808 | 5707 | 5611 | 5515 | 5425 | 5956 | 5904 | 5873 | 5853 | 5852 |
| Total | 10868 | 10550 | 9260 | 9994 | 9753 | 12108 | 11867 | 11629 | 11393 | 11154 | 12441 | 12314 | 12227 | 12166 | 12133 |
| | | | | | | | | | | | | | | | |
| Rautahat | | | | | | | | | | | | | | | |
| Male | 7996 | 7721 | 7367 | 6962 | 6489 | 8985 | 8735 | 8376 | 7943 | 7412 | 9262 | 9085 | 8820 | 8496 | 8089 |
| Female | 7156 | 6799 | 6364 | 5877 | 5335 | 7803 | 7480 | 7055 | 6561 | 5993 | 7931 | 7650 | 7281 | 6852 | 6358 |
| Total | 15152 | 14520 | 13731 | 12839 | 11824 | 16788 | 16215 | 15431 | 14504 | 13405 | 17193 | 16735 | 16101 | 15348 | 14447 |
| | | | | | | | | | | | | | | | |
| Bara | | | | | | | | | | | | | | | |
| Male | 8245 | 7864 | 7433 | 6975 | 6469 | 9386 | 9019 | 8569 | 8071 | 7492 | 9793 | 9489 | 9125 | 8729 | 8268 |
| Female | 7221 | 6845 | 6420 | 5968 | 5478 | 7919 | 7578 | 7166 | 6709 | 6196 | 8086 | 7787 | 7432 | 7043 | 6608 |
| Total | 15466 | 14709 | 13853 | 12943 | 11947 | 17305 | 16597 | 15735 | 14780 | 13688 | 17879 | 17276 | 16557 | 15772 | 14876 |
| | | | | | | | | | | | | | | | |
| Parsa | | | | | | | | | | | | | | | |
| Male | 7505 | 7148 | 6737 | 6297 | 5807 | 8589 | 8240 | 7807 | 7323 | 6760 | 9002 | 8708 | 8348 | 7951 | 7489 |
| Female | 6497 | 6156 | 5772 | 5362 | 4922 | 7101 | 6793 | 6422 | 6008 | 5549 | 7225 | 6957 | 6638 | 6286 | 5899 |
| Total | 14002 | 13304 | 12509 | 11659 | 10729 | 15690 | 15033 | 14229 | 13331 | 12309 | 16227 | 15665 | 14986 | 14237 | 13388 |
| | | | | | | | | | | | | | | | |
| Chitwan | | | | | | | | | | | | | | | |
| Male | 5842 | 5740 | 5665 | 5612 | 5570 | 6552 | 6490 | 6441 | 6403 | 6358 | 6698 | 6713 | 6765 | 6846 | 6939 |
| Female | 5697 | 5645 | 5612 | 5590 | 5582 | 6387 | 6399 | 6422 | 6447 | 6475 | 6646 | 6724 | 6833 | 6958 | 7101 |
| Total | 11539 | 11385 | 11277 | 11202 | 11152 | 12939 | 12889 | 12863 | 12850 | 12833 | 13344 | 13437 | 13598 | 13804 | 14040 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|----------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Gorkha | | | | | | | | | | | | | | | |
| Male | 3956 | 3904 | 3875 | 3858 | 3859 | 4300 | 4282 | 4278 | 4279 | 4287 | 4309 | 4346 | 4413 | 4495 | 4597 |
| Female | 3655 | 3602 | 3571 | 3552 | 3550 | 3891 | 3882 | 3887 | 3900 | 3923 | 3874 | 3904 | 3961 | 4034 | 4126 |
| Total | 7611 | 7506 | 7446 | 7410 | 7409 | 8191 | 8164 | 8165 | 8179 | 8210 | 8183 | 8250 | 8374 | 8529 | 8723 |
| | | | | | | | | | | | | | | | |
| Lamjung | | | | | | | | | | | | | | | |
| Male | 2390 | 2371 | 2360 | 2351 | 2347 | 2603 | 2606 | 2609 | 2611 | 2611 | 2627 | 2663 | 2710 | 2762 | 2820 |
| Female | 2093 | 2079 | 2071 | 2067 | 2067 | 2158 | 2168 | 2182 | 2196 | 2211 | 2086 | 2119 | 2160 | 2206 | 2259 |
| Total | 4483 | 4450 | 4431 | 4418 | 4414 | 4761 | 4774 | 4791 | 4807 | 4822 | 4713 | 4782 | 4870 | 4968 | 5079 |
| | | | | | | | | | | | | | | | |
| Tanahu | | | | | | | | | | | | | | | |
| Male | 4353 | 4306 | 4276 | 4253 | 4242 | 4693 | 4684 | 4680 | 4676 | 4671 | 4632 | 4682 | 4755 | 4837 | 4934 |
| Female | 4274 | 4243 | 4231 | 4230 | 4244 | 4719 | 4740 | 4776 | 4816 | 4863 | 4863 | 4937 | 5041 | 5160 | 5298 |
| Total | 8627 | 8549 | 8507 | 8483 | 8486 | 9412 | 9424 | 9456 | 9492 | 9534 | 9495 | 9619 | 9796 | 9997 | 10232 |
| | | | | | | | | | | | | | | | |
| Sayangja | | | | | | | | | | | | | | | |
| Male | 4778 | 4697 | 4646 | 4612 | 4599 | 5206 | 5167 | 5145 | 5130 | 5123 | 5248 | 5274 | 5336 | 5418 | 5525 |
| Female | 4384 | 4342 | 4332 | 4342 | 4378 | 4644 | 4656 | 4695 | 4746 | 4817 | 4602 | 4665 | 4768 | 4894 | 5050 |
| Total | 9162 | 9039 | 8978 | 8954 | 8977 | 9850 | 9823 | 9840 | 9876 | 9940 | 9850 | 9939 | 10104 | 10312 | 10575 |
| | | | | | | | | | | | | | | | |
| Kaski | | | | | | | | | | | | | | | |
| Male | 4756 | 4683 | 4622 | 4567 | 4519 | 5279 | 5242 | 5203 | 5163 | 5115 | 5355 | 5380 | 5424 | 5479 | 5542 |
| Female | 4418 | 4382 | 4365 | 4357 | 4366 | 4915 | 4932 | 4962 | 4996 | 5039 | 5072 | 5144 | 5244 | 5360 | 5497 |
| Total | 9174 | 9065 | 8987 | 8924 | 8885 | 10194 | 10174 | 10165 | 10159 | 10154 | 10427 | 10524 | 10668 | 10839 | 11039 |
| | | | | | | | | | | | | | | | |
| Manang | | | | | | | | | | | | | | | |
| Male | 69 | 68 | 65 | 62 | 58 | 72 | 71 | 69 | 66 | 62 | 70 | 69 | 68 | 66 | 64 |
| Female | 58 | 57 | 55 | 54 | 52 | 56 | 55 | 54 | 53 | 51 | 51 | 51 | 51 | 50 | 49 |
| Total | 127 | 125 | 120 | 116 | 110 | 128 | 126 | 123 | 119 | 113 | 121 | 120 | 119 | 116 | 113 |
| | | | | | | | | | | | | | | | |
| Mustang | | | | | | | | | | | | | | | |
| Male | 190 | 182 | 174 | 166 | 159 | 207 | 200 | 193 | 185 | 177 | 208 | 203 | 198 | 193 | 189 |
| Female | 174 | 169 | 165 | 161 | 157 | 184 | 181 | 178 | 175 | 172 | 182 | 180 | 179 | 179 | 179 |
| Total | 364 | 351 | 339 | 327 | 316 | 391 | 381 | 371 | 360 | 349 | 390 | 383 | 377 | 372 | 368 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Myagdi | | | | | | | | | | | | | | | |
| Male | 1371 | 1342 | 1327 | 1320 | 1324 | 1358 | 1343 | 1336 | 1336 | 1341 | 1207 | 1208 | 1222 | 1244 | 1276 |
| Female | 1479 | 1454 | 1442 | 1439 | 1446 | 1649 | 1642 | 1646 | 1657 | 1675 | 1732 | 1743 | 1770 | 1809 | 1860 |
| Total | 2850 | 2796 | 2769 | 2759 | 2770 | 3007 | 2985 | 2982 | 2993 | 3016 | 2939 | 2951 | 2992 | 3053 | 3136 |
| | | | | | | | | | | | | | | | |
| parbat | | | | | | | | | | | | | | | |
| Male | 2287 | 2261 | 2245 | 2235 | 2232 | 2469 | 2462 | 2461 | 2461 | 2461 | 2457 | 2481 | 2520 | 2566 | 2621 |
| Female | 2232 | 2219 | 2216 | 2218 | 2228 | 2405 | 2419 | 2440 | 2464 | 2492 | 2422 | 2463 | 2518 | 2581 | 2654 |
| Total | 4519 | 4480 | 4461 | 4453 | 4460 | 4874 | 4881 | 4901 | 4925 | 4953 | 4879 | 4944 | 5038 | 5147 | 5275 |
| | | | | | | | | | | | | | | | |
| Bagling | | | | | | | | | | | | | | | |
| Male | 3645 | 3571 | 3525 | 3495 | 3488 | 3855 | 3814 | 3790 | 3776 | 3774 | 3748 | 3754 | 3792 | 3847 | 3926 |
| Female | 3641 | 3599 | 3584 | 3586 | 3612 | 3948 | 3951 | 3976 | 4013 | 4068 | 4011 | 4058 | 4140 | 4242 | 4373 |
| Total | 7286 | 7170 | 7109 | 7081 | 7100 | 7803 | 7765 | 7766 | 7789 | 7842 | 7759 | 7812 | 7932 | 8089 | 8299 |
| | | | | | | | | | | | | | | | |
| Gulmi | | | | | | | | | | | | | | | |
| Male | 4309 | 4216 | 4153 | 4105 | 4083 | 4599 | 4544 | 4508 | 4477 | 4462 | 4512 | 4514 | 4550 | 4602 | 4683 |
| Female | 4370 | 4311 | 4288 | 4287 | 4316 | 4960 | 4755 | 4780 | 4821 | 4886 | 4854 | 4901 | 4994 | 5114 | 5270 |
| Total | 8679 | 8527 | 8441 | 8392 | 8399 | 9559 | 9299 | 9288 | 9298 | 9348 | 9366 | 9415 | 9544 | 9716 | 9953 |
| | | | | | | | | | | | | | | | |
| Palpa | | | | | | | | | | | | | | | |
| Male | 3736 | 3637 | 3566 | 3512 | 3480 | 3921 | 3855 | 3806 | 3765 | 3737 | 3767 | 3748 | 3759 | 3786 | 3838 |
| Female | 3840 | 3754 | 3702 | 3674 | 3672 | 4221 | 4178 | 4164 | 4167 | 4193 | 4348 | 4348 | 4391 | 4461 | 4563 |
| Total | 7576 | 7391 | 7268 | 7186 | 7152 | 8142 | 8033 | 7970 | 7932 | 7930 | 8115 | 8096 | 8150 | 8247 | 8401 |
| | | | | | | | | | | | | | | | |
| Nawalparasi | | | | | | | | | | | | | | | |
| Male | 8134 | 7978 | 7811 | 7629 | 7447 | 9251 | 9151 | 9015 | 8845 | 8651 | 9607 | 9611 | 9611 | 9595 | 9582 |
| Female | 7626 | 7481 | 7330 | 7170 | 7011 | 8556 | 8488 | 8398 | 8283 | 8155 | 8898 | 8912 | 8927 | 8932 | 8944 |
| Total | 15760 | 15459 | 15141 | 14799 | 14458 | 17807 | 17639 | 17413 | 17128 | 16806 | 18505 | 18523 | 18538 | 18527 | 18526 |
| | | | | | | | | | | | | | | | |
| Rupandehi | | | | | | | | | | | | | | | |
| Male | 9673 | 9463 | 9216 | 8936 | 8633 | 10990 | 10838 | 10616 | 10338 | 10006 | 11414 | 11378 | 11306 | 11199 | 11068 |
| Female | 8885 | 8637 | 8364 | 8070 | 7765 | 9889 | 9716 | 9497 | 9238 | 8950 | 10209 | 10119 | 10006 | 9870 | 9723 |
| Total | 18558 | 18100 | 17580 | 17006 | 16398 | 20879 | 20554 | 20113 | 19576 | 18956 | 21623 | 21497 | 21312 | 21069 | 20791 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Kapilvastu | | | | | | | | | | | | | | | |
| Male | 7143 | 6897 | 6610 | 6294 | 5948 | 8096 | 7879 | 7595 | 7263 | 6877 | 8389 | 8243 | 8052 | 7826 | 7566 |
| Female | 6485 | 6200 | 5882 | 5541 | 5179 | 7261 | 7013 | 6713 | 6374 | 5999 | 7545 | 7343 | 7102 | 6833 | 6539 |
| Total | 13628 | 13097 | 12492 | 11835 | 11127 | 15357 | 14892 | 14308 | 13637 | 12876 | 15934 | 15586 | 15154 | 14659 | 14105 |
| | | | | | | | | | | | | | | | |
| Argakhachi | | | | | | | | | | | | | | | |
| Male | 2742 | 2664 | 2612 | 2575 | 2564 | 2562 | 2515 | 2485 | 2462 | 2456 | 1981 | 1969 | 1976 | 1995 | 2031 |
| Female | 3264 | 3199 | 3160 | 3138 | 3139 | 3866 | 3836 | 3830 | 3837 | 3863 | 4337 | 4348 | 4400 | 4474 | 4581 |
| Total | 6006 | 5863 | 5772 | 5713 | 5703 | 6428 | 6351 | 6315 | 6299 | 6319 | 6318 | 6317 | 6376 | 6469 | 6612 |
| | | | | | | | | | | | | | | | |
| Pyuthan | | | | | | | | | | | | | | | |
| Male | 2963 | 2855 | 2769 | 2697 | 2647 | 3189 | 3104 | 3032 | 2968 | 2915 | 3157 | 3107 | 3081 | 3068 | 3077 |
| Female | 2927 | 2828 | 2755 | 2699 | 2664 | 3177 | 3108 | 3059 | 3022 | 3002 | 3233 | 3192 | 3181 | 3190 | 3222 |
| Total | 5890 | 5683 | 5524 | 5396 | 5311 | 6366 | 6212 | 6091 | 5990 | 5917 | 6390 | 6299 | 6262 | 6258 | 6299 |
| | | | | | | | | | | | | | | | |
| Rolpa | | | | | | | | | | | | | | | |
| Male | 2773 | 2687 | 2630 | 2594 | 2583 | 3023 | 2958 | 2915 | 2887 | 2878 | 3035 | 3005 | 3008 | 3033 | 3087 |
| Female | 2623 | 2547 | 2503 | 2484 | 2489 | 2769 | 2723 | 2705 | 2707 | 2730 | 2739 | 2720 | 2738 | 2781 | 2852 |
| Total | 5396 | 5234 | 5133 | 5078 | 5072 | 5792 | 5681 | 5620 | 5594 | 5608 | 5774 | 5725 | 5746 | 5814 | 5939 |
| | | | | | | | | | | | | | | | |
| Rukum | | | | | | | | | | | | | | | |
| Male | 2458 | 2364 | 2301 | 2262 | 2249 | 2707 | 2630 | 2578 | 2545 | 2532 | 2734 | 2687 | 2674 | 2688 | 2730 |
| Female | 2313 | 2236 | 2194 | 2179 | 2192 | 2503 | 2450 | 2431 | 2436 | 2465 | 2529 | 2501 | 2514 | 2557 | 2632 |
| Total | 4771 | 4600 | 4495 | 4441 | 4441 | 5210 | 5080 | 5009 | 4981 | 4997 | 5263 | 5188 | 5188 | 5245 | 5362 |
| | | | | | | | | | | | | | | | |
| Salyan | | | | | | | | | | | | | | | |
| Male | 3057 | 2963 | 2895 | 2845 | 2818 | 3373 | 3301 | 3247 | 3205 | 3178 | 3425 | 3390 | 3386 | 3402 | 3443 |
| Female | 2942 | 2861 | 2800 | 2753 | 2723 | 3136 | 3087 | 3052 | 3027 | 3013 | 3131 | 3111 | 3115 | 3135 | 3173 |
| Total | 5999 | 5824 | 5695 | 5598 | 5541 | 6509 | 6388 | 6299 | 6232 | 6191 | 6556 | 6501 | 6501 | 6537 | 6616 |
| | | | | | | | | | | | | | | | |
| Dang | | | | | | | | | | | | | | | |
| Male | 6397 | 6232 | 6091 | 5963 | 5856 | 7172 | 7050 | 6933 | 6815 | 6702 | 7349 | 7305 | 7292 | 7294 | 7322 |
| Female | 6309 | 6175 | 6062 | 5961 | 5877 | 7017 | 6947 | 6887 | 3829 | 6777 | 7265 | 7261 | 7289 | 7334 | 7401 |
| Total | 12706 | 12407 | 12153 | 11924 | 11733 | 14189 | 13997 | 13820 | 10644 | 13479 | 14614 | 14566 | 14581 | 14628 | 14723 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|----------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Banke | | | | | | | | | | | | | | | |
| Male | 5459 | 5268 | 5066 | 4857 | 4641 | 6284 | 6113 | 5912 | 5690 | 5444 | 6589 | 6473 | 6345 | 6208 | 6062 |
| Female | 4912 | 4699 | 4479 | 4258 | 4031 | 5499 | 5315 | 5113 | 4899 | 4669 | 5707 | 5559 | 5404 | 5249 | 5086 |
| Total | 10371 | 9967 | 9545 | 9115 | 8672 | 11783 | 11428 | 11025 | 10589 | 10113 | 12296 | 12032 | 11749 | 11457 | 11148 |
| | | | | | | | | | | | | | | | |
| Bardia | | | | | | | | | | | | | | | |
| Male | 5639 | 5503 | 5360 | 5211 | 5057 | 6430 | 6326 | 6198 | 6049 | 5879 | 6682 | 6645 | 6604 | 6555 | 6503 |
| Female | 5450 | 5299 | 6137 | 4966 | 4786 | 6175 | 6068 | 5936 | 5786 | 5613 | 6492 | 6433 | 6367 | 6293 | 6207 |
| Total | 11089 | 10802 | 11497 | 10177 | 9843 | 12605 | 12394 | 12134 | 11835 | 11492 | 13174 | 13078 | 12971 | 12848 | 12710 |
| | | | | | | | | | | | | | | | |
| Surkhet | | | | | | | | | | | | | | | |
| Male | 4120 | 4016 | 3936 | 3871 | 3827 | 4685 | 4609 | 4546 | 4490 | 4444 | 4868 | 4845 | 4852 | 4877 | 4928 |
| Female | 3934 | 3846 | 3777 | 3720 | 3678 | 4343 | 4296 | 4261 | 4232 | 4212 | 4458 | 4453 | 4473 | 4508 | 4562 |
| Total | 8054 | 7862 | 7713 | 7591 | 7505 | 9028 | 8905 | 8807 | 8722 | 3278 | 9326 | 9298 | 9325 | 9385 | 9490 |
| | | | | | | | | | | | | | | | |
| Dailekh | | | | | | | | | | | | | | | |
| Male | 3106 | 3020 | 2961 | 2919 | 2902 | 3435 | 3372 | 3227 | 3295 | 3278 | 3493 | 3469 | 3476 | 3505 | 3560 |
| Female | 2992 | 2884 | 2791 | 2710 | 2641 | 3184 | 3105 | 3034 | 2971 | 2913 | 3172 | 3120 | 3086 | 3065 | 3056 |
| Total | 6098 | 5904 | 5752 | 5629 | 5543 | 6619 | 6477 | 6261 | 6266 | 6191 | 6665 | 6589 | 6562 | 6570 | 6616 |
| | | | | | | | | | | | | | | | |
| Jajarkot | | | | | | | | | | | | | | | |
| Male | 1794 | 1729 | 1683 | 1650 | 1635 | 1944 | 1892 | 1854 | 1826 | 1810 | 1931 | 1900 | 1890 | 1895 | 1918 |
| Female | 1854 | 1779 | 1718 | 1670 | 1632 | 2021 | 1963 | 1915 | 1877 | 1846 | 2065 | 2022 | 1997 | 1986 | 1986 |
| Total | 3648 | 3508 | 3401 | 3320 | 3267 | 3965 | 3855 | 3769 | 3703 | 3656 | 3996 | 3922 | 3887 | 3881 | 3904 |
| | | | | | | | | | | | | | | | |
| Dolpa | | | | | | | | | | | | | | | |
| Male | 368 | 348 | 329 | 312 | 295 | 401 | 381 | 363 | 345 | 327 | 400 | 384 | 370 | 358 | 346 |
| Female | 358 | 335 | 314 | 295 | 277 | 385 | 365 | 345 | 327 | 308 | 388 | 370 | 353 | 339 | 325 |
| Total | 726 | 683 | 643 | 607 | 572 | 786 | 746 | 708 | 672 | 635 | 788 | 754 | 723 | 697 | 671 |
| | | | | | | | | | | | | | | | |
| Jumla | | | | | | | | | | | | | | | |
| Male | 1218 | 1155 | 1101 | 1055 | 1018 | 1323 | 1266 | 1215 | 1170 | 1129 | 1322 | 1278 | 1243 | 1217 | 1199 |
| Female | 1157 | 1089 | 1029 | 978 | 932 | 1243 | 1183 | 1129 | 1081 | 1037 | 1252 | 1201 | 1158 | 1124 | 1096 |
| Total | 2375 | 2244 | 2130 | 2033 | 1950 | 2566 | 2449 | 2344 | 2251 | 2166 | 2574 | 2479 | 2401 | 2341 | 2295 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|---------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Kalikot | | | | | | | | | | | | | | | |
| Male | 1399 | 1330 | 1273 | 1224 | 1186 | 1524 | 1463 | 1409 | 1361 | 1319 | 1526 | 1479 | 1445 | 1420 | 1404 |
| Female | 1359 | 1284 | 1218 | 1161 | 1111 | 1459 | 1395 | 1336 | 1284 | 1236 | 1467 | 1413 | 1369 | 1334 | 1305 |
| Total | 2758 | 2614 | 2491 | 2385 | 2297 | 2983 | 2858 | 2745 | 2645 | 2555 | 2993 | 2892 | 2814 | 2754 | 2709 |
| | | | | | | | | | | | | | | | |
| Mugu | | | | | | | | | | | | | | | |
| Male | 545 | 516 | 491 | 472 | 458 | 588 | 562 | 539 | 520 | 504 | 585 | 564 | 549 | 539 | 533 |
| Female | 509 | 477 | 450 | 427 | 408 | 537 | 509 | 484 | 463 | 445 | 531 | 507 | 488 | 473 | 463 |
| Total | 1054 | 993 | 941 | 899 | 866 | 1125 | 1071 | 1023 | 983 | 949 | 1116 | 1071 | 1037 | 1012 | 996 |
| | | | | | | | | | | | | | | | |
| Humla | | | | | | | | | | | | | | | |
| Male | 531 | 504 | 481 | 462 | 445 | 593 | 569 | 546 | 526 | 507 | 607 | 587 | 572 | 560 | 551 |
| Female | 469 | 440 | 416 | 395 | 379 | 503 | 478 | 456 | 438 | 422 | 504 | 482 | 465 | 452 | 444 |
| Total | 1000 | 944 | 897 | 857 | 824 | 1096 | 1047 | 1002 | 964 | 929 | 1111 | 1069 | 1037 | 1012 | 995 |
| | | | | | | | | | | | | | | | |
| Bajura | | | | | | | | | | | | | | | |
| Male | 1427 | 1364 | 1316 | 1280 | 1258 | 1553 | 1499 | 1457 | 1424 | 1401 | 1555 | 1517 | 1497 | 1489 | 1496 |
| Female | 1366 | 1286 | 1222 | 1172 | 1133 | 1462 | 1394 | 1339 | 1295 | 1260 | 1465 | 1407 | 1367 | 1342 | 1329 |
| Total | 2793 | 2650 | 2538 | 2452 | 2391 | 3015 | 2893 | 2796 | 2719 | 2661 | 3020 | 2924 | 2864 | 2831 | 2825 |
| | | | | | | | | | | | | | | | |
| Bajhang | | | | | | | | | | | | | | | |
| Male | 2211 | 2141 | 2082 | 2030 | 1989 | 2386 | 2331 | 2282 | 2235 | 2193 | 2369 | 2341 | 2326 | 2319 | 2323 |
| Female | 2142 | 2065 | 2001 | 1747 | 1904 | 2299 | 2243 | 2195 | 2155 | 2121 | 2307 | 2271 | 2251 | 2242 | 2245 |
| Total | 4353 | 4206 | 4083 | 3777 | 3893 | 4685 | 4574 | 4477 | 4390 | 4314 | 4676 | 4612 | 4577 | 4561 | 4568 |
| | | | | | | | | | | | | | | | |
| Achham | | | | | | | | | | | | | | | |
| Male | 3072 | 2979 | 2920 | 2886 | 2880 | 3317 | 3249 | 3208 | 3185 | 3183 | 3308 | 2380 | 3294 | 3328 | 3395 |
| Female | 2949 | 2839 | 2750 | 2699 | 2663 | 3109 | 3031 | 2976 | 2939 | 2918 | 3072 | 3022 | 3005 | 3011 | 3042 |
| Total | 6021 | 5818 | 5670 | 5585 | 5543 | 6426 | 6280 | 6184 | 6124 | 6101 | 6380 | 5402 | 6299 | 6339 | 6437 |
| | | | | | | | | | | | | | | | |
| Doti | | | | | | | | | | | | | | | |
| Male | 2734 | 2673 | 2625 | 2585 | 2558 | 2993 | 2955 | 2921 | 2889 | 2864 | 3024 | 3021 | 3034 | 3054 | 3092 |
| Female | 2505 | 2435 | 2381 | 2337 | 2307 | 2631 | 2589 | 2557 | 2532 | 2517 | 2585 | 2569 | 2570 | 2584 | 2613 |
| Total | 5239 | 5108 | 5006 | 4922 | 4865 | 5624 | 5544 | 5478 | 5421 | 5381 | 5609 | 5590 | 5604 | 5638 | 5705 |

| | 1996 | | | | | 2001 | | | | | 2006 | | | | |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| Kailali | | | | | | | | | | | | | | | |
| Male | 8635 | 8323 | 8002 | 7674 | 7344 | 9956 | 9681 | 9367 | 9022 | 8649 | 10432 | 10247 | 10053 | 9846 | 9637 |
| Female | 8536 | 8171 | 7776 | 7364 | 6929 | 9885 | 9561 | 9183 | 8768 | 8310 | 10577 | 10309 | 10009 | 9687 | 9337 |
| Total | 17171 | 16494 | 15778 | 15038 | 14273 | 19841 | 19242 | 18550 | 17790 | 16959 | 21009 | 20556 | 20062 | 19533 | 18974 |
| | | | | | | | | | | | | | | | |
| Kanchanpur | | | | | | | | | | | | | | | |
| Male | 4792 | 4663 | 4540 | 4419 | 4306 | 5252 | 5156 | 5051 | 4938 | 4820 | 5176 | 5137 | 5108 | 5081 | 5063 |
| Female | 4930 | 4772 | 4617 | 4464 | 4315 | 5810 | 5686 | 5555 | 5417 | 5274 | 6353 | 6272 | 6201 | 6135 | 6075 |
| Total | 9722 | 9435 | 9157 | 8883 | 8621 | 11062 | 10842 | 10606 | 10355 | 10094 | 11529 | 11409 | 11309 | 11216 | 11138 |
| | | | | | | | | | | | | | | | |
| Dadeldhura | | | | | | | | | | | | | | | |
| Male | 1796 | 1748 | 1710 | 1678 | 1655 | 1939 | 1906 | 1877 | 1850 | 1828 | 1918 | 1908 | 1908 | 1915 | 1931 |
| Female | 1776 | 1715 | 1663 | 1617 | 1578 | 1955 | 1910 | 1870 | 1835 | 1803 | 2011 | 1982 | 1965 | 1956 | 1955 |
| Total | 3572 | 3463 | 3373 | 3295 | 3233 | 3894 | 3816 | 3747 | 3685 | 3631 | 3929 | 3890 | 3873 | 3871 | 3886 |
| | | | | | | | | | | | | | | | |
| Baitadi | | | | | | | | | | | | | | | |
| Male | 3205 | 3131 | 3083 | 3049 | 3038 | 3439 | 3395 | 3366 | 3344 | 3338 | 3394 | 3391 | 3417 | 3457 | 3523 |
| Female | 3255 | 3138 | 3037 | 2951 | 2878 | 3513 | 3426 | 3351 | 3284 | 3225 | 3550 | 3493 | 3458 | 3439 | 3435 |
| Total | 6460 | 6269 | 6120 | 6000 | 5916 | 6952 | 6821 | 6717 | 6628 | 6563 | 6944 | 6884 | 6875 | 6896 | 6958 |
| | | | | | | | | | | | | | | | |
| Darchula | | | | | | | | | | | | | | | |
| Male | 1615 | 1596 | 1588 | 1585 | 1592 | 1753 | 1749 | 1752 | 1757 | 1767 | 1749 | 1769 | 1801 | 1839 | 1889 |
| Female | 1629 | 1583 | 1539 | 1498 | 1461 | 1744 | 1714 | 1683 | 1653 | 1623 | 1747 | 1732 | 1723 | 1716 | 1714 |
| Total | 3244 | 3179 | 3127 | 3083 | 3053 | 3497 | 3463 | 3435 | 3410 | 3390 | 3496 | 3501 | 3524 | 3555 | 3603 |
| | | | | | | | | | | | | | | | |
| NEPAL | | | | | | | | | | | | | | | |
| Male | 320022 | 311948 | 303039 | 296153 | 288499 | 354993 | 348960 | 341991 | 334538 | 326233 | 359615 | 357458 | 356409 | 354498 | 352811 |
| Female | 300821 | 292481 | 285209 | 275811 | 267957 | 330273 | 324444 | 318258 | 308582 | 304459 | 337799 | 334983 | 332501 | 330129 | 327983 |
| Total | 620843 | 604429 | 588248 | 571964 | 556456 | 685266 | 673404 | 660249 | 643120 | 630692 | 697414 | 692441 | 688910 | 684627 | 680794 |

| Table 1 | 6 - 10 Years Population Projection | | | | | | | | | | | |
|-------------------------|------------------------------------|----------------|----------------|----------------|----------------|------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| | 1996 | | | 1997 | | | 1998 | | | 1999 | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Taplejung | 8,957 | 8,913 | 17,870 | 9,072 | 9,018 | 18,090 | 9,189 | 9,123 | 18,312 | 9,308 | 9,228 | 18,536 |
| Sankhuwasabha | 11,009 | 10,760 | 21,769 | 11,184 | 10,932 | 22,116 | 11,361 | 11,105 | 22,466 | 11,541 | 11,282 | 22,823 |
| Solukhumbu | 7,145 | 7,040 | 14,185 | 7,268 | 7,148 | 14,416 | 7,391 | 7,259 | 14,650 | 7,517 | 7,371 | 14,888 |
| Eastern Mountain | 27,111 | 26,713 | 53,824 | 27,524 | 27,098 | 54,622 | 27,941 | 27,487 | 55,428 | 28,366 | 27,881 | 56,247 |
| Panchthar | 13,792 | 13,359 | 27,151 | 14,070 | 13,568 | 27,638 | 14,355 | 13,779 | 28,134 | 14,643 | 13,994 | 28,637 |
| Ilam | 18,790 | 18,153 | 36,943 | 19,216 | 18,542 | 37,758 | 19,651 | 18,938 | 38,589 | 20,094 | 19,343 | 39,437 |
| Dhankuta | 11,008 | 10,805 | 21,813 | 11,188 | 10,992 | 22,180 | 11,371 | 11,180 | 22,551 | 11,556 | 11,373 | 22,929 |
| Terhathum | 8,062 | 7,546 | 15,608 | 8,213 | 7,656 | 15,869 | 8,365 | 7,766 | 16,131 | 8,520 | 7,878 | 16,398 |
| Bhojpur | 15,087 | 15,042 | 30,129 | 15,270 | 15,264 | 30,534 | 15,454 | 15,488 | 30,942 | 15,641 | 15,714 | 31,355 |
| Okhaldhunga | 10,976 | 9,912 | 20,888 | 11,154 | 10,015 | 21,169 | 11,335 | 10,119 | 21,454 | 11,519 | 10,223 | 21,742 |
| Khotang | 16,360 | 16,298 | 32,658 | 16,577 | 16,516 | 33,093 | 16,798 | 16,734 | 33,532 | 17,020 | 16,957 | 33,977 |
| Udaypur | 19,229 | 18,611 | 37,840 | 19,747 | 19,043 | 38,790 | 20,278 | 19,487 | 39,765 | 20,823 | 19,940 | 40,763 |
| Eastern Hill | 113,304 | 109,726 | 223,030 | 115,435 | 111,596 | 227,031 | 117,607 | 113,491 | 231,098 | 119,816 | 115,422 | 235,238 |
| Jhapa | 48,417 | 46,513 | 94,930 | 49,315 | 47,497 | 96,812 | 50,229 | 48,500 | 98,729 | 51,160 | 49,522 | 100,682 |
| Morang | 57,244 | 53,382 | 110,626 | 58,479 | 54,462 | 112,941 | 59,738 | 55,563 | 115,301 | 61,024 | 56,684 | 117,708 |
| Sunsari | 39,199 | 36,670 | 75,869 | 40,145 | 37,507 | 77,652 | 41,113 | 38,363 | 79,476 | 42,102 | 39,239 | 81,341 |
| Saptari | 40,956 | 36,612 | 77,568 | 41,891 | 37,271 | 79,162 | 42,846 | 37,940 | 80,786 | 43,822 | 38,620 | 82,442 |
| Siraha | 41,623 | 36,112 | 77,735 | 42,565 | 36,778 | 79,343 | 43,528 | 37,453 | 80,981 | 44,511 | 38,140 | 82,651 |
| Eastern Terai | 227,439 | 209,289 | 436,728 | 232,395 | 213,515 | 445,910 | 237,454 | 217,819 | 455,273 | 242,619 | 222,205 | 464,824 |
| Eastern Region | 367,854 | 345,728 | 713,582 | 375,354 | 352,209 | 727,563 | 383,002 | 358,797 | 741,799 | 390,801 | 365,508 | 756,309 |
| Dolakha | 13,730 | 12,858 | 26,588 | 14,014 | 13,071 | 27,085 | 14,302 | 13,290 | 27,592 | 14,597 | 13,511 | 28,108 |
| Sindhupalchowk | 19,453 | 19,018 | 38,471 | 19,738 | 19,372 | 39,110 | 20,026 | 19,733 | 39,759 | 20,318 | 20,100 | 40,418 |
| Rasuwa | 2,734 | 2,597 | 5,331 | 2,796 | 2,642 | 5,438 | 2,859 | 2,688 | 5,547 | 2,924 | 2,733 | 5,657 |
| Central Mountain | 35,917 | 34,473 | 70,390 | 36,548 | 35,085 | 71,633 | 37,187 | 35,711 | 72,898 | 37,839 | 36,344 | 74,183 |
| Sindhuli | 18,703 | 18,430 | 37,133 | 19,103 | 18,781 | 37,884 | 19,511 | 19,136 | 38,647 | 19,927 | 19,500 | 39,427 |
| Ramechhap | 14,946 | 14,014 | 28,960 | 15,273 | 14,219 | 29,492 | 15,606 | 14,428 | 30,034 | 15,946 | 14,638 | 30,584 |
| Kavrepalanchok | 25,358 | 24,224 | 49,582 | 25,752 | 24,604 | 50,356 | 26,152 | 24,991 | 51,143 | 26,559 | 25,381 | 51,940 |
| Nuwakot | 19,304 | 18,904 | 38,208 | 19,664 | 19,257 | 38,921 | 20,031 | 19,615 | 39,646 | 20,404 | 19,982 | 40,386 |
| Dhading | 21,957 | 20,760 | 42,717 | 22,382 | 21,147 | 43,529 | 22,816 | 21,540 | 44,356 | 23,257 | 21,942 | 45,199 |
| Makawanpur | 26,647 | 25,213 | 51,860 | 27,290 | 25,747 | 53,037 | 27,948 | 26,294 | 54,242 | 28,620 | 26,852 | 55,472 |
| Central Hill | 126,915 | 121,545 | 248,460 | 129,464 | 123,755 | 253,219 | 132,064 | 126,004 | 258,068 | 134,713 | 128,295 | 263,008 |
| Dhanusha | 48,575 | 41,058 | 89,633 | 49,759 | 41,813 | 91,572 | 50,971 | 42,581 | 93,552 | 52,212 | 43,362 | 95,574 |
| Mahottari | 40,284 | 33,948 | 74,232 | 41,217 | 34,514 | 75,731 | 42,171 | 35,090 | 77,261 | 43,146 | 35,672 | 78,818 |
| Sarlahi | 43,997 | 37,981 | 81,978 | 45,063 | 38,640 | 83,703 | 46,151 | 39,310 | 85,461 | 47,267 | 39,989 | 87,256 |
| Rautahat | 36,843 | 31,797 | 68,640 | 37,705 | 32,380 | 70,085 | 38,587 | 32,973 | 71,560 | 39,489 | 33,575 | 73,064 |
| Bara | 37,298 | 32,203 | 69,501 | 38,275 | 32,836 | 71,111 | 39,277 | 33,481 | 72,758 | 40,304 | 34,137 | 74,441 |
| Parsa | 33,778 | 28,950 | 62,728 | 34,698 | 29,502 | 64,200 | 35,642 | 30,063 | 65,705 | 36,611 | 30,632 | 67,243 |
| Chitwan | 28,669 | 28,363 | 57,032 | 29,338 | 29,066 | 58,404 | 30,022 | 29,788 | 59,810 | 30,721 | 30,525 | 61,246 |
| Central Terai | 269,444 | 234,300 | 503,744 | 276,055 | 238,751 | 514,806 | 282,821 | 243,286 | 526,107 | 289,750 | 247,892 | 537,642 |
| Lalitpur | 18,039 | 17,408 | 35,447 | 18,370 | 17,804 | 36,174 | 18,707 | 18,210 | 36,917 | 19,048 | 18,624 | 37,672 |
| Bhaktapur | 12,849 | 12,060 | 24,909 | 13,099 | 12,275 | 25,374 | 13,355 | 12,492 | 25,847 | 13,615 | 12,714 | 26,329 |
| Kathmandu | 53,761 | 44,013 | 97,774 | 55,286 | 45,338 | 100,624 | 56,853 | 46,703 | 103,556 | 58,463 | 48,106 | 106,569 |
| Kathmandu Valley | 84,649 | 73,481 | 158,130 | 86,755 | 75,417 | 162,172 | 88,915 | 77,405 | 166,320 | 91,126 | 79,444 | 170,570 |
| Central Region | 516,925 | 463,799 | 980,724 | 528,822 | 473,008 | 1,001,830 | 540,987 | 482,406 | 1,023,393 | 553,428 | 491,975 | 1,045,403 |

| | 1996 | | | 1997 | | | 1998 | | | 1999 | | |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Manang | 325 | 278 | 603 | 328 | 276 | 604 | 330 | 274 | 604 | 334 | 273 | 607 |
| Mustang | 878 | 832 | 1,710 | 891 | 843 | 1,734 | 910 | 855 | 1,765 | 927 | 865 | 1,792 |
| Western Mountain | 1,203 | 1,110 | 2,313 | 1,219 | 1,119 | 2,338 | 1,240 | 1,129 | 2,369 | 1,261 | 1,138 | 2,399 |
| Gorkha | 19617 | 18081 | 37,698 | 19,957 | 18,345 | 38,302 | 20,303 | 18,612 | 38,915 | 20,654 | 18,884 | 39,538 |
| Lamjung | 11919 | 10466 | 22,385 | 12,130 | 10,550 | 22,680 | 12,344 | 10,635 | 22,979 | 12,562 | 10,720 | 23,282 |
| Tanahun | 21611 | 21400 | 43,011 | 21,949 | 21,872 | 43,821 | 22,291 | 22,354 | 44,645 | 22,638 | 22,846 | 45,484 |
| Syangja | 23529 | 21961 | 45,490 | 23,950 | 22,263 | 46,213 | 24,379 | 22,568 | 46,947 | 24,816 | 22,875 | 47,691 |
| Kaski | 23342 | 22074 | 45,416 | 23,842 | 22,592 | 46,434 | 24,350 | 23,123 | 47,473 | 24,870 | 23,664 | 48,534 |
| Myagdi | 6740 | 7322 | 14,062 | 6,732 | 7,503 | 14,235 | 6,724 | 7,687 | 14,411 | 6,715 | 7,873 | 14,588 |
| Parbat | 11356 | 11207 | 22,563 | 11,536 | 11,397 | 22,933 | 11,720 | 11,591 | 23,311 | 11,905 | 11,789 | 23,694 |
| Baglung | 17875 | 18174 | 36,049 | 18,087 | 18,510 | 36,597 | 18,303 | 18,852 | 37,155 | 18,521 | 19,198 | 37,719 |
| Gulmi | 21043 | 21753 | 42,796 | 21,335 | 22,176 | 43,511 | 21,630 | 22,608 | 44,238 | 21,928 | 23,047 | 44,975 |
| Palpa | 18083 | 18800 | 36,883 | 18,271 | 19,200 | 37,471 | 18,461 | 19,607 | 38,068 | 18,651 | 20,022 | 38,673 |
| Argakhanchi | 13267 | 16032 | 29,299 | 13,100 | 16,654 | 29,754 | 12,935 | 17,281 | 30,216 | 12,772 | 17,912 | 30,684 |
| Western Hill | 188,382 | 187,270 | 375,652 | 190,889 | 191,062 | 381,951 | 193,440 | 194,918 | 388,358 | 196,032 | 198,830 | 394,862 |
| Nawalparasi | 39329 | 36926 | 76,255 | 40,370 | 37,851 | 78,221 | 41,437 | 38,799 | 80,236 | 42,532 | 39,770 | 82,302 |
| Rupandehi | 46308 | 42073 | 88,381 | 47,516 | 43,050 | 90,566 | 48,755 | 44,048 | 92,803 | 50,025 | 45,069 | 95,094 |
| Kapilvastu | 33169 | 29535 | 62,704 | 34,016 | 30,250 | 64,266 | 34,885 | 30,982 | 65,867 | 35,775 | 31,732 | 67,507 |
| Western Terai | 118,806 | 108,534 | 227,340 | 121,902 | 111,151 | 233,053 | 125,077 | 113,829 | 238,906 | 128,332 | 116,571 | 244,903 |
| Western Region | 308,391 | 296,914 | 605,305 | 314,010 | 303,332 | 617,342 | 319,757 | 309,876 | 629,633 | 325,625 | 316,539 | 642,164 |
| Dolpa | 1665 | 1591 | 3,256 | 1,694 | 1,617 | 3,311 | 1,723 | 1,643 | 3,366 | 1,753 | 1,670 | 3,423 |
| Jumla | 5594 | 5229 | 10,823 | 5,690 | 5,312 | 11,002 | 5,787 | 5,397 | 11,184 | 5,886 | 5,484 | 11,370 |
| Kalikot | 6465 | 6185 | 12,650 | 6,580 | 6,283 | 12,863 | 6,697 | 6,384 | 13,081 | 6,816 | 6,487 | 13,303 |
| Mugu | 2503 | 2290 | 4,793 | 2,543 | 2,318 | 4,861 | 2,583 | 2,346 | 4,929 | 2,624 | 2,374 | 4,998 |
| Humla | 2444 | 2117 | 4,561 | 2,500 | 2,150 | 4,650 | 2,557 | 2,185 | 4,742 | 2,615 | 2,220 | 4,835 |
| Mid Western Mountain | 18,671 | 17,412 | 36,083 | 19,007 | 17,680 | 36,687 | 19,347 | 17,955 | 37,302 | 19,694 | 18,235 | 37,929 |
| Pyuthan | 14048 | 13990 | 28,038 | 14,266 | 14,248 | 28,514 | 14,488 | 14,513 | 29,001 | 14,712 | 14,782 | 29,494 |
| Rolpa | 13378 | 12754 | 26,132 | 13,619 | 12,919 | 26,538 | 13,865 | 13,087 | 26,952 | 14,114 | 13,257 | 27,371 |
| Rukum | 11733 | 11207 | 22,940 | 11,969 | 11,410 | 23,379 | 12,210 | 11,616 | 23,826 | 12,456 | 11,826 | 24,282 |
| Salyan | 14701 | 14199 | 28,900 | 15,002 | 14,409 | 29,411 | 15,309 | 14,622 | 29,931 | 15,622 | 14,838 | 30,460 |
| Surkhet | 19938 | 19116 | 39,054 | 20,466 | 19,535 | 40,001 | 21,008 | 19,961 | 40,969 | 21,564 | 20,396 | 41,960 |
| Dailekh | 15034 | 14137 | 29,171 | 15,348 | 14,339 | 29,687 | 15,668 | 14,544 | 30,212 | 15,995 | 14,751 | 30,746 |
| Jajarkot | 8563 | 8727 | 17,290 | 8,707 | 8,895 | 17,602 | 8,853 | 9,067 | 17,920 | 9,001 | 9,241 | 18,242 |
| Mid Western Hill | 97,395 | 94,130 | 191,525 | 99,377 | 95,755 | 195,132 | 101,401 | 97,410 | 198,811 | 103,464 | 99,091 | 202,555 |
| Dang | 30797 | 30639 | 61,436 | 31,522 | 31,355 | 62,877 | 32,263 | 32,085 | 64,348 | 33,021 | 32,832 | 65,853 |
| Banke | 25504 | 22568 | 48,072 | 26,237 | 23,115 | 49,352 | 26,988 | 23,676 | 50,664 | 27,762 | 24,250 | 52,012 |
| Bardiya | 26996 | 25853 | 52,849 | 27,720 | 26,547 | 54,267 | 28,462 | 27,260 | 55,722 | 29,225 | 27,990 | 57,215 |
| Mid Western Terai | 83,297 | 79,060 | 162,357 | 85,479 | 81,017 | 166,496 | 87,713 | 83,021 | 170,734 | 90,008 | 85,072 | 175,080 |
| Mid Western Region | 199,363 | 190,602 | 389,965 | 203,863 | 194,452 | 398,315 | 208,461 | 198,386 | 406,847 | 213,166 | 202,398 | 415,564 |
| Bajura | 6701 | 6233 | 12,934 | 6,821 | 6,330 | 13,151 | 6,942 | 6,429 | 13,371 | 7,065 | 6,529 | 13,594 |
| Bajhang | 10541 | 10145 | 20,686 | 10,708 | 10,309 | 21,017 | 10,877 | 10,474 | 21,351 | 11,049 | 10,642 | 21,691 |
| Darchula | 8042 | 7775 | 15,817 | 8,180 | 7,897 | 16,077 | 8,322 | 8,018 | 16,340 | 8,461 | 8,143 | 16,604 |
| Far Western Mountain | 25,284 | 24,153 | 49,437 | 25,709 | 24,536 | 50,245 | 26,141 | 24,921 | 51,062 | 26,575 | 25,314 | 51,889 |
| Achham | 14861 | 14025 | 28,886 | 15,102 | 14,205 | 29,307 | 15,347 | 14,386 | 29,733 | 15,595 | 14,568 | 30,163 |
| Doti | 13286 | 12066 | 25,352 | 13,538 | 12,210 | 25,748 | 13,793 | 12,354 | 26,147 | 14,053 | 12,501 | 26,554 |

| | 1996 | | | 1997 | | | 1998 | | | 1999 | | |
|---------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Dadeldhura | 8659 | 8419 | 17,078 | 8,799 | 8,599 | 17,398 | 8,941 | 8,781 | 17,722 | 9,084 | 8,968 | 18,052 |
| Baitadi | 15637 | 15386 | 31023 | 15,872 | 15,652 | 31524 | 16,109 | 15,923 | 32,032 | 16,351 | 16,196 | 32,547 |
| Far Western Hill | 52,443 | 49,896 | 102,339 | 53,311 | 50,666 | 103,977 | 54,190 | 51,444 | 105,634 | 55,083 | 52,233 | 107,316 |
| Kailali | 40315 | 39102 | 79418 | 41496 | 40325 | 81821 | 42710 | 41585 | 84,295 | 43959 | 42884 | 86,843 |
| Kanchanpur | 22911 | 23293 | 46204 | 23344 | 24117 | 47462 | 23786 | 24967 | 48,753 | 24235 | 25843 | 50,078 |
| Far Western Terai | 63,226 | 62,395 | 125,622 | 64,840 | 64,442 | 129,283 | 66,496 | 66,552 | 133,048 | 68,194 | 68,727 | 136,921 |
| Far Western region | 140,953 | 136,444 | 277,398 | 143,860 | 139,644 | 283,505 | 146,827 | 142,917 | 289,744 | 149,852 | 146,274 | 296,126 |
| NEPAL | 1,533,486 | 1,433,487 | 2,966,974 | 1,565,909 | 1,462,645 | 3,028,555 | 1,599,034 | 1,492,382 | 3,091,416 | 1,632,872 | 1,522,694 | 3,155,566 |

| Table 1 | 6 - 10 Years Population Projection | | | | | | | | |
|-------------------------|------------------------------------|----------------|------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| | 2000 | | | 2001 | | | 2002 | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Taplejung | 9,427 | 9,336 | 18,763 | 9,548 | 9,445 | 18,993 | 9,572 | 9,468 | 19,040 |
| Sankhuwasabha | 11,724 | 11,460 | 23,184 | 11,909 | 11,642 | 23,551 | 11,966 | 11,710 | 23,676 |
| Solukhumbu | 7,645 | 7,485 | 15,130 | 7,775 | 7,600 | 15,375 | 7,819 | 7,639 | 15,458 |
| Eastern Mountain | 28,796 | 28,281 | 57,077 | 29,232 | 28,687 | 57,919 | 29,357 | 28,817 | 58,174 |
| Panchthar | 14,938 | 14,212 | 29,150 | 15,238 | 14,431 | 29,669 | 15,367 | 14,504 | 29,871 |
| Ilam | 20,548 | 19,756 | 40,304 | 21,012 | 20,177 | 41,189 | 21,218 | 20,381 | 41,599 |
| Dhankuta | 11,745 | 11,566 | 23,311 | 11,936 | 11,765 | 23,701 | 11,992 | 11,846 | 23,838 |
| Terhathum | 8,679 | 7,991 | 16,670 | 8,839 | 8,106 | 16,945 | 8,905 | 8,141 | 17,046 |
| Bhojpur | 15,830 | 15,944 | 31,774 | 16,020 | 16,178 | 32,198 | 16,044 | 16,265 | 32,309 |
| Okhaldhunga | 11,705 | 10,329 | 22,034 | 11,894 | 10,436 | 22,330 | 11,966 | 10,445 | 22,411 |
| Khotang | 17,245 | 17,182 | 34,427 | 17,473 | 17,410 | 34,883 | 17,521 | 17,480 | 35,001 |
| Udaypur | 21,383 | 20,402 | 41,785 | 21,956 | 20,875 | 42,831 | 22,258 | 21,111 | 43,369 |
| Eastern Hill | 122,073 | 117,382 | 239,455 | 124,368 | 119,378 | 243,746 | 125,271 | 120,173 | 245,444 |
| Jhapa | 52,107 | 50,566 | 102,673 | 53,070 | 51,631 | 104,701 | 53,421 | 52,175 | 105,596 |
| Morang | 62,336 | 57,829 | 120,165 | 63,676 | 58,995 | 122,671 | 64,268 | 59,538 | 123,806 |
| Sunsari | 43,116 | 40,132 | 83,248 | 44,152 | 41,047 | 85,199 | 44,636 | 41,497 | 86,133 |
| Saptari | 44,819 | 39,312 | 84,131 | 45,838 | 40,014 | 85,852 | 46,304 | 40,280 | 86,584 |
| Siraha | 45,516 | 38,840 | 84,356 | 46,543 | 39,550 | 86,093 | 46,999 | 39,825 | 86,824 |
| Eastern Terai | 247,894 | 226,679 | 474,573 | 253,279 | 231,237 | 484,516 | 255,628 | 233,315 | 488,943 |
| Eastern Region | 398,763 | 372,342 | 771,105 | 406,879 | 379,302 | 786,181 | 410,256 | 382,305 | 792,561 |
| Dolakha | 14,898 | 13,736 | 28,634 | 15,204 | 13,963 | 29,167 | 15,338 | 14,043 | 29,381 |
| Sindhupalchowk | 20,614 | 20,474 | 41,088 | 20,914 | 20,853 | 41,767 | 20,967 | 21,025 | 41,992 |
| Rasuwa | 2,990 | 2,782 | 5,772 | 3,057 | 2,829 | 5,886 | 3,088 | 2,846 | 5,934 |
| Central Mountain | 38,502 | 36,992 | 75,494 | 39,175 | 37,645 | 76,820 | 39,393 | 37,914 | 77,307 |
| Sindhuli | 20,352 | 19,869 | 40,221 | 20,786 | 20,244 | 41,030 | 20,983 | 20,409 | 41,392 |
| Ramechhap | 16,293 | 14,851 | 31,144 | 16,648 | 15,067 | 31,715 | 16,819 | 15,125 | 31,944 |
| Kavrepalanchok | 26,971 | 25,778 | 52,749 | 27,389 | 26,181 | 53,570 | 27,514 | 26,327 | 53,841 |
| Nuwakot | 20,785 | 20,353 | 41,138 | 21,171 | 20,731 | 41,902 | 21,341 | 20,895 | 42,236 |
| Dhading | 23,706 | 22,349 | 46,055 | 24,164 | 22,764 | 46,928 | 24,342 | 22,940 | 47,282 |
| Makawanpur | 29,310 | 27,420 | 56,730 | 30,015 | 28,000 | 58,015 | 30,357 | 28,268 | 58,625 |
| Central Hill | 137,417 | 130,620 | 268,037 | 140,173 | 132,987 | 273,160 | 141,356 | 133,964 | 275,320 |
| Dhanusha | 53,481 | 44,155 | 97,636 | 54,781 | 44,960 | 99,741 | 55,412 | 45,255 | 100,667 |
| Mahottari | 44,143 | 36,264 | 80,407 | 45,162 | 36,863 | 82,025 | 45,644 | 37,058 | 82,702 |
| Sarlahi | 48,408 | 40,677 | 89,085 | 49,577 | 41,377 | 90,954 | 50,157 | 41,617 | 91,774 |
| Rautahat | 40,411 | 34,189 | 74,600 | 41,354 | 34,810 | 76,164 | 41,802 | 35,043 | 76,845 |
| Bara | 41,357 | 34,805 | 76,162 | 42,437 | 35,485 | 77,922 | 42,994 | 35,758 | 78,752 |
| Parsa | 37,607 | 31,211 | 68,818 | 38,628 | 31,799 | 70,427 | 39,168 | 32,022 | 71,190 |
| Chitwan | 31,437 | 31,281 | 62,718 | 32,168 | 32,054 | 64,222 | 32,503 | 32,468 | 64,971 |
| Central Terai | 296,844 | 252,582 | 549,426 | 304,107 | 257,348 | 561,455 | 307,680 | 259,221 | 566,901 |
| Lalitpur | 19,397 | 19,046 | 38,443 | 19,752 | 19,478 | 39,230 | 19,871 | 19,698 | 39,569 |
| Bhaktapur | 13,881 | 12,939 | 26,820 | 14,151 | 13,168 | 27,319 | 14,266 | 13,259 | 27,525 |
| Kathmandu | 60,117 | 49,553 | 109,670 | 61,819 | 51,040 | 112,859 | 62,605 | 51,886 | 114,491 |
| Kathmandu Valley | 93,395 | 81,538 | 174,933 | 95,722 | 83,686 | 179,408 | 96,742 | 84,843 | 181,585 |
| Central Region | 566,158 | 501,732 | 1,067,890 | 579,177 | 511,666 | 1,090,843 | 585,171 | 515,942 | 1,101,113 |

| | 2000 | | | 2001 | | | 2002 | | |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Manang | 336 | 271 | 607 | 339 | 268 | 607 | 338 | 265 | 603 |
| Mustang | 943 | 876 | 1,819 | 960 | 887 | 1,847 | 966 | 889 | 1,855 |
| Western Mountain | 1,279 | 1,147 | 2,426 | 1,299 | 1,155 | 2,454 | 1,304 | 1,154 | 2,458 |
| Gorkha | 21,012 | 19,158 | 40,170 | 21,375 | 19,436 | 40,811 | 21,519 | 19,518 | 41,037 |
| Lamjung | 12,785 | 10,804 | 23,589 | 13,010 | 10,888 | 23,898 | 13,116 | 10,873 | 23,989 |
| Tanahun | 22,991 | 23,346 | 46,337 | 23,349 | 23,858 | 47,207 | 23,435 | 24,130 | 47,565 |
| Syangja | 25,259 | 23,187 | 48,446 | 25,711 | 23,503 | 49,214 | 25,913 | 23,585 | 49,498 |
| Kaski | 25,400 | 24,219 | 49,619 | 25,941 | 24,786 | 50,727 | 26,172 | 25,073 | 51,245 |
| Myagdi | 6,706 | 8,061 | 14,767 | 6,697 | 8,251 | 14,948 | 6,582 | 8,382 | 14,964 |
| Parbat | 12,094 | 11,988 | 24,082 | 12,285 | 12,190 | 24,475 | 12,350 | 12,273 | 24,623 |
| Baglung | 18,741 | 19,551 | 38,292 | 18,963 | 19,909 | 38,872 | 18,975 | 20,081 | 39,056 |
| Gulmi | 22,231 | 23,492 | 45,723 | 22,537 | 23,948 | 46,485 | 22,591 | 24,169 | 46,760 |
| Palpa | 18,844 | 20,445 | 39,289 | 19,038 | 20,874 | 39,912 | 19,001 | 21,108 | 40,109 |
| Argakhanchi | 12,610 | 18,548 | 31,158 | 12,451 | 19,188 | 31,639 | 11,900 | 19,813 | 31,713 |
| Western Hill | 198,673 | 202,799 | 401,472 | 201,357 | 206,831 | 408,188 | 201,554 | 209,005 | 410,559 |
| Nawalparasi | 43,655 | 40,763 | 84,418 | 44,808 | 41,781 | 86,589 | 45,408 | 42,313 | 87,721 |
| Rupandehi | 51,328 | 46,113 | 97,441 | 52,663 | 47,179 | 99,842 | 53,358 | 47,693 | 101,051 |
| Kapilvastu | 36,687 | 32,498 | 69,185 | 37,622 | 33,283 | 70,905 | 38,082 | 33,672 | 71,754 |
| Western Terai | 131,670 | 119,374 | 251,044 | 135,093 | 122,243 | 257,336 | 136,848 | 123,678 | 260,526 |
| Western Region | 331,622 | 323,320 | 654,942 | 337,749 | 330,229 | 667,978 | 339,706 | 333,837 | 673,543 |
| Dolpa | 1,783 | 1,698 | 3,481 | 1,813 | 1,725 | 3,538 | 1,822 | 1,734 | 3,556 |
| Jumla | 5,986 | 5,572 | 11,558 | 6,089 | 5,661 | 11,750 | 6,120 | 5,692 | 11,812 |
| Kalikot | 6,937 | 6,590 | 13,527 | 7,059 | 6,695 | 13,754 | 7,098 | 6,730 | 13,828 |
| Mugu | 2,666 | 2,403 | 5,069 | 2,708 | 2,432 | 5,140 | 2,719 | 2,437 | 5,156 |
| Humla | 2,675 | 2,256 | 4,931 | 2,736 | 2,292 | 5,028 | 2,761 | 2,302 | 5,063 |
| Mid Western Mountain | 20,047 | 18,519 | 38,566 | 20,405 | 18,805 | 39,210 | 20,520 | 18,895 | 39,415 |
| Pyuthan | 14,942 | 15,054 | 29,996 | 15,172 | 15,332 | 30,504 | 15,228 | 15,460 | 30,688 |
| Rolpa | 14,369 | 13,428 | 27,797 | 14,627 | 13,601 | 28,228 | 14,726 | 13,640 | 28,366 |
| Rukum | 12,706 | 12,039 | 24,745 | 12,961 | 12,256 | 25,217 | 13,063 | 12,344 | 25,407 |
| Salyan | 15,940 | 15,057 | 30,997 | 16,266 | 15,278 | 31,544 | 16,411 | 15,348 | 31,759 |
| Surkhet | 22,134 | 20,840 | 42,974 | 22,720 | 21,292 | 44,012 | 23,030 | 21,510 | 44,540 |
| Dailekh | 16,328 | 14,960 | 31,288 | 16,668 | 15,171 | 31,839 | 16,823 | 15,229 | 32,052 |
| Jajarkot | 9,152 | 9,419 | 18,571 | 9,305 | 9,600 | 18,905 | 9,346 | 9,685 | 19,031 |
| Mid Western Hill | 105,571 | 100,797 | 206,368 | 107,719 | 102,530 | 210,249 | 108,627 | 103,216 | 211,843 |
| Dang | 33,797 | 33,597 | 67,394 | 34,590 | 34,377 | 68,967 | 34,958 | 34,785 | 69,743 |
| Banke | 28,556 | 24,836 | 53,392 | 29,374 | 25,435 | 54,809 | 29,807 | 25,729 | 55,536 |
| Bardiya | 30,007 | 28,739 | 58,746 | 30,810 | 29,509 | 60,319 | 31,218 | 29,937 | 61,155 |
| Mid Western Terai | 92,360 | 87,172 | 179,532 | 94,774 | 89,321 | 184,095 | 95,983 | 90,451 | 186,434 |
| Mid Western Region | 217,978 | 206,488 | 424,466 | 222,898 | 210,656 | 433,554 | 225,130 | 212,562 | 437,692 |
| Bajura | 7,191 | 6,631 | 13,822 | 7,318 | 6,734 | 14,052 | 7,361 | 6,766 | 14,127 |
| Bajhang | 11,223 | 10,814 | 22,037 | 11,400 | 10,987 | 22,387 | 11,450 | 11,046 | 22,496 |
| Darchula | 8,610 | 8,269 | 16,879 | 8,757 | 8,396 | 17,153 | 8,810 | 8,439 | 17,249 |
| Far Western Mountain | 27,024 | 25,714 | 52,738 | 27,475 | 26,117 | 53,592 | 27,621 | 26,251 | 53,872 |
| Achham | 15,847 | 14,753 | 30,600 | 16,104 | 14,938 | 31,042 | 16,195 | 14,974 | 31,169 |
| Doti | 14,319 | 12,648 | 26,967 | 14,588 | 12,797 | 27,385 | 14,706 | 12,816 | 27,522 |

| | 2000 | | | 2001 | | | 2002 | | |
|---------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Dadeldhura | 9,231 | 9,158 | 18,389 | 9,379 | 9,351 | 18,730 | 9,415 | 9,448 | 18,863 |
| Baitadi | 16,595 | 16,476 | 33,071 | 16,843 | 16,760 | 33,603 | 16,902 | 16,873 | 33,775 |
| Far Western Hill | 55,992 | 53,035 | 109,027 | 56,914 | 53,846 | 110,760 | 57,218 | 54,111 | 111,329 |
| Kailali | 45,245 | 44,221 | 89,466 | 46,566 | 45,601 | 92,167 | 47,251 | 46,411 | 93,662 |
| Kanchanpur | 24,692 | 26,747 | 51,439 | 25,157 | 27,678 | 52,835 | 25,226 | 28,315 | 53,541 |
| Far Western Terai | 69,937 | 70,968 | 140,905 | 71,723 | 73,279 | 145,002 | 72,477 | 74,726 | 147,203 |
| Far Western Region | 152,953 | 149,717 | 302,670 | 156,112 | 153,242 | 309,354 | 157,316 | 155,088 | 312,404 |
| NEPAL | 1,667,474 | 1,553,599 | 3,221,073 | 1,702,815 | 1,585,095 | 3,287,910 | 1,717,579 | 1,599,734 | 3,317,313 |

Table 2

Tab 22 Enroll

| | 1991 | | | 1995 | | |
|-------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | Total | Boys | Girls | Total | Boys | Girls |
| Taplejung | 25,052 | 14,172 | 10,880 | 28,215 | 15,539 | 12,676 |
| Sankhuwasabha | 30,153 | 17,399 | 12,754 | 31,205 | 17,478 | 13,727 |
| Solukhumbu | 16,932 | 10,515 | 6,417 | 19,312 | 11,198 | 8,114 |
| Eastern Mountain | 72,137 | 42,086 | 30,051 | 78,732 | 44,215 | 34,517 |
| Panchthar | 35,460 | 20,635 | 14,825 | 42,278 | 22,966 | 19,312 |
| Ilam | 47,883 | 26,190 | 21,693 | 55,053 | 28,915 | 26,138 |
| Dhankuta | 28,847 | 16,256 | 12,591 | 30,854 | 16,467 | 14,387 |
| Terhathum | 23,887 | 12,904 | 10,983 | 23,512 | 12,105 | 11,407 |
| Bhojpur | 34,438 | 20,186 | 14,252 | 40,303 | 22,121 | 18,182 |
| Okhaldhunga | 28,175 | 17,865 | 10,310 | 26,147 | 15,690 | 10,457 |
| Khotang | 39,484 | 23,712 | 15,772 | 45,465 | 27,130 | 18,335 |
| Udaypur | 35,283 | 22,305 | 12,978 | 35,000 | 20,935 | 14,065 |
| Eastern Hill | 273,457 | 160,053 | 113,404 | 298,612 | 166,329 | 132,283 |
| Jhapa | 101,685 | 54,735 | 46,950 | 114,838 | 61,117 | 53,721 |
| Morang | 99,641 | 57,774 | 41,867 | 119,489 | 70,879 | 48,610 |
| Sunsari | 56,299 | 34,579 | 21,720 | 72,250 | 41,864 | 30,386 |
| Saptari | 51,860 | 36,011 | 15,849 | 52,543 | 35,278 | 17,265 |
| Siraha | 53,051 | 38,323 | 14,728 | 53,159 | 35,690 | 17,469 |
| Eastern Terai | 362,536 | 221,422 | 141,114 | 412,279 | 244,828 | 167,451 |
| Eastern Region | 708,130 | 423,561 | 284,569 | 789,623 | 455,372 | 334,251 |
| Dolakha | 33,011 | 22,103 | 10,908 | 35,226 | 23,153 | 12,073 |
| Sindhupalchowk | 41,357 | 27,368 | 13,989 | 46,818 | 29,359 | 17,459 |
| Rasuwa | 6,724 | 4,260 | 2,464 | 5,961 | 3,761 | 2,200 |
| Central Mountain | 81,092 | 53,731 | 27,361 | 88,005 | 56,273 | 31,732 |
| Sindhuli | 36,053 | 23,182 | 12,871 | 39,460 | 24,974 | 14,486 |
| Ramechhap | 25,408 | 16,546 | 8,862 | 44,463 | 28,941 | 15,522 |
| Kavrepalanchok | 63,506 | 39,305 | 24,201 | 69,870 | 41,532 | 28,338 |
| Nuwakot | 38,132 | 24,871 | 13,261 | 48,446 | 29,486 | 18,960 |
| Dhading | 45,446 | 28,364 | 17,082 | 54,014 | 31,562 | 22,452 |
| Makawanpur | 46,644 | 27,829 | 18,815 | 54,101 | 32,377 | 21,724 |
| Central Hill | 255,189 | 160,097 | 95,092 | 310,354 | 188,872 | 121,482 |
| Dhanusha | 52,263 | 37,702 | 14,561 | 62,372 | 42,923 | 19,449 |
| Mahottari | 42,117 | 30,664 | 11,453 | 47,588 | 33,632 | 13,956 |
| Sarlahi | 47,919 | 34,322 | 13,597 | 53,890 | 37,541 | 16,349 |
| Rautahat | 35,027 | 26,071 | 8,956 | 44,216 | 32,253 | 11,963 |
| Bara | 45,349 | 34,329 | 11,020 | 42,705 | 32,104 | 10,601 |
| Parsa | 41,210 | 31,296 | 9,914 | 48,583 | 32,980 | 15,603 |
| Chitwan | 65,283 | 34,840 | 30,443 | 71,521 | 36,986 | 34,535 |
| Central Terai | 329,168 | 229,224 | 99,944 | 370,875 | 248,419 | 122,456 |
| Lalitpur | 52,302 | 30,315 | 21,987 | 55,707 | 28,185 | 27,522 |
| Bhaktapur | 29,044 | 14,940 | 14,104 | 28,323 | 14,184 | 14,139 |
| Kathmandu | 110,878 | 59,908 | 50,970 | 145,901 | 78,706 | 67,195 |
| Kathmandu Valley | 192,224 | 105,163 | 87,061 | 229,931 | 121,075 | 108,856 |
| Central Region | 857,673 | 548,215 | 309,458 | 999,165 | 614,639 | 384,526 |
| Manang | 1,034 | 539 | 495 | 943 | 482 | 461 |
| Mustang | 3,197 | 1,772 | 1,425 | 2,106 | 1,087 | 1,019 |
| Western Mountain | 4,231 | 2,311 | 1,920 | 3,049 | 1,569 | 1,480 |
| Gorkha | 56,127 | 31,617 | 24,510 | 65,433 | 37,606 | 27,827 |
| Lamjung | 37,721 | 20,760 | 16,961 | 40,795 | 21,306 | 19,489 |
| Tanahun | 69,672 | 39,339 | 30,333 | 69,018 | 36,594 | 32,424 |
| Syangja | 71,161 | 37,033 | 34,128 | 88,697 | 45,982 | 42,715 |
| Kaski | 66,310 | 34,484 | 31,826 | 67,650 | 34,460 | 33,190 |
| Myagdi | 21,329 | 12,406 | 8,923 | 22,132 | 12,192 | 9,940 |
| Parbat | 38,768 | 22,474 | 16,294 | 39,108 | 20,242 | 18,866 |

Tab 22 Enroll

| | 1991 | | | 1995 | | |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Total | Boys | Girls | Total | Boys | Girls |
| Baglung | 48,736 | 31,632 | 17,104 | 64,573 | 36,605 | 27,968 |
| Gulmi | 58,546 | 31,964 | 26,582 | 64,662 | 34,320 | 30,342 |
| Palpa | 54,678 | 30,041 | 24,637 | 67,750 | 35,938 | 31,812 |
| Argakhanchi | 42,251 | 22,973 | 19,278 | 47,348 | 24,438 | 22,910 |
| Western Hill | 565,299 | 314,723 | 250,576 | 637,166 | 339,683 | 297,483 |
| Nawalparasi | 66,944 | 42,171 | 24,773 | 72,646 | 43,466 | 29,180 |
| Rupandehi | 63,844 | 42,374 | 21,470 | 67,252 | 41,926 | 25,326 |
| Kapilvastu | 39,019 | 27,757 | 11,262 | 38,892 | 27,381 | 11,511 |
| Western Terai | 169,807 | 112,302 | 57,505 | 178,790 | 112,773 | 66,017 |
| Western Region | 739,337 | 429,336 | 310,001 | 819,005 | 454,025 | 364,980 |
| Dolpa | 5,542 | 3,521 | 2,021 | 6,034 | 3,871 | 2,163 |
| Jumla | 8,393 | 6,841 | 1,552 | 8,411 | 6,689 | 1,722 |
| Kalikot | 9,543 | 7,701 | 1,842 | 9,766 | 7,843 | 1,923 |
| Mugu | 4,525 | 3,524 | 1,001 | 3,729 | 3,078 | 651 |
| Humla | 3,939 | 3,168 | 771 | 3,893 | 3,125 | 768 |
| Mid Western Mountain | 31,942 | 24,755 | 7,187 | 31,833 | 24,606 | 7,227 |
| Pyuthan | 28,761 | 18,759 | 10,002 | 29,312 | 17,962 | 11,350 |
| Rolpa | 25,106 | 18,410 | 6,696 | 23,687 | 16,903 | 6,784 |
| Rukum | 22,016 | 16,389 | 5,627 | 22,480 | 15,701 | 6,779 |
| Salyan | 27,036 | 19,248 | 7,788 | 32,108 | 20,878 | 11,230 |
| Surkhet | 50,312 | 32,350 | 17,962 | 49,814 | 28,278 | 21,536 |
| Dailekh | 29,728 | 21,778 | 7,950 | 33,082 | 22,738 | 10,344 |
| Jajarkot | 16,116 | 11,759 | 4,357 | 14,685 | 10,575 | 4,110 |
| Mid Western Hill | 199,075 | 138,693 | 60,382 | 205,168 | 133,035 | 72,133 |
| Dang | 53,529 | 34,455 | 19,074 | 59,884 | 36,576 | 23,308 |
| Banke | 33,228 | 22,686 | 10,542 | 36,526 | 23,249 | 13,277 |
| Bardiya | 37,116 | 25,391 | 11,725 | 44,356 | 29,910 | 14,446 |
| Mid Western Terai | 123,873 | 82,532 | 41,341 | 140,766 | 89,735 | 51,031 |
| Mid Western Region | 354,890 | 245,980 | 108,910 | 377,767 | 247,376 | 130,391 |
| Bajura | 11,184 | 8,624 | 2,560 | 12,901 | 9,779 | 3,122 |
| Bajhang | 17,735 | 14,600 | 3,135 | 21,688 | 17,888 | 3,800 |
| Darchula | 18,984 | 12,120 | 6,864 | 20,245 | 11,940 | 8,305 |
| Far Western Mountain | 47,903 | 35,344 | 12,559 | 54,834 | 39,607 | 15,227 |
| Achham | 25,086 | 21,298 | 3,788 | 26,532 | 20,895 | 5,637 |
| Doti | 22,748 | 17,647 | 5,101 | 28,856 | 21,822 | 7,034 |
| Dadeldhura | 16,119 | 11,849 | 4,270 | 18,773 | 12,580 | 6,193 |
| Baitadi | 29,256 | 21,241 | 8,015 | 33,735 | 22,685 | 11,050 |
| Far Western Hill | 93,209 | 72,035 | 21,174 | 107,896 | 77,982 | 29,914 |
| Kailali | 45,253 | 31,484 | 13,769 | 63,168 | 41,060 | 22,108 |
| Kanchanpur | 37,880 | 25,001 | 12,879 | 51,592 | 31,350 | 20,242 |
| Far Western Terai | 83,133 | 56,485 | 26,648 | 114,760 | 72,410 | 42,350 |
| Far Western Region | 224,245 | 163,864 | 60,381 | 277,490 | 189,999 | 87,491 |
| NEPAL | 2,884,275 | 1,810,956 | 1,073,319 | 3,263,050 | 1,961,411 | 1,301,639 |

Table 2

Tab 22 Enroll

| | 1996 | | | 1997 | | |
|-------------------------|------------------|----------------|----------------|------------------|----------------|----------------|
| | Total | Boys | Girls | Total | Boys | Girls |
| Taplejung | 29,071 | 15,901 | 13,170 | 29,953 | 16,271 | 13,682 |
| Sankhuwasabha | 31,480 | 17,498 | 13,982 | 31,759 | 17,518 | 14,241 |
| Solukhumbu | 19,980 | 11,376 | 8,604 | 20,680 | 11,556 | 9,124 |
| Eastern Mountain | 80,531 | 44,775 | 35,756 | 82,392 | 45,345 | 37,047 |
| Panchthar | 44,221 | 23,589 | 20,632 | 46,270 | 24,228 | 22,042 |
| Illam | 57,024 | 29,639 | 27,385 | 59,073 | 30,382 | 28,691 |
| Dhankuta | 31,395 | 16,520 | 14,875 | 31,952 | 16,574 | 15,378 |
| Terhathum | 23,747 | 12,226 | 11,521 | 23,985 | 12,348 | 11,637 |
| Bhojpur | 41,956 | 22,633 | 19,323 | 43,693 | 23,157 | 20,536 |
| Okhaldhunga | 26,409 | 15,847 | 10,562 | 26,673 | 16,005 | 10,668 |
| Khotang | 47,097 | 28,059 | 19,038 | 48,788 | 29,020 | 19,768 |
| Udaypur | 35,350 | 21,144 | 14,206 | 35,704 | 21,356 | 14,348 |
| Eastern Hill | 307,199 | 169,657 | 137,542 | 316,138 | 173,070 | 143,068 |
| Jhapa | 118,387 | 62,826 | 55,561 | 122,046 | 64,582 | 57,464 |
| Morang | 125,055 | 74,596 | 50,459 | 130,886 | 78,507 | 52,379 |
| Sunsari | 76,960 | 43,913 | 33,047 | 82,003 | 46,063 | 35,940 |
| Saptari | 52,735 | 35,097 | 17,638 | 52,937 | 34,917 | 18,020 |
| Siraha | 53,292 | 35,061 | 18,231 | 53,467 | 34,442 | 19,025 |
| Eastern Terai | 426,429 | 251,493 | 174,936 | 441,339 | 258,511 | 182,828 |
| Eastern Region | 814,159 | 465,925 | 348,234 | 839,869 | 476,926 | 362,943 |
| Dolakha | 35,806 | 23,423 | 12,383 | 36,398 | 23,697 | 12,701 |
| Sindhupalchowk | 48,332 | 29,879 | 18,453 | 49,913 | 30,408 | 19,505 |
| Rasuwa | 6,021 | 3,799 | 2,222 | 6,081 | 3,837 | 2,244 |
| Central Mountain | 90,159 | 57,101 | 33,058 | 92,392 | 57,942 | 34,450 |
| Sindhuli | 40,363 | 25,443 | 14,920 | 41,289 | 25,921 | 15,368 |
| Ramechhap | 51,140 | 33,283 | 17,857 | 58,818 | 38,276 | 20,542 |
| Kavrepalanchok | 71,586 | 42,108 | 29,478 | 73,357 | 42,692 | 30,665 |
| Nuwakot | 51,501 | 30,768 | 20,733 | 54,776 | 32,105 | 22,671 |
| Dhading | 56,456 | 32,416 | 24,040 | 59,034 | 33,294 | 25,740 |
| Makawanpur | 56,145 | 33,626 | 22,519 | 58,266 | 34,923 | 23,343 |
| Central Hill | 327,191 | 197,644 | 129,547 | 345,540 | 207,211 | 138,329 |
| Dhanusha | 65,247 | 44,338 | 20,909 | 68,276 | 45,799 | 22,477 |
| Mahottari | 49,081 | 34,418 | 14,663 | 50,628 | 35,222 | 15,406 |
| Sarlahi | 55,512 | 38,392 | 17,120 | 57,189 | 39,262 | 17,927 |
| Rautahat | 46,876 | 34,015 | 12,861 | 49,700 | 35,874 | 13,826 |
| Bara | 43,132 | 32,425 | 10,707 | 43,563 | 32,749 | 10,814 |
| Parsa | 50,891 | 33,415 | 17,476 | 53,430 | 33,856 | 19,574 |
| Chitwan | 73,184 | 37,543 | 35,641 | 74,891 | 38,108 | 36,783 |
| Central Terai | 383,923 | 254,546 | 129,377 | 397,677 | 260,870 | 136,807 |
| Lalitpur | 56,787 | 27,676 | 29,111 | 57,969 | 27,177 | 30,792 |
| Bhaktapur | 28,606 | 14,326 | 14,280 | 28,892 | 14,469 | 14,423 |
| Kathmandu | 156,265 | 84,263 | 72,002 | 167,365 | 90,213 | 77,152 |
| Kathmandu Valley | 241,658 | 126,265 | 115,393 | 254,226 | 131,859 | 122,367 |
| Central Region | 1,042,931 | 635,556 | 407,375 | 1,089,835 | 657,882 | 431,953 |
| Manang | 953 | 487 | 466 | 962 | 492 | 470 |
| Mustang | 2,127 | 1,098 | 1,029 | 2,148 | 1,109 | 1,039 |
| Western Mountain | 3,080 | 1,585 | 1,495 | 3,110 | 1,601 | 1,509 |
| Gorkha | 67,997 | 39,273 | 28,724 | 70,664 | 41,013 | 29,651 |
| Lamjung | 41,622 | 21,443 | 20,179 | 42,475 | 21,583 | 20,892 |
| Tanahun | 69,708 | 36,960 | 32,748 | 70,405 | 37,330 | 33,075 |
| Syangja | 93,719 | 48,539 | 45,180 | 99,025 | 51,237 | 47,788 |
| Kaski | 67,994 | 34,454 | 33,540 | 68,342 | 34,448 | 33,894 |
| Myagdi | 22,351 | 12,139 | 10,212 | 22,578 | 12,086 | 10,492 |
| Parbat | 39,290 | 19,720 | 19,570 | 39,511 | 19,211 | 20,300 |

| | 1996 | | | 1997 | | |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Total | Boys | Girls | Total | Boys | Girls |
| Baglung | 69,593 | 37,966 | 31,627 | 75,141 | 39,377 | 35,764 |
| Gulmi | 66,298 | 34,936 | 31,362 | 67,979 | 35,562 | 32,417 |
| Palpa | 71,496 | 37,585 | 33,911 | 75,456 | 39,307 | 36,149 |
| Argakhanchi | 48,739 | 24,819 | 23,920 | 50,180 | 25,205 | 24,975 |
| Western Hill | 658,807 | 347,834 | 310,973 | 681,756 | 356,359 | 325,397 |
| Nawalparasi | 74,195 | 43,796 | 30,399 | 75,798 | 44,128 | 31,670 |
| Rupandehi | 68,209 | 41,815 | 26,394 | 69,210 | 41,704 | 27,506 |
| Kapilvastu | 39,281 | 27,655 | 11,626 | 39,674 | 27,931 | 11,743 |
| Western Terai | 181,685 | 113,266 | 68,419 | 184,682 | 113,763 | 70,919 |
| Western Region | 843,572 | 462,685 | 380,887 | 869,548 | 471,723 | 397,825 |
| Dolpa | 6,164 | 3,964 | 2,200 | 6,297 | 4,059 | 2,238 |
| Jumla | 8,419 | 6,652 | 1,767 | 8,428 | 6,614 | 1,814 |
| Kalikot | 9,823 | 7,879 | 1,944 | 9,880 | 7,915 | 1,965 |
| Mugu | 3,767 | 3,109 | 658 | 3,804 | 3,140 | 664 |
| Humla | 3,932 | 3,156 | 776 | 3,971 | 3,188 | 783 |
| Mid Western Mountain | 32,105 | 24,760 | 7,345 | 32,380 | 24,916 | 7,464 |
| Pyuthan | 29,482 | 17,768 | 11,714 | 29,667 | 17,576 | 12,091 |
| Rolpa | 23,924 | 17,072 | 6,852 | 24,163 | 17,243 | 6,920 |
| Rukum | 22,636 | 15,534 | 7,102 | 22,809 | 15,368 | 7,441 |
| Salyan | 33,613 | 21,307 | 12,306 | 35,229 | 21,744 | 13,485 |
| Surkhet | 50,312 | 28,561 | 21,751 | 50,815 | 28,846 | 21,969 |
| Dailekh | 34,033 | 22,985 | 11,048 | 35,033 | 23,234 | 11,799 |
| Jajarkot | 14,832 | 10,681 | 4,151 | 14,980 | 10,788 | 4,192 |
| Mid Western Hill | 208,832 | 133,908 | 74,924 | 212,696 | 134,799 | 77,897 |
| Dang | 61,632 | 37,126 | 24,506 | 63,450 | 37,685 | 25,765 |
| Banke | 37,457 | 23,392 | 14,065 | 38,436 | 23,536 | 14,900 |
| Bardiya | 46,380 | 31,160 | 15,220 | 48,498 | 32,463 | 16,035 |
| Mid Western Terai | 145,469 | 91,678 | 53,791 | 150,384 | 93,684 | 56,700 |
| Mid Western Region | 386,406 | 250,346 | 136,060 | 395,460 | 253,399 | 142,061 |
| Bajura | 13,372 | 10,091 | 3,281 | 13,861 | 10,413 | 3,448 |
| Bajhang | 22,807 | 18,820 | 3,987 | 23,984 | 19,800 | 4,184 |
| Darchula | 20,605 | 11,895 | 8,710 | 20,986 | 11,851 | 9,135 |
| Far Western Mountain | 56,784 | 40,806 | 15,978 | 58,831 | 42,064 | 16,767 |
| Achham | 27,021 | 20,795 | 6,226 | 27,573 | 20,696 | 6,877 |
| Doti | 30,634 | 23,012 | 7,622 | 32,526 | 24,266 | 8,260 |
| Dadeldhura | 19,566 | 12,770 | 6,796 | 20,421 | 12,962 | 7,459 |
| Baitadi | 35,035 | 23,061 | 11,974 | 36,418 | 23,443 | 12,975 |
| Far Western Hill | 112,256 | 79,638 | 32,618 | 116,938 | 81,367 | 35,571 |
| Kailali | 68,764 | 43,878 | 24,886 | 74,904 | 46,890 | 28,014 |
| Kanchanpur | 55,840 | 33,175 | 22,665 | 60,483 | 35,106 | 25,377 |
| Far Western Terai | 124,604 | 77,053 | 47,551 | 135,387 | 81,996 | 53,391 |
| Far Western Region | 293,644 | 197,497 | 96,147 | 311,156 | 205,427 | 105,729 |
| NEPAL | 3,380,712 | 2,012,009 | 1,368,703 | 3,505,868 | 2,065,357 | 1,440,511 |

Tab 22 Enroll

| Table 2 | Enrollment Projection by Sex | | | | | |
|-------------------------|------------------------------|----------------|----------------|------------------|----------------|----------------|
| | 1998 | | | 1999 | | |
| | Total | Boys | Girls | Total | Boys | Girls |
| Taplejung | 30,865 | 16,650 | 14,215 | 31,806 | 17,038 | 14,768 |
| Sankhuwasabha | 32,042 | 17,537 | 14,505 | 32,332 | 17,557 | 14,775 |
| Solukhumbu | 21,414 | 11,739 | 9,675 | 22,185 | 11,925 | 10,260 |
| Eastern Mountain | 84,321 | 45,926 | 38,395 | 86,323 | 46,520 | 39,803 |
| Panchthar | 48,433 | 24,885 | 23,548 | 50,717 | 25,560 | 25,157 |
| Ilam | 61,203 | 31,143 | 30,060 | 63,417 | 31,924 | 31,493 |
| Dhankuta | 32,527 | 16,627 | 15,900 | 33,120 | 16,681 | 16,439 |
| Terhathum | 24,225 | 12,472 | 11,753 | 24,467 | 12,597 | 11,870 |
| Bhojpur | 45,519 | 23,693 | 21,826 | 47,437 | 24,241 | 23,196 |
| Okhaldhunga | 26,939 | 16,165 | 10,774 | 27,209 | 16,327 | 10,882 |
| Khotang | 50,540 | 30,013 | 20,527 | 52,355 | 31,041 | 21,314 |
| Udaypur | 36,060 | 21,569 | 14,491 | 36,421 | 21,785 | 14,636 |
| Eastern Hill | 325,446 | 176,567 | 148,879 | 335,143 | 180,156 | 154,987 |
| Jhapa | 125,820 | 66,387 | 59,433 | 129,712 | 68,243 | 61,469 |
| Morang | 136,995 | 82,624 | 54,371 | 143,396 | 86,957 | 56,439 |
| Sunsari | 87,405 | 48,318 | 39,087 | 93,193 | 50,684 | 42,509 |
| Saptari | 53,147 | 34,738 | 18,409 | 53,367 | 34,560 | 18,807 |
| Siraha | 53,690 | 33,835 | 19,855 | 53,958 | 33,238 | 20,720 |
| Eastern Terai | 457,057 | 265,902 | 191,155 | 473,626 | 273,682 | 199,944 |
| Eastern Region | 866,824 | 488,395 | 378,429 | 895,092 | 500,358 | 394,734 |
| Dolakha | 37,001 | 23,973 | 13,028 | 37,615 | 24,253 | 13,362 |
| Sindhupalchowk | 51,563 | 30,947 | 20,616 | 53,285 | 31,495 | 21,790 |
| Rasuwa | 6,142 | 3,875 | 2,267 | 6,203 | 3,914 | 2,289 |
| Central Mountain | 94,706 | 58,795 | 35,911 | 97,103 | 59,662 | 37,441 |
| Sindhuli | 42,237 | 26,408 | 15,829 | 43,208 | 26,905 | 16,303 |
| Ramechhap | 67,650 | 44,018 | 23,632 | 77,809 | 50,621 | 27,188 |
| Kavrepalanchok | 75,184 | 43,285 | 31,899 | 77,067 | 43,885 | 33,182 |
| Nuwakot | 58,291 | 33,501 | 24,790 | 62,066 | 34,957 | 27,109 |
| Dhading | 61,756 | 34,195 | 27,561 | 64,631 | 35,121 | 29,510 |
| Makawanpur | 60,466 | 36,269 | 24,197 | 62,751 | 37,668 | 25,083 |
| Central Hill | 365,584 | 217,676 | 147,908 | 387,532 | 229,157 | 158,375 |
| Dhanusha | 71,472 | 47,308 | 24,164 | 74,845 | 48,867 | 25,978 |
| Mahottari | 52,231 | 36,045 | 16,186 | 53,893 | 36,887 | 17,006 |
| Sarlahi | 58,925 | 40,152 | 18,773 | 60,720 | 41,062 | 19,658 |
| Rautahat | 52,698 | 37,834 | 14,864 | 55,880 | 39,901 | 15,979 |
| Bara | 43,999 | 33,077 | 10,922 | 44,439 | 33,408 | 11,031 |
| Parsa | 56,226 | 34,302 | 21,924 | 59,311 | 34,755 | 24,556 |
| Chitwan | 76,643 | 38,682 | 37,961 | 78,441 | 39,264 | 39,177 |
| Central Terai | 412,194 | 267,400 | 144,794 | 427,529 | 274,144 | 153,385 |
| Lalitpur | 59,256 | 26,686 | 32,570 | 60,655 | 26,205 | 34,450 |
| Bhaktapur | 29,181 | 14,614 | 14,567 | 29,473 | 14,760 | 14,713 |
| Kathmandu | 179,254 | 96,583 | 82,671 | 191,987 | 103,402 | 88,585 |
| Kathmandu Valley | 267,691 | 137,883 | 129,808 | 282,115 | 144,367 | 137,748 |
| Central Region | 1,140,175 | 681,754 | 458,421 | 1,194,279 | 707,330 | 486,949 |
| Manang | 972 | 497 | 475 | 981 | 502 | 479 |
| Mustang | 2,170 | 1,120 | 1,050 | 2,192 | 1,131 | 1,061 |
| Western Mountain | 3,142 | 1,617 | 1,525 | 3,173 | 1,633 | 1,540 |
| Gorkha | 73,437 | 42,831 | 30,606 | 76,322 | 44,729 | 31,593 |
| Lamjung | 43,354 | 21,723 | 21,631 | 44,260 | 21,864 | 22,396 |
| Tanahun | 71,109 | 37,703 | 33,406 | 71,820 | 38,080 | 33,740 |
| Syangja | 104,632 | 54,086 | 50,546 | 110,556 | 57,094 | 53,462 |
| Kaski | 68,693 | 34,442 | 34,251 | 69,048 | 34,436 | 34,612 |
| Myagdi | 22,812 | 12,034 | 10,778 | 23,055 | 11,982 | 11,073 |
| Parbat | 39,773 | 18,715 | 21,058 | 40,076 | 18,232 | 21,844 |

| | 1998 | | | 1999 | | |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Total | Boys | Girls | Total | Boys | Girls |
| Baglung | 81,283 | 40,841 | 40,442 | 88,092 | 42,360 | 45,732 |
| Gulmi | 69,707 | 36,200 | 33,507 | 71,484 | 36,850 | 34,634 |
| Palpa | 79,643 | 41,109 | 38,534 | 84,069 | 42,993 | 41,076 |
| Argakhanchi | 51,674 | 25,598 | 26,076 | 53,223 | 25,996 | 27,227 |
| Western Hill | 706,117 | 365,282 | 340,835 | 732,005 | 374,616 | 357,389 |
| Nawalparasi | 77,456 | 44,463 | 32,993 | 79,172 | 44,801 | 34,371 |
| Rupandehi | 70,259 | 41,593 | 28,666 | 71,357 | 41,483 | 29,874 |
| Kapilvastu | 40,071 | 28,211 | 11,860 | 40,471 | 28,493 | 11,978 |
| Western Terai | 187,786 | 114,267 | 73,519 | 191,000 | 114,777 | 76,223 |
| Western Region | 897,045 | 481,166 | 415,879 | 926,178 | 491,026 | 435,152 |
| Dolpa | 6,432 | 4,156 | 2,276 | 6,571 | 4,256 | 2,315 |
| Jumla | 8,439 | 6,577 | 1,862 | 8,451 | 6,540 | 1,911 |
| Kalikot | 9,937 | 7,951 | 1,986 | 9,995 | 7,988 | 2,007 |
| Mugu | 3,842 | 3,171 | 671 | 3,880 | 3,202 | 678 |
| Humla | 4,011 | 3,220 | 791 | 4,051 | 3,252 | 799 |
| Mid Western Mountain | 32,661 | 25,075 | 7,586 | 32,948 | 25,238 | 7,710 |
| Pyuthan | 29,866 | 17,387 | 12,479 | 30,079 | 17,199 | 12,880 |
| Rolpa | 24,405 | 17,415 | 6,990 | 24,649 | 17,589 | 7,060 |
| Rukum | 22,999 | 15,204 | 7,795 | 23,209 | 15,042 | 8,167 |
| Salyan | 36,967 | 22,190 | 14,777 | 38,839 | 22,646 | 16,193 |
| Surkhet | 51,324 | 29,135 | 22,189 | 51,837 | 29,426 | 22,411 |
| Dailekh | 36,088 | 23,486 | 12,602 | 37,199 | 23,740 | 13,459 |
| Jajarkot | 15,130 | 10,895 | 4,235 | 15,281 | 11,004 | 4,277 |
| Mid Western Hill | 216,779 | 135,712 | 81,067 | 221,093 | 136,646 | 84,447 |
| Dang | 65,342 | 38,252 | 27,090 | 67,309 | 38,828 | 28,481 |
| Banke | 39,465 | 23,680 | 15,785 | 40,548 | 23,826 | 16,722 |
| Bardiya | 50,714 | 33,820 | 16,894 | 53,032 | 35,233 | 17,799 |
| Mid Western Terai | 155,521 | 95,752 | 59,769 | 160,889 | 97,887 | 63,002 |
| Mid Western Region | 404,961 | 256,539 | 148,422 | 414,930 | 259,771 | 155,159 |
| Bajura | 14,369 | 10,746 | 3,623 | 14,896 | 11,089 | 3,807 |
| Bajhang | 25,221 | 20,831 | 4,390 | 26,523 | 21,916 | 4,607 |
| Darchula | 21,388 | 11,807 | 9,581 | 21,811 | 11,763 | 10,048 |
| Far Western Mountain | 60,978 | 43,384 | 17,594 | 63,230 | 44,768 | 18,462 |
| Achham | 28,193 | 20,598 | 7,595 | 28,888 | 20,500 | 8,388 |
| Doti | 34,541 | 25,590 | 8,951 | 36,684 | 26,985 | 9,699 |
| Dadeldhura | 21,343 | 13,158 | 8,185 | 22,338 | 13,356 | 8,982 |
| Baitadi | 37,891 | 23,832 | 14,059 | 39,461 | 24,227 | 15,234 |
| Far Western Hill | 121,968 | 83,178 | 38,790 | 127,371 | 85,068 | 42,303 |
| Kailali | 81,643 | 50,109 | 31,534 | 89,046 | 53,549 | 35,497 |
| Kanchanpur | 65,563 | 37,149 | 28,414 | 71,126 | 39,311 | 31,815 |
| Far Western Terai | 147,206 | 87,258 | 59,948 | 160,172 | 92,860 | 67,312 |
| Far Western Region | 330,152 | 213,820 | 116,332 | 350,773 | 222,696 | 128,077 |
| NEPAL | 3,639,157 | 2,121,674 | 1,517,483 | 3,781,252 | 2,181,181 | 1,600,071 |

| Table 2 | | Tab 22 Enroll | | | | |
|-------------------------|------------------|----------------|----------------|------------------|----------------|----------------|
| | 2000 | | | 2001 | | |
| | Total | Boys | Girls | Total | Boys | Girls |
| Taplejung | 32,778 | 17,435 | 15,343 | 33,782 | 17,841 | 15,941 |
| Sankhuwasabha | 32,625 | 17,577 | 15,048 | 32,925 | 17,597 | 15,328 |
| Solukhumbu | 22,994 | 12,114 | 10,880 | 23,843 | 12,307 | 11,536 |
| Eastern Mountain | 88,397 | 47,126 | 41,271 | 90,550 | 47,745 | 42,805 |
| Panchthar | 53,129 | 26,253 | 26,876 | 55,678 | 26,965 | 28,713 |
| Ilam | 65,719 | 32,723 | 32,996 | 68,113 | 33,543 | 34,570 |
| Dhankuta | 33,731 | 16,735 | 16,996 | 34,361 | 16,789 | 17,572 |
| Terhathum | 24,711 | 12,722 | 11,989 | 24,958 | 12,850 | 12,108 |
| Bhojpur | 49,455 | 24,803 | 24,652 | 51,576 | 25,377 | 26,199 |
| Okhaldhunga | 27,480 | 16,490 | 10,990 | 27,756 | 16,655 | 11,101 |
| Khotang | 54,235 | 32,103 | 22,132 | 56,184 | 33,203 | 22,981 |
| Udaypur | 36,785 | 22,003 | 14,782 | 37,153 | 22,223 | 14,930 |
| Eastern Hill | 345,245 | 183,832 | 161,413 | 355,779 | 187,605 | 168,174 |
| Jhapa | 133,725 | 70,151 | 63,574 | 137,864 | 72,112 | 65,752 |
| Morang | 150,102 | 91,516 | 58,586 | 157,130 | 96,315 | 60,815 |
| Sunsari | 99,397 | 53,165 | 46,232 | 106,048 | 55,768 | 50,280 |
| Saptari | 53,597 | 34,383 | 19,214 | 53,836 | 34,206 | 19,630 |
| Siraha | 54,275 | 32,652 | 21,623 | 54,642 | 32,076 | 22,566 |
| Eastern Terai | 491,096 | 281,867 | 209,229 | 509,520 | 290,477 | 219,043 |
| Eastern Region | 924,738 | 512,825 | 411,913 | 955,849 | 525,827 | 430,022 |
| Dolakha | 38,242 | 24,536 | 13,706 | 38,880 | 24,822 | 14,058 |
| Sindhupalchowk | 55,084 | 32,053 | 23,031 | 56,963 | 32,620 | 24,343 |
| Rasuwa | 6,265 | 3,953 | 2,312 | 6,328 | 3,992 | 2,336 |
| Central Mountain | 99,591 | 60,542 | 39,049 | 102,171 | 61,434 | 40,737 |
| Sindhuli | 44,203 | 27,410 | 16,793 | 45,221 | 27,925 | 17,296 |
| Ramechhap | 89,492 | 58,216 | 31,276 | 102,930 | 66,949 | 35,981 |
| Kavrepalanchok | 79,011 | 44,494 | 34,517 | 81,018 | 45,111 | 35,907 |
| Nuwakot | 66,120 | 36,477 | 29,643 | 70,477 | 38,063 | 32,414 |
| Dhading | 67,668 | 36,071 | 31,597 | 70,880 | 37,048 | 33,832 |
| Makawanpur | 65,122 | 39,121 | 26,001 | 67,582 | 40,630 | 26,952 |
| Central Hill | 411,616 | 241,789 | 169,827 | 438,108 | 255,726 | 182,382 |
| Dhanusha | 78,404 | 50,477 | 27,927 | 82,164 | 52,141 | 30,023 |
| Mahottari | 55,616 | 37,749 | 17,867 | 57,404 | 38,631 | 18,773 |
| Sarlahi | 62,578 | 41,993 | 20,585 | 64,500 | 42,944 | 21,556 |
| Rautahat | 59,260 | 42,081 | 17,179 | 62,849 | 44,380 | 18,469 |
| Bara | 44,884 | 33,742 | 11,142 | 45,332 | 34,079 | 11,253 |
| Parsa | 62,718 | 35,213 | 27,505 | 66,484 | 35,677 | 30,807 |
| Chitwan | 80,287 | 39,855 | 40,432 | 82,182 | 40,455 | 41,727 |
| Central Terai | 443,747 | 281,110 | 162,637 | 460,915 | 288,307 | 172,608 |
| Lalitpur | 62,172 | 25,732 | 36,440 | 63,811 | 25,267 | 38,544 |
| Bhaktapur | 29,768 | 14,908 | 14,860 | 30,065 | 15,057 | 15,008 |
| Kathmandu | 205,626 | 110,704 | 94,922 | 220,232 | 118,520 | 101,712 |
| Kathmandu Valley | 297,566 | 151,344 | 146,222 | 314,108 | 158,844 | 155,264 |
| Central Region | 1,252,520 | 734,785 | 517,735 | 1,315,302 | 764,311 | 550,991 |
| Manang | 992 | 507 | 485 | 1,001 | 512 | 489 |
| Mustang | 2,213 | 1,142 | 1,071 | 2,236 | 1,154 | 1,082 |
| Western Mountain | 3,205 | 1,649 | 1,556 | 3,237 | 1,666 | 1,571 |
| Gorkha | 79,323 | 46,712 | 32,611 | 82,445 | 48,782 | 33,663 |
| Lamjung | 45,194 | 22,006 | 23,188 | 46,157 | 22,149 | 24,008 |
| Tanahun | 72,539 | 38,461 | 34,078 | 73,264 | 38,845 | 34,419 |
| Syangja | 116,816 | 60,268 | 56,548 | 123,430 | 63,619 | 59,811 |
| Kaski | 69,407 | 34,430 | 34,977 | 69,770 | 34,424 | 35,346 |
| Myagdi | 23,306 | 11,930 | 11,376 | 23,565 | 11,878 | 11,687 |
| Parbat | 40,420 | 17,761 | 22,659 | 40,808 | 17,303 | 23,505 |

| | 2000 | | | 2001 | | |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Total | Boys | Girls | Total | Boys | Girls |
| Baglung | 95,650 | 43,935 | 51,715 | 104,048 | 45,568 | 58,480 |
| Gulmi | 73,310 | 37,511 | 35,799 | 75,186 | 38,184 | 37,002 |
| Palpa | 88,750 | 44,963 | 43,787 | 93,700 | 47,023 | 46,677 |
| Argakhanchi | 54,828 | 26,401 | 28,427 | 56,493 | 26,813 | 29,680 |
| Western Hill | 759,543 | 384,378 | 375,165 | 788,866 | 394,588 | 394,278 |
| Nawalparasi | 80,948 | 45,141 | 35,807 | 82,787 | 45,483 | 37,304 |
| Rupandehi | 72,507 | 41,373 | 31,134 | 73,709 | 41,263 | 32,446 |
| Kapilvastu | 40,876 | 28,778 | 12,098 | 41,285 | 29,065 | 12,220 |
| Western Terai | 194,331 | 115,292 | 79,039 | 197,781 | 115,811 | 81,970 |
| Western Region | 957,079 | 501,319 | 455,760 | 989,884 | 512,065 | 477,819 |
| Dolpa | 6,713 | 4,358 | 2,355 | 6,857 | 4,462 | 2,395 |
| Jumla | 8,465 | 6,504 | 1,961 | 8,480 | 6,467 | 2,013 |
| Kalikot | 10,053 | 8,024 | 2,029 | 10,112 | 8,061 | 2,051 |
| Mugu | 3,919 | 3,235 | 684 | 3,958 | 3,267 | 691 |
| Humla | 4,091 | 3,284 | 807 | 4,132 | 3,317 | 815 |
| Mid Western Mountain | 33,241 | 25,405 | 7,836 | 33,539 | 25,574 | 7,965 |
| Pyuthan | 30,306 | 17,013 | 13,293 | 30,550 | 16,830 | 13,720 |
| Rolpa | 24,895 | 17,765 | 7,130 | 25,144 | 17,943 | 7,201 |
| Rukum | 23,440 | 14,884 | 8,556 | 23,687 | 14,723 | 8,964 |
| Salyan | 40,856 | 23,111 | 17,745 | 43,031 | 23,585 | 19,446 |
| Surkhet | 52,355 | 29,720 | 22,635 | 52,879 | 30,018 | 22,861 |
| Dailekh | 38,372 | 23,998 | 14,374 | 39,610 | 24,258 | 15,352 |
| Jajarkot | 15,434 | 11,114 | 4,320 | 15,588 | 11,226 | 4,362 |
| Mid Western Hill | 225,658 | 137,605 | 88,053 | 230,489 | 138,583 | 91,906 |
| Dang | 69,358 | 39,412 | 29,946 | 71,490 | 40,005 | 31,485 |
| Banke | 41,686 | 23,972 | 17,714 | 42,886 | 24,120 | 18,766 |
| Bardiya | 55,458 | 36,706 | 18,752 | 57,996 | 38,240 | 19,756 |
| Mid Western Terai | 166,502 | 100,090 | 66,412 | 172,372 | 102,365 | 70,007 |
| Mid Western Region | 425,401 | 263,100 | 162,301 | 436,400 | 266,522 | 169,878 |
| Bajura | 15,444 | 11,443 | 4,001 | 16,012 | 11,808 | 4,204 |
| Bajhang | 27,891 | 23,058 | 4,833 | 29,330 | 24,259 | 5,071 |
| Darchula | 22,258 | 11,719 | 10,539 | 22,728 | 11,675 | 11,053 |
| Far Western Mountain | 65,593 | 46,220 | 19,373 | 68,070 | 47,742 | 20,328 |
| Achham | 29,667 | 20,402 | 9,265 | 30,538 | 20,305 | 10,233 |
| Doti | 38,967 | 28,456 | 10,511 | 41,397 | 30,008 | 11,389 |
| Dadeldhura | 23,414 | 13,557 | 9,857 | 24,579 | 13,762 | 10,817 |
| Baitadi | 41,137 | 24,629 | 16,508 | 42,925 | 25,037 | 17,888 |
| Far Western Hill | 133,185 | 87,044 | 46,141 | 139,439 | 89,112 | 50,327 |
| Kailali | 97,182 | 57,224 | 39,958 | 106,132 | 61,152 | 44,980 |
| Kanchanpur | 77,221 | 41,599 | 35,622 | 83,906 | 44,021 | 39,885 |
| Far Western Terai | 174,403 | 98,823 | 75,580 | 190,038 | 105,173 | 84,865 |
| Far Western Region | 373,181 | 232,087 | 141,094 | 397,547 | 242,027 | 155,520 |
| NEPAL | 3,932,919 | 2,244,116 | 1,688,803 | 4,094,982 | 2,310,752 | 1,784,230 |

| Table 2 | Tab 22 Enroll | | |
|-------------------------|------------------|----------------|----------------|
| | 2002 | | |
| | Total | Boys | Girls |
| Taplejung | 34,818 | 18,256 | 16,562 |
| Sankhuwasabha | 33,229 | 17,617 | 15,612 |
| Solukhumbu | 24,736 | 12,502 | 12,234 |
| Eastern Mountain | 92,783 | 48,375 | 44,408 |
| Panchthar | 58,372 | 27,697 | 30,675 |
| Illam | 70,603 | 34,384 | 36,219 |
| Dhankuta | 35,011 | 16,843 | 18,168 |
| Terhathum | 25,208 | 12,978 | 12,230 |
| Bhojpur | 53,808 | 25,964 | 27,844 |
| Okhaldhunga | 28,033 | 16,822 | 11,211 |
| Khotang | 58,202 | 34,339 | 23,863 |
| Udaypur | 37,525 | 22,445 | 15,080 |
| Eastern Hill | 366,762 | 191,472 | 175,290 |
| Jhapa | 142,132 | 74,128 | 68,004 |
| Morang | 164,494 | 101,366 | 63,128 |
| Sunsari | 113,180 | 58,498 | 54,682 |
| Saptari | 54,085 | 34,031 | 20,054 |
| Siraha | 55,060 | 31,510 | 23,550 |
| Eastern Terai | 528,951 | 299,533 | 229,418 |
| Eastern Region | 988,496 | 539,380 | 449,116 |
| Dolakha | 39,531 | 25,112 | 14,419 |
| Sindhupalchowk | 58,927 | 33,198 | 25,729 |
| Rasuwa | 6,391 | 4,032 | 2,359 |
| Central Mountain | 104,849 | 62,342 | 42,507 |
| Sindhuli | 46,265 | 28,450 | 17,815 |
| Ramechhap | 118,386 | 76,993 | 41,393 |
| Kavrepalanchok | 83,088 | 45,737 | 37,351 |
| Nuwakot | 75,161 | 39,717 | 35,444 |
| Dhading | 74,275 | 38,050 | 36,225 |
| Makawanpur | 70,135 | 42,197 | 27,938 |
| Central Hill | 467,310 | 271,144 | 196,166 |
| Dhanusha | 86,135 | 53,859 | 32,276 |
| Mahottari | 59,257 | 39,534 | 19,723 |
| Sarlahi | 66,490 | 43,918 | 22,572 |
| Rautahat | 66,660 | 46,805 | 19,855 |
| Bara | 45,786 | 34,420 | 11,366 |
| Parsa | 70,653 | 36,148 | 34,505 |
| Chitwan | 84,128 | 41,064 | 43,064 |
| Central Terai | 479,109 | 295,748 | 183,361 |
| Lalitpur | 65,580 | 24,811 | 40,769 |
| Bhaktapur | 30,366 | 15,207 | 15,159 |
| Kathmandu | 235,876 | 126,889 | 108,987 |
| Kathmandu Valley | 331,822 | 166,907 | 164,915 |
| Central Region | 1,383,090 | 796,141 | 586,949 |
| Manang | 1,011 | 517 | 494 |
| Mustang | 2,258 | 1,165 | 1,093 |
| Western Mountain | 3,269 | 1,682 | 1,587 |
| Gorkha | 85,692 | 50,944 | 34,748 |
| Lamjung | 47,150 | 22,293 | 24,857 |
| Tanahun | 73,997 | 39,234 | 34,763 |
| Syangja | 130,419 | 67,156 | 63,263 |
| Kaski | 70,137 | 34,418 | 35,719 |
| Myagdi | 23,833 | 11,826 | 12,007 |
| Parbat | 41,238 | 16,856 | 24,382 |

| | 2002 | | |
|-----------------------------|------------------|------------------|------------------|
| | Total | Boys | Girls |
| Baglung | 113,392 | 47,262 | 66,130 |
| Gulmi | 77,116 | 38,869 | 38,247 |
| Palpa | 98,934 | 49,178 | 49,756 |
| Argakhanchi | 58,219 | 27,230 | 30,989 |
| Western Hill | 820,127 | 405,266 | 414,861 |
| Nawalparasi | 84,691 | 45,829 | 38,862 |
| Rupandehi | 74,967 | 41,153 | 33,814 |
| Kapilvastu | 41,697 | 29,356 | 12,341 |
| Western Terai | 201,355 | 116,338 | 85,017 |
| Western Region | 1,024,751 | 523,286 | 501,465 |
| Dolpa | 7,005 | 4,569 | 2,436 |
| Jumla | 8,497 | 6,431 | 2,066 |
| Kalikot | 10,171 | 8,098 | 2,073 |
| Mugu | 3,998 | 3,300 | 698 |
| Humla | 4,173 | 3,350 | 823 |
| Mid Western Mountain | 33,844 | 25,748 | 8,096 |
| Pyuthan | 30,809 | 16,648 | 14,161 |
| Rolpa | 25,395 | 18,122 | 7,273 |
| Rukum | 23,957 | 14,566 | 9,391 |
| Salyan | 45,378 | 24,070 | 21,308 |
| Surkhet | 53,408 | 30,318 | 23,090 |
| Dailekh | 40,917 | 24,521 | 16,396 |
| Jajarkot | 15,741 | 11,338 | 4,403 |
| Mid Western Hill | 235,605 | 139,583 | 96,022 |
| Dang | 73,710 | 40,607 | 33,103 |
| Banke | 44,148 | 24,268 | 19,880 |
| Bardiya | 60,653 | 39,839 | 20,814 |
| Mid Western Terai | 178,511 | 104,714 | 73,797 |
| Mid Western Region | 447,960 | 270,045 | 177,915 |
| Bajura | 16,603 | 12,185 | 4,418 |
| Bajhang | 30,844 | 25,523 | 5,321 |
| Darchula | 23,223 | 11,631 | 11,592 |
| Far Western Mountain | 70,670 | 49,339 | 21,331 |
| Achham | 31,510 | 20,208 | 11,302 |
| Doti | 43,987 | 31,644 | 12,343 |
| Dadeldhura | 25,840 | 13,969 | 11,871 |
| Baitadi | 44,835 | 25,452 | 19,383 |
| Far Western Hill | 146,172 | 91,273 | 54,899 |
| Kailali | 115,983 | 65,350 | 50,633 |
| Kanchanpur | 91,241 | 46,583 | 44,658 |
| Far Western Terai | 207,224 | 111,933 | 95,291 |
| Far Western Region | 424,066 | 252,545 | 171,521 |
| NEPAL | 4,268,363 | 2,381,397 | 1,886,966 |

| Physical Projection | | | Table 15 | | | | | | |
|---------------------|-----------------------|------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| 1 | Population | | 21,126,636 | 21,641,969 | 22,169,872 | 22,710,652 | 23,264,622 | 23,832,106 | 24,363,562 |
| 2 | Pop (6-10 yrs.) | | 2,966,977 | 3,028,555 | 3,091,411 | 3,155,571 | 3,221,063 | 3,287,914 | 18,775,284 |
| | Male | | 1,533,487 | 1,565,910 | 1,599,028 | 1,632,876 | 1,667,470 | 1,702,816 | 17,175,550 |
| | Female | | 1,433,490 | 1,462,645 | 1,492,383 | 1,522,695 | 1,553,593 | 1,585,098 | 1,599,734 |
| 3 | Enrollment | | 3,380,707 | 3,505,868 | 3,639,157 | 3,781,254 | 3,932,917 | 4,094,981 | 4,268,369 |
| | Male | | 2,012,004 | 2,065,358 | 2,121,676 | 2,181,178 | 2,244,113 | 2,310,753 | 2,381,398 |
| | Female | | 1,368,703 | 1,440,510 | 1,517,481 | 1,600,076 | 1,688,804 | 1,784,228 | 1,886,971 |
| 4 | G E R (%) | | 1.14 | 1.16 | 1.18 | 1.20 | 1.22 | 1.25 | 1.29 |
| | Male | | 1.31 | 1.32 | 1.33 | 1.34 | 1.35 | 1.36 | 1.39 |
| | Female | | 0.95 | 0.98 | 1.02 | 1.05 | 1.09 | 1.13 | 1.18 |
| 5 | Net Enrollment | | 2,086,594 | 2,218,550 | 2,359,475 | 2,510,020 | 2,670,885 | 2,842,816 | 2,991,446 |
| | Male | | 1,239,748 | 1,300,464 | 1,364,162 | 1,431,006 | 1,501,153 | 1,574,755 | 1,631,672 |
| | Female | | 846,846 | 918,086 | 995,313 | 1,079,014 | 1,169,732 | 1,268,061 | 1,359,774 |
| 6 | Net Enrollment | 67.5 | 70.30 | 73.30 | 76.30 | 79.50 | 82.90 | 86.50 | 90.20 |
| | Male | 78.7 | 80.80 | 83.00 | 85.30 | 87.60 | 90.00 | 92.50 | 95.00 |
| | Female | 55.6 | 59.10 | 62.80 | 66.70 | 70.90 | 75.30 | 80.00 | 85.00 |
| 7 | Net Enrollment | | 2,115,603 | 2,281,385 | 2,461,591 | 2,657,591 | 2,870,888 | 3,103,134 | 3,317,284 |
| | Male | | 1,248,866 | 1,319,663 | 1,394,482 | 1,473,570 | 1,557,172 | 1,645,534 | 1,717,550 |
| | Female | | 866,737 | 961,722 | 1,067,109 | 1,184,021 | 1,313,716 | 1,457,600 | 1,599,734 |
| 8 | Net Enrollment | 67.5 | 71.30 | 75.30 | 79.60 | 84.20 | 89.10 | 94.40 | 100.00 |
| | Male | 78.7 | 81.40 | 84.30 | 87.20 | 90.20 | 93.40 | 96.60 | 100.00 |
| | Female | 55.6 | 60.50 | 65.80 | 71.50 | 77.80 | 84.60 | 92.00 | 100.00 |
| 9 | Girl's Enrollment (%) | | 40 | 41 | 42 | 42 | 43 | 44 | 44 |
| 10 | TS Ratio | | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| 11 | Teacher | | 85,519 | 88,571 | 91,815 | 95,266 | 98,942 | 102,860 | 107,043 |
| 12 | Sch-S Ratio | | 152 | 153 | 153 | 153 | 153 | 154 | 154 |
| 13 | Schools | | 22,202 | 22,977 | 23,803 | 24,683 | 25,623 | 26,628 | 27,704 |
| 14 | Enrollment | | 1,331,213 | 1,418,751 | 1,477,863 | 1,547,151 | 1,615,739 | 1,556,413 | 1,502,821 |
| | Grade I | | 542,764 | 435,455 | 406,804 | 413,084 | 420,182 | 357,355 | 359,012 |
| | Grade II | | 243,639 | 424,400 | 376,664 | 348,751 | 348,805 | 353,861 | 309,989 |
| | Grade III | | 200,371 | 204,886 | 334,121 | 320,599 | 298,617 | 295,182 | 298,234 |
| | Grade IV | | 185,769 | 187,284 | 191,052 | 292,234 | 298,814 | 282,823 | 277,449 |
| | Grade V | | 158,670 | 166,726 | 169,222 | 172,483 | 249,321 | 267,192 | 258,137 |

| Table 1 | 6 - 10 Years Population Projection | | | | | | | | | | |
|-------------------------|------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 1996 | | | 1997 | | | 1998 | | | 1999 | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Taplejung | 8,957 | 8,913 | 17,870 | 9,072 | 9,018 | 18,090 | 9,189 | 9,123 | 18,312 | 9,308 | 9,228 |
| Sankhuwasabha | 11,009 | 10,760 | 21,769 | 11,184 | 10,932 | 22,116 | 11,361 | 11,105 | 22,466 | 11,541 | 11,282 |
| Solukhumbu | 7,145 | 7,040 | 14,185 | 7,268 | 7,148 | 14,416 | 7,391 | 7,259 | 14,650 | 7,517 | 7,371 |
| Eastern Mountain | 27,111 | 26,713 | 53,824 | 27,524 | 27,098 | 54,622 | 27,941 | 27,487 | 55,428 | 28,366 | 27,881 |
| Panchthar | 13,792 | 13,359 | 27,151 | 14,070 | 13,568 | 27,638 | 14,355 | 13,779 | 28,134 | 14,643 | 13,994 |
| Ilam | 18,790 | 18,153 | 36,943 | 19,216 | 18,542 | 37,758 | 19,651 | 18,938 | 38,589 | 20,094 | 19,343 |
| Dhankuta | 11,008 | 10,805 | 21,813 | 11,188 | 10,992 | 22,180 | 11,371 | 11,180 | 22,551 | 11,556 | 11,373 |
| Terhathum | 8,062 | 7,546 | 15,608 | 8,213 | 7,656 | 15,869 | 8,365 | 7,766 | 16,131 | 8,520 | 7,878 |
| Bhojpur | 15,087 | 15,042 | 30,129 | 15,270 | 15,264 | 30,534 | 15,454 | 15,488 | 30,942 | 15,641 | 15,714 |
| Okhaldhunga | 10,976 | 9,912 | 20,888 | 11,154 | 10,015 | 21,169 | 11,335 | 10,119 | 21,454 | 11,519 | 10,223 |
| Khotang | 16,360 | 16,298 | 32,658 | 16,577 | 16,516 | 33,093 | 16,798 | 16,734 | 33,532 | 17,020 | 16,957 |
| Udaypur | 19,229 | 18,611 | 37,840 | 19,747 | 19,043 | 38,790 | 20,278 | 19,487 | 39,765 | 20,823 | 19,940 |
| Eastern Hill | 113,304 | 109,726 | 223,030 | 115,435 | 111,596 | 227,031 | 117,607 | 113,491 | 231,098 | 119,816 | 115,422 |
| Jhapa | 48,417 | 46,513 | 94,930 | 49,315 | 47,497 | 96,812 | 50,229 | 48,500 | 98,729 | 51,160 | 49,522 |
| Morang | 57,244 | 53,382 | 110,626 | 58,479 | 54,462 | 112,941 | 59,738 | 55,563 | 115,301 | 61,024 | 56,684 |
| Sunsari | 39,199 | 36,670 | 75,869 | 40,145 | 37,507 | 77,652 | 41,113 | 38,363 | 79,476 | 42,102 | 39,239 |
| Saptari | 40,956 | 36,612 | 77,568 | 41,891 | 37,271 | 79,162 | 42,846 | 37,940 | 80,786 | 43,822 | 38,620 |
| Siraha | 41,623 | 36,112 | 77,735 | 42,565 | 36,778 | 79,343 | 43,528 | 37,453 | 80,981 | 44,511 | 38,140 |
| Eastern Terai | 227,439 | 209,289 | 436,728 | 232,395 | 213,515 | 445,910 | 237,454 | 217,819 | 455,273 | 242,619 | 222,205 |
| Eastern Region | 367,854 | 345,728 | 713,582 | 375,354 | 352,209 | 727,563 | 383,002 | 358,797 | 741,799 | 390,801 | 365,508 |
| Dolakha | 13,730 | 12,858 | 26,588 | 14,014 | 13,071 | 27,085 | 14,302 | 13,290 | 27,592 | 14,597 | 13,511 |
| Sindhupalchowk | 19,453 | 19,018 | 38,471 | 19,738 | 19,372 | 39,110 | 20,026 | 19,733 | 39,759 | 20,318 | 20,100 |
| Rasuwa | 2,734 | 2,597 | 5,331 | 2,796 | 2,642 | 5,438 | 2,859 | 2,688 | 5,547 | 2,924 | 2,733 |
| Central Mountain | 35,917 | 34,473 | 70,390 | 36,548 | 35,085 | 71,633 | 37,187 | 35,711 | 72,898 | 37,839 | 36,344 |
| Sindhuli | 18,703 | 18,430 | 37,133 | 19,103 | 18,781 | 37,884 | 19,511 | 19,136 | 38,647 | 19,927 | 19,500 |
| Ramechhap | 14,946 | 14,014 | 28,960 | 15,273 | 14,219 | 29,492 | 15,606 | 14,428 | 30,034 | 15,946 | 14,638 |
| Kavrepalanchok | 25,358 | 24,224 | 49,582 | 25,752 | 24,604 | 50,356 | 26,152 | 24,991 | 51,143 | 26,559 | 25,381 |
| Nuwakot | 19,304 | 18,904 | 38,208 | 19,664 | 19,257 | 38,921 | 20,031 | 19,615 | 39,646 | 20,404 | 19,982 |
| Dhading | 21,957 | 20,760 | 42,717 | 22,382 | 21,147 | 43,529 | 22,816 | 21,540 | 44,356 | 23,257 | 21,942 |
| Makawanpur | 26,647 | 25,213 | 51,860 | 27,290 | 25,747 | 53,037 | 27,948 | 26,294 | 54,242 | 28,620 | 26,852 |
| Central Hill | 126,915 | 121,545 | 248,460 | 129,464 | 123,755 | 253,219 | 132,064 | 126,004 | 58,068 | 134,713 | 128,295 |
| Dhanusha | 48,575 | 41,058 | 89,633 | 49,759 | 41,813 | 91,572 | 50,971 | 42,581 | 93,552 | 52,212 | 43,362 |
| Mahottari | 40,284 | 33,948 | 74,232 | 41,217 | 34,514 | 75,731 | 42,171 | 35,090 | 77,261 | 43,146 | 35,672 |
| Sarlahi | 43,997 | 37,981 | 81,978 | 45,063 | 38,640 | 83,703 | 46,151 | 39,310 | 85,461 | 47,267 | 39,989 |
| Rautahat | 36,843 | 31,797 | 68,640 | 37,705 | 32,380 | 70,085 | 38,587 | 32,973 | 71,560 | 39,489 | 33,575 |
| Bara | 37,298 | 32,203 | 69,501 | 38,275 | 32,836 | 71,111 | 39,277 | 33,481 | 72,758 | 40,304 | 34,137 |
| Parsa | 33,778 | 28,950 | 62,728 | 34,698 | 29,502 | 64,200 | 35,642 | 30,063 | 65,705 | 36,611 | 30,632 |
| Chitwan | 28,669 | 28,363 | 57,032 | 29,338 | 29,066 | 58,404 | 30,022 | 29,788 | 59,810 | 30,721 | 30,525 |
| Central Terai | 269,444 | 234,300 | 503,744 | 276,055 | 238,751 | 514,806 | 282,821 | 243,286 | 526,107 | 289,750 | 247,892 |

| | 1996 | | | 1997 | | | 1998 | | | 1999 | |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|------------------|----------------|----------------|------------------|----------------|----------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Lalitpur | 18,039 | 17,408 | 35,447 | 18,370 | 17,804 | 36,174 | 18,707 | 18,210 | 36,917 | 19,048 | 18,624 |
| Bhaktapur | 12,849 | 12,060 | 24,909 | 13,099 | 12,275 | 25,374 | 13,355 | 12,492 | 25,847 | 13,615 | 12,714 |
| Kathmandu | 53,761 | 44,013 | 97,774 | 55,286 | 45,338 | 100,624 | 56,853 | 46,703 | 103,556 | 58,463 | 48,106 |
| Kathmandu Valley | 84,649 | 73,481 | 158,130 | 86,755 | 75,417 | 162,172 | 88,915 | 77,405 | 166,320 | 91,126 | 79,444 |
| Central Region | 516,925 | 463,799 | 980,724 | 528,822 | 473,008 | 1,001,830 | 540,987 | 482,406 | 1,023,393 | 553,428 | 491,975 |
| Manang | 325 | 278 | 603 | 328 | 276 | 604 | 330 | 274 | 604 | 334 | 273 |
| Mustang | 878 | 832 | 1,710 | 894 | 843 | 1,737 | 910 | 855 | 1,765 | 927 | 865 |
| Western Mountain | 1,203 | 1,110 | 2,313 | 1,222 | 1,119 | 2,341 | 1,240 | 1,129 | 2,369 | 1,261 | 1,138 |
| Gorkha | 19617 | 18081 | 37,698 | 19,957 | 18,345 | 38,302 | 20,303 | 18,612 | 38,915 | 20,654 | 18,884 |
| Lamjung | 11919 | 10466 | 22,385 | 12,130 | 10,550 | 22,680 | 12,344 | 10,635 | 22,979 | 12,562 | 10,720 |
| Tanahun | 21611 | 21400 | 43,011 | 21,949 | 21,872 | 43,821 | 22,291 | 22,354 | 44,645 | 22,638 | 22,846 |
| Syangja | 23529 | 21961 | 45,490 | 23,950 | 22,263 | 46,213 | 24,379 | 22,568 | 46,947 | 24,816 | 22,875 |
| Kaski | 23342 | 22074 | 45,416 | 23,842 | 22,592 | 46,434 | 24,350 | 23,123 | 47,473 | 24,870 | 3,664 |
| Myagdi | 6740 | 7322 | 14,062 | 6,732 | 7,503 | 14,235 | 6,724 | 7,687 | 14,411 | 6,715 | 7,873 |
| Parbat | 11356 | 11207 | 22,563 | 11,536 | 11,397 | 22,933 | 11,720 | 11,591 | 23,311 | 11,905 | 11,789 |
| Baglung | 17875 | 18174 | 36,049 | 18,087 | 18,510 | 36,597 | 18,303 | 18,852 | 37,155 | 18,521 | 19,198 |
| Gulmi | 21043 | 21753 | 42,796 | 21,335 | 22,176 | 43,511 | 21,630 | 22,608 | 44,238 | 21,928 | 23,047 |
| Palpa | 18083 | 18800 | 36,883 | 18,271 | 19,200 | 37,471 | 18,461 | 19,607 | 38,068 | 18,651 | 20,022 |
| Argakhanchi | 13267 | 16032 | 29,299 | 13,100 | 16,654 | 29,754 | 12,935 | 17,281 | 30,216 | 12,772 | 17,912 |
| Western Hill | 188,382 | 187,270 | 375,652 | 190,889 | 191,062 | 381,951 | 193,440 | 194,918 | 388,358 | 196,032 | 198,830 |
| Nawalparasi | 39329 | 36926 | 76,255 | 40,370 | 37,851 | 78,221 | 41,437 | 38,799 | 80,236 | 42,532 | 39,770 |
| Rupandehi | 46308 | 42073 | 88,381 | 47,516 | 43,050 | 90,566 | 48,755 | 44,048 | 92,803 | 50,025 | 45,069 |
| Kapilvastu | 33169 | 29535 | 62,704 | 34,016 | 30,250 | 64,266 | 34,885 | 30,982 | 65,867 | 35,775 | 31,732 |
| Western Terai | 118,806 | 108,534 | 227,340 | 121,902 | 111,151 | 233,053 | 125,077 | 113,829 | 238,906 | 128,332 | 116,571 |
| Western Region | 308,391 | 296,914 | 605,305 | 314,013 | 303,332 | 617,345 | 319,757 | 309,876 | 629,633 | 325,625 | 316,539 |
| Dolpa | 1665 | 1591 | 3,256 | 1,694 | 1,617 | 3,311 | 1,723 | 1,643 | 3,366 | 1,753 | 1,670 |
| Jumla | 5594 | 5229 | 10,823 | 5,690 | 5,312 | 11,002 | 5,787 | 5,397 | 11,184 | 5,886 | 5,484 |
| Kalikot | 6465 | 6185 | 12,650 | 6,580 | 6,283 | 12,863 | 6,697 | 6,384 | 13,081 | 6,816 | 6,487 |
| Mugu | 2503 | 2290 | 4,793 | 2,543 | 2,318 | 4,861 | 2,583 | 2,346 | 4,929 | 2,624 | 2,374 |
| Humla | 2444 | 2117 | 4,561 | 2,500 | 2,150 | 4,650 | 2,557 | 2,185 | 4,742 | 2,615 | 220 |
| Mid Western Mountain | 18,671 | 17,412 | 36,083 | 19,007 | 17,680 | 36,687 | 19,347 | 17,955 | 37,302 | 19,694 | 16,235 |
| Pyuthan | 14048 | 13990 | 28,038 | 14,266 | 14,248 | 28,514 | 14,488 | 14,513 | 29,001 | 14,712 | 14,782 |
| Rolpa | 13378 | 12754 | 26,132 | 13,619 | 12,919 | 26,538 | 13,865 | 13,087 | 26,952 | 14,114 | 13,257 |
| Rukum | 11733 | 11207 | 22,940 | 11,969 | 11,410 | 23,379 | 12,210 | 11,616 | 23,826 | 12,456 | 11,826 |
| Salyan | 14701 | 14199 | 28,900 | 15,002 | 14,409 | 29,411 | 15,309 | 14,622 | 29,931 | 15,622 | 14,838 |
| Surkhet | 19938 | 19116 | 39,054 | 20,466 | 19,535 | 40,001 | 21,008 | 19,961 | 40,969 | 21,564 | 20,396 |
| Dailikh | 15034 | 14137 | 29,171 | 15,348 | 14,339 | 29,687 | 15,668 | 14,544 | 30,212 | 15,995 | 14,751 |
| Jajarkot | 8563 | 8727 | 17,290 | 8,707 | 8,895 | 17,602 | 8,853 | 9,067 | 17,920 | 9,001 | 9,241 |
| Mid Western Hill | 97,395 | 94,130 | 191,525 | 99,377 | 95,755 | 195,132 | 101,401 | 97,410 | 198,811 | 103,464 | 99,091 |

| | 1996 | | | 1997 | | | 1998 | | | 1999 | |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Dang | 30797 | 30639 | 61,436 | 31,522 | 31,355 | 62,877 | 32,263 | 32,085 | 64,348 | 33,021 | 32,832 |
| Banke | 25504 | 22568 | 48,072 | 26,237 | 23,115 | 49,352 | 26,988 | 23,676 | 50,664 | 27,762 | 24,250 |
| Bardiya | 26996 | 25853 | 52,849 | 27,720 | 26,547 | 54,267 | 28,462 | 27,260 | 55,722 | 29,225 | 27,990 |
| Mid Western Terai | 83,297 | 79,060 | 162,357 | 85,479 | 81,017 | 166,496 | 87,713 | 83,021 | 170,734 | 90,008 | 85,071 |
| Mid Western Region | 199,363 | 190,602 | 389,965 | 203,863 | 194,452 | 398,315 | 208,461 | 198,386 | 406,847 | 213,166 | 200,397 |
| Bajura | 6701 | 6233 | 12,934 | 6,821 | 6,330 | 13,151 | 6,942 | 6,429 | 13,371 | 7,065 | 6,529 |
| Bajhang | 10541 | 10145 | 20,686 | 10,708 | 10,309 | 21,017 | 10,877 | 10,474 | 21,351 | 11,049 | 10,642 |
| Darchula | 8042 | 7775 | 15,817 | 8,180 | 7,897 | 16,077 | 8,322 | 8,018 | 16,340 | 8,464 | 8,143 |
| Far Western Mountain | 25,284 | 24,153 | 49,437 | 25,709 | 24,536 | 50,245 | 26,141 | 24,921 | 51,062 | 26,578 | 25,314 |
| Achham | 14861 | 14025 | 28,886 | 15,102 | 14,205 | 29,307 | 15,347 | 14,386 | 29,733 | 15,595 | 14,568 |
| Doti | 13286 | 12066 | 25,352 | 13,538 | 12,210 | 25,748 | 13,793 | 12,354 | 26,147 | 14,053 | 12,501 |
| Dadeldhura | 8659 | 8419 | 17,078 | 8,799 | 8,599 | 17,398 | 8,941 | 8,781 | 17,722 | 9,084 | 8,968 |
| Baitadi | 15637 | 15386 | 31,023 | 15,872 | 15,652 | 31,524 | 16,109 | 15,923 | 32,032 | 16,351 | 16,196 |
| Far Western Hill | 52,443 | 49,896 | 102,339 | 53,311 | 50,666 | 103,977 | 54,190 | 51,444 | 105,634 | 55,083 | 52,233 |
| Kailali | 40315 | 39102 | 79,417 | 41496 | 40325 | 81,821 | 42710 | 41585 | 84,295 | 43959 | 42884 |
| Kanchanpur | 22911 | 23293 | 46,204 | 23344 | 24117 | 47,461 | 23786 | 24967 | 48,753 | 24235 | 2573 |
| Far Western Terai | 63,226 | 62,395 | 125,621 | 64,840 | 64,442 | 129,282 | 66,496 | 66,552 | 133,048 | 68,194 | 45,457 |
| Far Western region | 140,953 | 136,444 | 277,397 | 143,860 | 139,644 | 283,504 | 146,827 | 142,917 | 289,744 | 149,855 | 123,004 |
| NEPAL | 1,533,486 | 1,433,487 | 2,966,973 | 1,565,912 | 1,462,645 | 3,028,557 | 1,599,034 | 1,492,382 | 3,091,416 | 1,632,875 | 1,497,423 |

| Table 1 | 6 - 10 Years Population Projection | | | | | | | | | |
|-------------------------|------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 1999 | 2000 | | | 2001 | | | 2002 | | |
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Taplejung | 18,536 | 9,427 | 9,336 | 18,763 | 9,548 | 9,445 | 18,993 | 9,572 | 9,468 | 19,040 |
| Sankhuwasabha | 22,823 | 11,724 | 11,460 | 23,184 | 11,909 | 11,642 | 23,551 | 11,966 | 11,710 | 23,676 |
| Solukhumbu | 14,888 | 7,645 | 7,485 | 15,130 | 7,775 | 7,600 | 15,375 | 7,819 | 7,639 | 15,458 |
| Eastern Mountain | 56,247 | 28,796 | 28,281 | 57,077 | 29,232 | 28,687 | 57,919 | 29,357 | 28,817 | 58,174 |
| Panchthar | 28,637 | 14,938 | 14,212 | 29,150 | 15,238 | 14,431 | 29,669 | 15,367 | 14,504 | 29,871 |
| Ilam | 39,437 | 20,548 | 19,756 | 40,304 | 21,012 | 20,177 | 41,189 | 21,218 | 20,381 | 41,599 |
| Dhankuta | 22,929 | 11,745 | 11,566 | 23,311 | 11,936 | 11,765 | 23,701 | 11,992 | 11,846 | 23,838 |
| Terathum | 16,398 | 8,679 | 7,991 | 16,670 | 8,839 | 8,106 | 16,945 | 8,905 | 8,141 | 17,046 |
| Bhojpur | 31,355 | 15,830 | 15,944 | 31,774 | 16,020 | 16,178 | 32,198 | 16,044 | 16,265 | 32,309 |
| Okhaldhunga | 21,742 | 11,705 | 10,329 | 22,034 | 11,894 | 10,436 | 22,330 | 11,966 | 10,445 | 22,411 |
| Khotang | 33,977 | 17,245 | 17,182 | 34,427 | 17,473 | 17,410 | 34,883 | 17,521 | 17,480 | 35,001 |
| Udaypur | 40,763 | 21,383 | 20,402 | 41,785 | 21,956 | 20,875 | 42,831 | 22,258 | 21,111 | 43,369 |
| Esatern Hill | 235,238 | 122,073 | 117,382 | 239,455 | 124,368 | 119,378 | 243,746 | 125,271 | 120,173 | 245,444 |
| Jhapa | 100,682 | 52,107 | 50,566 | 102,673 | 53,070 | 51,631 | 104,701 | 53,421 | 52,175 | 105,596 |
| Morang | 117,708 | 62,336 | 57,829 | 120,165 | 63,676 | 58,995 | 122,671 | 64,268 | 59,538 | 123,806 |
| Sunsari | 81,341 | 43,116 | 40,132 | 83,248 | 44,152 | 41,047 | 85,199 | 44,636 | 41,497 | 86,133 |
| Saptari | 82,442 | 44,819 | 39,312 | 84,131 | 45,838 | 40,014 | 85,852 | 46,304 | 40,280 | 86,584 |
| Siraha | 82,651 | 45,516 | 38,840 | 84,356 | 46,543 | 39,550 | 86,093 | 46,999 | 39,825 | 86,824 |
| Eastern Terai | 464,824 | 247,894 | 226,679 | 474,573 | 253,279 | 231,237 | 484,516 | 255,628 | 233,315 | 488,943 |
| Eastern Region | 756,309 | 398,763 | 372,342 | 771,105 | 406,879 | 379,302 | 786,181 | 410,256 | 382,305 | 792,561 |
| Dolakha | 28,108 | 14,898 | 13,736 | 28,634 | 15,204 | 13,963 | 29,167 | 15,338 | 14,043 | 29,381 |
| Sindhupalchowk | 40,418 | 20,614 | 20,474 | 41,088 | 20,914 | 20,853 | 41,767 | 20,967 | 21,025 | 41,992 |
| Rasuwa | 5,657 | 2,990 | 2,782 | 5,772 | 3,057 | 2,829 | 5,886 | 3,088 | 2,846 | 5,934 |
| Central Mountain | 74,183 | 38,502 | 36,992 | 75,494 | 39,175 | 37,645 | 76,820 | 39,393 | 37,914 | 77,307 |
| Sibdhuli | 39,427 | 20,352 | 19,869 | 40,221 | 20,786 | 20,244 | 41,030 | 20,983 | 20,409 | 41,392 |
| Ramechhap | 30,584 | 16,293 | 14,851 | 31,144 | 16,648 | 15,067 | 31,715 | 16,819 | 15,125 | 31,944 |
| Kavrepalanchowk | 51,940 | 26,971 | 25,778 | 52,749 | 27,389 | 26,181 | 53,570 | 27,514 | 26,327 | 53,841 |
| Nuwakot | 40,386 | 20,785 | 20,353 | 41,138 | 21,171 | 20,731 | 41,902 | 21,311 | 20,895 | 42,206 |
| Dhading | 45,199 | 23,706 | 22,349 | 46,055 | 24,164 | 22,764 | 46,928 | 24,342 | 22,940 | 47,282 |
| Makawanpur | 55,472 | 29,310 | 27,420 | 56,730 | 30,015 | 28,000 | 58,015 | 30,357 | 28,268 | 58,625 |
| Central Hill | 263,008 | 137,417 | 130,620 | 268,037 | 140,173 | 132,987 | 273,160 | 141,326 | 133,964 | 275,290 |
| Dhanusha | 95,574 | 53,481 | 44,155 | 97,636 | 54,781 | 44,960 | 99,741 | 55,412 | 45,255 | 100,667 |
| Mahottari | 78,818 | 44,143 | 36,264 | 80,407 | 45,162 | 36,863 | 82,025 | 45,644 | 37,058 | 82,702 |
| Sarlahi | 87,256 | 48,408 | 40,677 | 89,085 | 49,577 | 41,377 | 90,954 | 50,157 | 41,617 | 91,774 |
| Rautathat | 73,064 | 40,411 | 34,189 | 74,600 | 41,354 | 34,810 | 76,164 | 41,802 | 35,043 | 76,845 |
| Bara | 74,441 | 41,357 | 34,805 | 76,162 | 42,437 | 35,485 | 77,922 | 42,994 | 35,758 | 78,752 |
| Parsa | 67,243 | 37,607 | 31,211 | 68,818 | 38,628 | 31,799 | 70,427 | 39,168 | 32,022 | 71,190 |
| Chitwan | 61,246 | 31,437 | 31,281 | 62,718 | 32,168 | 32,054 | 64,222 | 32,503 | 32,468 | 64,971 |
| Central Terai | 537,642 | 296,844 | 252,582 | 549,426 | 304,107 | 257,348 | 561,455 | 307,680 | 259,221 | 566,901 |

| | 1999 | 2000 | | | 2001 | | | 2002 | | |
|-----------------------------|------------------|----------------|----------------|------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Lalitpur | 37,672 | 19,397 | 19,046 | 38,443 | 19,752 | 19,478 | 39,230 | 19,871 | 19,698 | 39,569 |
| Bhaktapur | 26,329 | 13,881 | 12,939 | 26,820 | 14,151 | 13,168 | 27,319 | 14,266 | 13,259 | 27,525 |
| Kathmandu | 106,569 | 60,117 | 49,553 | 109,670 | 61,819 | 51,040 | 112,859 | 62,605 | 51,886 | 114,491 |
| Kathmandu Valley | 170,570 | 93,395 | 81,538 | 174,933 | 95,722 | 83,686 | 179,408 | 96,742 | 84,843 | 181,585 |
| Central Region | 1,045,403 | 566,158 | 501,732 | 1,067,890 | 579,177 | 511,666 | 1,090,843 | 585,141 | 515,942 | 1,101,083 |
| Manang | 607 | 336 | 271 | 607 | 339 | 268 | 607 | 338 | 265 | 603 |
| Mustang | 1,792 | 943 | 876 | 1,819 | 960 | 887 | 1,847 | 966 | 889 | 1,855 |
| Western Mountain | 2,399 | 1,279 | 1,147 | 2,426 | 1,299 | 1,155 | 2,454 | 1,304 | 1,154 | 2,458 |
| Gorkha | 39,538 | 21012 | 19158 | 40,170 | 21,375 | 19,436 | 40,811 | 21,519 | 19,518 | 41,037 |
| Lamjung | 23,282 | 12785 | 10804 | 23,589 | 13,010 | 10,888 | 23,898 | 13,116 | 10,873 | 23,989 |
| Tanahnu | 45,484 | 22991 | 23346 | 46,337 | 23,349 | 23,858 | 47,207 | 23,435 | 24,130 | 47,565 |
| Syanja | 47,691 | 25259 | 23187 | 48,446 | 25,711 | 23,503 | 49,214 | 25,913 | 23,585 | 49,498 |
| Kaski | 48,534 | 25400 | 24219 | 49,619 | 25,941 | 24,786 | 50,727 | 26,172 | 25,073 | 51,245 |
| Myaagdi | 14,588 | 6706 | 8061 | 14,767 | 6,697 | 8,251 | 14,948 | 6,582 | 8,382 | 14,964 |
| Parbat | 23,694 | 12094 | 11988 | 24,082 | 12,285 | 12,190 | 24,475 | 12,350 | 12,273 | 24,623 |
| Baglung | 37,719 | 18741 | 19551 | 38,292 | 18,963 | 19,909 | 38,872 | 18,975 | 20,081 | 39,056 |
| Gulmi | 44,975 | 22231 | 23492 | 45,723 | 22,537 | 23,948 | 46,485 | 22,591 | 24,169 | 46,760 |
| Palpa | 38,673 | 18844 | 20445 | 39,289 | 19,038 | 20,874 | 39,912 | 19,001 | 21,108 | 40,109 |
| Argakhanchi | 30,684 | 12610 | 18548 | 31,158 | 12,451 | 19,188 | 31,639 | 11,900 | 19,813 | 31,713 |
| Western Hill | 394,862 | 198,673 | 202,799 | 401,472 | 201,357 | 206,831 | 408,188 | 201,554 | 209,005 | 410,559 |
| Nawalparasi | 82,302 | 43655 | 40763 | 84,418 | 44,808 | 41,781 | 86,589 | 45,408 | 42,313 | 87,721 |
| Rupendehi | 95,094 | 51328 | 46113 | 97,441 | 52,663 | 47,179 | 99,842 | 53,358 | 47,693 | 101,051 |
| Kapilvastu | 67,507 | 36687 | 32498 | 69,185 | 37,622 | 33,283 | 70,905 | 38,082 | 33,672 | 71,754 |
| Western Terai | 244,903 | 131,670 | 119,374 | 251,044 | 135,093 | 122,243 | 257,336 | 136,848 | 123,678 | 260,526 |
| Western Region | 642,164 | 331,622 | 323,320 | 654,942 | 337,749 | 330,229 | 667,978 | 339,706 | 333,837 | 673,543 |
| Dolpa | 3,423 | 1783 | 1698 | 3,481 | 1,813 | 1,725 | 3,538 | 1,822 | 1,734 | 3,556 |
| Jumla | 11,370 | 5986 | 5572 | 11,558 | 6,089 | 5,661 | 11,750 | 6,120 | 5,692 | 11,812 |
| Kalikot | 13,303 | 6937 | 6590 | 13,527 | 7,059 | 6,695 | 13,754 | 7,098 | 6,730 | 13,828 |
| Mugu | 4,998 | 2666 | 2403 | 5,069 | 2,708 | 2,432 | 5,140 | 2,719 | 2,437 | 5,156 |
| Humla | 2,835 | 2675 | 2256 | 4,931 | 2,736 | 2,292 | 5,028 | 2,761 | 2,302 | 5,063 |
| Mid Western Mountain | 35,929 | 20,047 | 18,519 | 38,566 | 20,405 | 18,805 | 39,210 | 20,520 | 18,895 | 39,415 |
| Pyuthan | 29,494 | 14942 | 15054 | 29,996 | 15,172 | 15,332 | 30,504 | 15,228 | 15,460 | 30,688 |
| Rolpa | 27,371 | 14369 | 13428 | 27,797 | 14,627 | 13,601 | 28,228 | 14,726 | 13,640 | 28,366 |
| Rukum | 24,282 | 12706 | 12039 | 24,745 | 12,961 | 12,256 | 25,217 | 13,063 | 12,344 | 25,407 |
| Salyan | 30,460 | 15940 | 15057 | 30,997 | 16,266 | 15,278 | 31,544 | 16,411 | 15,348 | 31,759 |
| Surkhet | 41,960 | 22134 | 20840 | 42,974 | 22,720 | 21,292 | 44,012 | 23,030 | 21,510 | 44,540 |
| Dailekha | 30,746 | 16328 | 14960 | 31,288 | 16,668 | 15,171 | 31,839 | 16,823 | 15,229 | 32,052 |
| Jajarkot | 18,242 | 9152 | 9419 | 18,571 | 9,305 | 9,600 | 18,905 | 9,346 | 9,685 | 19,031 |
| Mid Western Hill | 202,555 | 105,571 | 100,797 | 206,368 | 107,719 | 102,530 | 210,249 | 108,627 | 103,216 | 211,843 |

| | 1999 | 2000 | | | 2001 | | | 2002 | | |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Dang | 65,853 | 33797 | 33597 | 67,394 | 34,590 | 34,377 | 68,967 | 34,958 | 34,785 | 69,743 |
| Banke | 52,012 | 28556 | 24836 | 53,392 | 29,374 | 25,435 | 54,809 | 29,807 | 25,729 | 55,536 |
| Bardiya | 57,215 | 30007 | 28739 | 58,746 | 30,810 | 29,509 | 60,319 | 31,218 | 29,937 | 61,155 |
| Mid Western Terai | 175,080 | 92,360 | 87,172 | 179,532 | 94,774 | 89,321 | 184,095 | 95,983 | 90,451 | 186,434 |
| Mid Western Region | 413,564 | 217,978 | 206,488 | 424,466 | 222,898 | 210,656 | 433,554 | 225,130 | 212,562 | 437,692 |
| Bajura | 13,594 | 7191 | 6631 | 13,822 | 7,318 | 6,734 | 14,052 | 7,361 | 6,766 | 14,127 |
| Bajhang | 21,691 | 11223 | 10814 | 22,037 | 11,400 | 10,987 | 22,387 | 11,450 | 11,046 | 22,496 |
| Darchula | 16,607 | 8610 | 8269 | 16,879 | 8,757 | 8,396 | 17,153 | 8,810 | 8,439 | 17,249 |
| Far Western Mountain | 51,892 | 27,024 | 25,714 | 52,738 | 27,475 | 26,117 | 53,592 | 27,621 | 26,251 | 53,872 |
| Achham | 30,163 | 15847 | 14753 | 30,600 | 16,104 | 14,938 | 31,042 | 16,195 | 14,974 | 31,169 |
| Doti | 26,554 | 14319 | 12648 | 26,967 | 14,588 | 12,797 | 27,385 | 14,706 | 12,816 | 27,522 |
| Dadeldhura | 18,052 | 9231 | 9158 | 18,389 | 9,379 | 9,351 | 18,730 | 9,415 | 9,448 | 18,863 |
| Baitadi | 32,547 | 16595 | 16476 | 33,071 | 16,843 | 16,760 | 33,603 | 16,902 | 16,873 | 33,775 |
| Far Western Hill | 107,316 | 55,992 | 53,035 | 109,027 | 56,914 | 53,846 | 110,760 | 57,218 | 54,111 | 111,329 |
| Kailali | 86,843 | 45245 | 44221 | 89,466 | 46566 | 45601 | 92,167 | 47251 | 46411 | 93,662 |
| Kanchanpur | 26,808 | 24692 | 26747 | 51,439 | 25157 | 27678 | 52,835 | 25226 | 28315 | 53,541 |
| Far Western Terai | 113,651 | 69,937 | 70,968 | 140,905 | 71,723 | 73,279 | 145,002 | 72,477 | 74,726 | 147,203 |
| Far Western region | 272,859 | 152,953 | 149,717 | 302,670 | 156,112 | 153,242 | 309,354 | 157,316 | 155,088 | 312,404 |
| NEPAL | 3,130,299 | 1,667,474 | 1,553,599 | 3,221,073 | 1,702,815 | 1,585,095 | 3,287,910 | 1,717,549 | 1,599,734 | 3,317,283 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|-------------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 1991 | | | 1995 | | | 1996 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Taplejung | 25,052 | 14,172 | 10,880 | 28,215 | 15,539 | 12,676 | 29,071 | 15,901 | 13,170 |
| Sankhuwasabha | 30,153 | 17,399 | 12,754 | 31,205 | 17,478 | 13,727 | 31,480 | 17,498 | 13,982 |
| Solukhumbu | 16,932 | 10,515 | 6,417 | 19,312 | 11,198 | 8,114 | 19,980 | 11,376 | 8,604 |
| Eastern Mountain | 72,137 | 42,086 | 30,051 | 78,732 | 44,215 | 34,517 | 80,531 | 44,775 | 35,756 |
| Panchthar | 35,460 | 20,635 | 14,825 | 42,278 | 22,966 | 19,312 | 44,221 | 23,589 | 20,632 |
| Ilam | 47,883 | 26,190 | 21,693 | 55,053 | 28,915 | 26,138 | 57,024 | 29,639 | 27,385 |
| Dhankuta | 28,847 | 16,256 | 12,591 | 30,854 | 16,467 | 14,387 | 31,395 | 16,520 | 14,875 |
| Terathum | 23,887 | 12,904 | 10,983 | 23,512 | 12,105 | 11,407 | 23,747 | 12,226 | 11,521 |
| Bhojpur | 34,438 | 20,186 | 14,252 | 40,303 | 22,121 | 18,182 | 41,956 | 22,633 | 19,323 |
| Okhaldhunga | 28,175 | 17,865 | 10,310 | 26,147 | 15,690 | 10,457 | 26,409 | 15,847 | 10,562 |
| Khotang | 39,484 | 23,712 | 15,772 | 45,465 | 27,130 | 18,335 | 47,097 | 28,059 | 19,038 |
| Udaypur | 35,283 | 22,305 | 12,978 | 35,000 | 20,935 | 14,065 | 35,350 | 21,144 | 14,206 |
| Esatern Hill | 273,457 | 160,053 | 113,404 | 298,612 | 166,329 | 132,283 | 307,199 | 169,657 | 137,542 |
| Jhapa | 101,685 | 54,735 | 46,950 | 114,838 | 61,117 | 53,721 | 118,387 | 62,826 | 55,561 |
| Morang | 99,641 | 57,774 | 41,867 | 119,489 | 70,879 | 48,610 | 125,055 | 74,596 | 50,459 |
| Sunsari | 56,299 | 34,579 | 21,720 | 72,250 | 41,864 | 30,386 | 76,960 | 43,913 | 33,047 |
| Saptari | 51,860 | 36,011 | 15,849 | 52,543 | 35,278 | 17,265 | 52,735 | 35,097 | 17,638 |
| Siraha | 53,051 | 38,323 | 14,728 | 53,159 | 35,690 | 17,469 | 53,292 | 35,061 | 18,231 |
| Eastern Terai | 362,536 | 221,422 | 141,114 | 412,279 | 244,828 | 167,451 | 426,429 | 251,493 | 174,936 |
| Eastern Region | 708,130 | 423,561 | 284,569 | 789,623 | 455,372 | 334,251 | 814,159 | 465,925 | 348,234 |
| Dolakha | 33,011 | 22,103 | 10,908 | 35,226 | 23,153 | 12,073 | 35,806 | 23,423 | 12,383 |
| Sindhupalnchowk | 41,357 | 27,368 | 13,989 | 46,818 | 29,359 | 17,459 | 48,332 | 29,879 | 18,453 |
| Rasuwa | 6,724 | 4,260 | 2,464 | 5,961 | 3,761 | 2,200 | 6,021 | 3,799 | 2,222 |
| Central Mountain | 81,092 | 53,731 | 27,361 | 88,005 | 56,273 | 31,732 | 90,159 | 57,101 | 33,058 |
| Sibdhuli | 36,053 | 23,182 | 12,871 | 39,460 | 24,974 | 14,486 | 40,363 | 25,443 | 14,920 |
| Ramechhap | 25,408 | 16,546 | 8,862 | 44,463 | 28,941 | 15,522 | 51,140 | 33,283 | 17,857 |
| Kavrepalanchowk | 63,506 | 39,305 | 24,201 | 69,870 | 41,532 | 28,338 | 71,586 | 42,108 | 29,478 |
| Nuwakot | 38,132 | 24,871 | 13,261 | 48,446 | 29,486 | 18,960 | 51,501 | 30,768 | 20,733 |
| Dhading | 45,446 | 28,364 | 17,082 | 54,014 | 31,562 | 22,452 | 56,456 | 32,416 | 24,040 |
| Makawanpur | 46,644 | 27,829 | 18,815 | 54,101 | 32,377 | 21,724 | 56,145 | 33,626 | 22,519 |
| Central Hill | 255,189 | 160,097 | 95,092 | 310,354 | 188,872 | 121,482 | 327,191 | 197,644 | 129,547 |
| Dhanusha | 52,263 | 37,702 | 14,561 | 62,372 | 42,923 | 19,449 | 65,247 | 44,338 | 20,909 |
| Mahottari | 42,117 | 30,664 | 11,453 | 47,588 | 33,632 | 13,956 | 49,081 | 34,418 | 14,663 |
| Sarlahi | 47,919 | 34,322 | 13,597 | 53,890 | 37,541 | 16,349 | 55,512 | 38,392 | 17,120 |
| Rautathat | 35,027 | 26,071 | 8,956 | 44,216 | 32,253 | 11,963 | 46,876 | 34,015 | 12,861 |
| Bara | 45,349 | 34,329 | 11,020 | 42,705 | 32,104 | 10,601 | 43,132 | 32,425 | 10,707 |
| Parsa | 41,210 | 31,296 | 9,914 | 48,583 | 32,980 | 15,603 | 50,891 | 33,415 | 17,476 |
| Chitwan | 65,283 | 34,840 | 30,443 | 71,521 | 36,986 | 34,535 | 73,184 | 37,543 | 35,641 |
| Central Terai | 329,168 | 229,224 | 99,944 | 370,875 | 248,419 | 122,456 | 383,923 | 254,546 | 129,377 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|-----------------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|------------------|----------------|----------------|
| | 1991 | | | 1995 | | | 1996 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Lalitpur | 52,302 | 30,315 | 21,987 | 55,707 | 28,185 | 27,522 | 56,787 | 27,676 | 29,111 |
| Bhaktapur | 29,044 | 14,940 | 14,104 | 28,323 | 14,184 | 14,139 | 28,606 | 14,326 | 14,280 |
| Kathmandu | 110,878 | 59,908 | 50,970 | 145,901 | 78,706 | 67,195 | 156,265 | 84,263 | 72,002 |
| Kathmandu Valley | 192,224 | 105,163 | 87,061 | 229,931 | 121,075 | 108,856 | 241,658 | 126,265 | 115,393 |
| Central Region | 857,673 | 548,215 | 309,458 | 999,165 | 614,639 | 384,526 | 1,042,931 | 635,556 | 407,375 |
| Manang | 1,034 | 539 | 495 | 943 | 482 | 461 | 953 | 487 | 466 |
| Mustang | 3,197 | 1,772 | 1,425 | 2,106 | 1,087 | 1,019 | 2,127 | 1,098 | 1,029 |
| Western Mountain | 4,231 | 2,311 | 1,920 | 3,049 | 1,569 | 1,480 | 3,080 | 1,585 | 1,495 |
| Gorkha | 56,127 | 31,617 | 24,510 | 65,433 | 37,606 | 27,827 | 67,997 | 39,273 | 28,724 |
| Lamjung | 37,721 | 20,760 | 16,961 | 40,795 | 21,305 | 19,490 | 41,622 | 21,443 | 20,179 |
| Tanahnu | 69,672 | 39,339 | 30,333 | 69,018 | 36,594 | 32,424 | 69,708 | 36,960 | 32,748 |
| Syanjya | 71,161 | 37,033 | 34,128 | 88,697 | 45,982 | 42,715 | 93,719 | 48,539 | 45,180 |
| Kaski | 66,310 | 34,484 | 31,826 | 67,650 | 34,460 | 33,190 | 67,994 | 34,454 | 33,540 |
| Myaagdi | 21,329 | 12,406 | 8,923 | 22,132 | 12,192 | 9,940 | 22,351 | 12,139 | 10,212 |
| Parbat | 38,768 | 22,474 | 16,294 | 39,108 | 20,242 | 18,866 | 39,290 | 19,720 | 19,570 |
| Baglung | 48,736 | 31,632 | 17,104 | 64,573 | 36,605 | 27,968 | 69,593 | 37,966 | 31,627 |
| Gulmi | 58,546 | 31,964 | 26,582 | 64,662 | 34,320 | 30,342 | 66,298 | 34,936 | 31,362 |
| Palpa | 54,678 | 30,041 | 24,637 | 67,750 | 35,938 | 31,812 | 71,496 | 37,585 | 33,911 |
| Argakhanchi | 42,251 | 22,973 | 19,278 | 47,348 | 24,438 | 22,910 | 48,739 | 24,819 | 23,920 |
| Western Hill | 565,299 | 314,723 | 250,576 | 637,166 | 339,682 | 297,484 | 658,807 | 347,834 | 310,973 |
| Nawalparasi | 66,944 | 42,171 | 24,773 | 72,646 | 43,466 | 29,180 | 74,195 | 43,796 | 30,399 |
| Rupendehi | 63,844 | 42,374 | 21,470 | 67,252 | 41,926 | 25,326 | 68,209 | 41,815 | 26,394 |
| Kapilvastu | 39,019 | 27,757 | 11,262 | 38,892 | 27,381 | 11,511 | 39,281 | 27,655 | 11,626 |
| Western Terai | 169,807 | 112,302 | 57,505 | 178,790 | 112,773 | 66,017 | 181,685 | 113,266 | 68,419 |
| Western Region | 739,337 | 429,336 | 310,001 | 819,005 | 454,024 | 364,981 | 843,572 | 462,685 | 380,887 |
| Dolpa | 5,542 | 3,521 | 2,021 | 6,034 | 3,871 | 2,163 | 6,161 | 3,961 | 2,200 |
| Jumla | 8,393 | 6,841 | 1,552 | 8,411 | 6,689 | 1,722 | 8,419 | 6,652 | 1,767 |
| Kalikot | 9,543 | 7,701 | 1,842 | 9,766 | 7,843 | 1,923 | 9,823 | 7,879 | 1,944 |
| Mugu | 4,525 | 3,524 | 1,001 | 3,729 | 3,078 | 651 | 3,767 | 3,109 | 658 |
| Humla | 3,939 | 3,168 | 771 | 3,893 | 3,125 | 768 | 3,932 | 3,156 | 776 |
| Mid Western Mountain | 31,942 | 24,755 | 7,187 | 31,833 | 24,606 | 7,227 | 32,102 | 24,757 | 7,345 |
| Pyuthan | 28,761 | 18,759 | 10,002 | 29,312 | 17,962 | 11,350 | 29,482 | 17,768 | 11,714 |
| Rolpa | 25,106 | 18,410 | 6,696 | 23,687 | 16,903 | 6,784 | 23,924 | 17,072 | 6,852 |
| Rukum | 22,016 | 16,389 | 5,627 | 22,480 | 15,701 | 6,779 | 22,636 | 15,534 | 7,102 |
| Salyan | 27,036 | 19,248 | 7,788 | 32,108 | 20,878 | 11,230 | 33,613 | 21,307 | 12,306 |
| Surkhet | 50,312 | 32,350 | 17,962 | 49,814 | 28,278 | 21,536 | 50,312 | 28,561 | 21,751 |
| Dailekha | 29,728 | 21,778 | 7,950 | 33,082 | 22,738 | 10,344 | 34,033 | 22,985 | 11,048 |
| Jajarkot | 16,116 | 11,759 | 4,357 | 14,685 | 10,575 | 4,110 | 14,832 | 10,681 | 4,151 |
| Mid Western Hill | 199,075 | 138,693 | 60,382 | 205,168 | 133,035 | 72,133 | 208,832 | 133,908 | 74,924 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|----------------------------------|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1991 | | | 1995 | | | 1996 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Dang | 53,529 | 34,455 | 19,074 | 59,884 | 36,576 | 23,308 | 61,632 | 37,126 | 24,506 |
| Banke | 33,228 | 22,686 | 10,542 | 36,526 | 23,249 | 13,277 | 37,457 | 23,392 | 14,065 |
| Bardiya | 37,116 | 25,391 | 11,725 | 44,356 | 29,910 | 14,446 | 46,380 | 31,160 | 15,220 |
| Mid Western Terai | 123,873 | 82,532 | 41,341 | 140,766 | 89,735 | 51,031 | 145,469 | 91,678 | 53,791 |
| <i>Mid Western Region</i> | <i>354,890</i> | <i>245,980</i> | <i>108,910</i> | <i>377,767</i> | <i>247,376</i> | <i>130,391</i> | <i>386,403</i> | <i>250,343</i> | <i>136,060</i> |
| Bajura | 11,184 | 8,624 | 2,560 | 12,901 | 9,779 | 3,122 | 13,372 | 10,091 | 3,281 |
| Bajhang | 17,735 | 14,600 | 3,135 | 21,688 | 17,888 | 3,800 | 22,807 | 18,820 | 3,987 |
| Darchula | 18,984 | 12,120 | 6,864 | 20,245 | 11,940 | 8,305 | 20,605 | 11,895 | 8,710 |
| Far Western Mountain | 47,903 | 35,344 | 12,559 | 54,834 | 39,607 | 15,227 | 56,784 | 40,806 | 15,978 |
| Achham | 25,086 | 21,298 | 3,788 | 26,532 | 20,895 | 5,637 | 27,021 | 20,795 | 6,226 |
| Doti | 22,748 | 17,647 | 5,101 | 28,856 | 21,822 | 7,034 | 30,634 | 23,012 | 7,622 |
| Dadeldhura | 16,119 | 11,849 | 4,270 | 18,773 | 12,580 | 6,193 | 19,566 | 12,770 | 6,796 |
| Baitadi | 29,256 | 21,241 | 8,015 | 33,735 | 22,685 | 11,050 | 35,035 | 23,061 | 11,974 |
| Far Western Hill | 93,209 | 72,035 | 21,174 | 107,896 | 77,982 | 29,914 | 112,256 | 79,638 | 32,618 |
| Kailali | 45,253 | 31484 | 13769 | 63,168 | 41060 | 22108 | 68,764 | 43878 | 24886 |
| Kanchanpur | 37,880 | 25001 | 12879 | 51,592 | 31350 | 20242 | 55,840 | 33175 | 22665 |
| Far Western Terai | 83,133 | 56,485 | 26,648 | 114,760 | 72,410 | 42,350 | 124,604 | 77,053 | 47,551 |
| <i>Far Western region</i> | <i>224,245</i> | <i>163,864</i> | <i>60,381</i> | <i>277,490</i> | <i>189,999</i> | <i>87,491</i> | <i>293,644</i> | <i>197,497</i> | <i>96,147</i> |
| NEPAL | 2,884,275 | 1,810,956 | 1,073,319 | 3,263,050 | 1,961,410 | 1,301,640 | 3,380,709 | 2,012,006 | 1,368,703 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|-------------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 1997 | | | 1998 | | | 1999 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Taplejung | 29,953 | 16,271 | 13,682 | 30,865 | 16,650 | 14,215 | 31,806 | 17,038 | 14,768 |
| Sankhuwasabha | 31,759 | 17,518 | 14,241 | 32,042 | 17,537 | 14,505 | 32,331 | 17,557 | 14,774 |
| Solukhumbu | 20,680 | 11,556 | 9,124 | 21,414 | 11,739 | 9,675 | 22,185 | 11,925 | 10,260 |
| Eastern Mountain | 82,392 | 45,345 | 37,047 | 84,321 | 45,926 | 38,395 | 86,322 | 46,520 | 39,802 |
| Panchthar | 46,270 | 24,228 | 22,042 | 48,433 | 24,885 | 23,548 | 50,717 | 25,560 | 25,157 |
| Ilam | 59,073 | 30,382 | 28,691 | 61,203 | 31,143 | 30,060 | 63,418 | 31,924 | 31,494 |
| Dhankuta | 31,953 | 16,574 | 15,379 | 32,527 | 16,627 | 15,900 | 33,120 | 16,681 | 16,439 |
| Terathum | 23,984 | 12,348 | 11,636 | 24,225 | 12,472 | 11,753 | 24,467 | 12,597 | 11,870 |
| Bhojpur | 43,693 | 23,157 | 20,536 | 45,519 | 23,693 | 21,826 | 47,437 | 24,241 | 23,196 |
| Okhaldhunga | 26,672 | 16,005 | 10,667 | 26,939 | 16,165 | 10,774 | 27,209 | 16,327 | 10,882 |
| Khotang | 48,789 | 29,020 | 19,769 | 50,540 | 30,013 | 20,527 | 52,355 | 31,041 | 21,314 |
| Udaypur | 35,704 | 21,356 | 14,348 | 36,060 | 21,569 | 14,491 | 36,421 | 21,785 | 14,636 |
| Esatern Hill | 316,138 | 173,070 | 143,068 | 325,446 | 176,567 | 148,879 | 335,144 | 180,156 | 154,988 |
| Jhapa | 122,046 | 64,582 | 57,464 | 125,820 | 66,387 | 59,433 | 129,710 | 68,243 | 61,467 |
| Morang | 130,885 | 78,507 | 52,378 | 136,995 | 82,624 | 54,371 | 143,396 | 86,957 | 56,439 |
| Sunsari | 82,003 | 46,063 | 35,940 | 87,405 | 48,318 | 39,087 | 93,194 | 50,684 | 42,510 |
| Saptari | 52,937 | 34,917 | 18,020 | 53,147 | 34,738 | 18,409 | 53,368 | 34,560 | 18,808 |
| Siraha | 53,467 | 34,442 | 19,025 | 53,690 | 33,835 | 19,855 | 53,958 | 33,238 | 20,720 |
| Eastern Terai | 441,338 | 258,511 | 182,827 | 457,057 | 265,902 | 191,155 | 473,626 | 273,682 | 199,944 |
| Eastern Region | 839,868 | 476,926 | 362,942 | 866,824 | 488,395 | 378,429 | 895,092 | 500,358 | 394,734 |
| Dolakha | 36,398 | 23,697 | 12,701 | 37,001 | 23,973 | 13,028 | 37,615 | 24,253 | 13,362 |
| Sindhupalnchowk | 49,913 | 30,408 | 19,505 | 51,563 | 30,947 | 20,616 | 53,285 | 31,495 | 21,790 |
| Rasuwa | 6,081 | 3,837 | 2,244 | 6,142 | 3,875 | 2,267 | 6,203 | 3,914 | 2,289 |
| Central Mountain | 92,392 | 57,942 | 34,450 | 94,706 | 58,795 | 35,911 | 97,103 | 59,662 | 37,441 |
| Sibdhuli | 41,289 | 25,921 | 15,368 | 42,237 | 26,408 | 15,829 | 43,209 | 26,905 | 16,304 |
| Ramechhap | 58,819 | 38,276 | 20,543 | 67,650 | 44,018 | 23,632 | 77,808 | 50,621 | 27,187 |
| Kavrepalanchowk | 73,357 | 42,692 | 30,665 | 75,184 | 43,285 | 31,899 | 77,067 | 43,885 | 33,182 |
| Nuwakot | 54,776 | 32,105 | 22,671 | 58,291 | 33,501 | 24,790 | 62,065 | 34,957 | 27,108 |
| Dhading | 59,034 | 33,294 | 25,740 | 61,756 | 34,195 | 27,561 | 64,631 | 35,121 | 29,510 |
| Makawanpur | 58,266 | 34,923 | 23,343 | 60,466 | 36,269 | 24,197 | 62,751 | 37,668 | 25,083 |
| Central Hill | 345,541 | 207,211 | 138,330 | 365,584 | 217,676 | 147,908 | 387,531 | 229,157 | 158,374 |
| Dhanusha | 68,277 | 45,799 | 22,478 | 71,472 | 47,308 | 24,164 | 74,845 | 48,867 | 25,978 |
| Mahottari | 50,628 | 35,222 | 15,406 | 52,231 | 36,045 | 16,186 | 53,893 | 36,887 | 17,006 |
| Sarlahi | 57,189 | 39,262 | 17,927 | 58,925 | 40,152 | 18,773 | 60,720 | 41,062 | 19,658 |
| Rautathat | 49,700 | 35,874 | 13,826 | 52,698 | 37,834 | 14,864 | 55,881 | 39,901 | 15,980 |
| Bara | 43,563 | 32,749 | 10,814 | 43,999 | 33,077 | 10,922 | 44,439 | 33,408 | 11,031 |
| Parsa | 53,430 | 33,856 | 19,574 | 56,226 | 34,302 | 21,924 | 59,312 | 34,755 | 24,557 |
| Chitwan | 74,891 | 38,108 | 36,783 | 76,643 | 38,682 | 37,961 | 78,441 | 39,264 | 39,177 |
| Central Terai | 397,678 | 260,870 | 136,808 | 412,194 | 267,400 | 144,794 | 427,531 | 274,144 | 153,387 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|-----------------------------|------------------------------|----------------|----------------|------------------|----------------|----------------|------------------|----------------|----------------|
| | 1997 | | | 1998 | | | 1999 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Lalitpur | 57,969 | 27,177 | 30,792 | 59,256 | 26,686 | 32,570 | 60,655 | 26,205 | 34,450 |
| Bhaktapur | 28,892 | 14,469 | 14,423 | 29,181 | 14,614 | 14,567 | 29,473 | 14,760 | 14,713 |
| Kathmandu | 167,365 | 90,213 | 77,152 | 179,254 | 96,583 | 82,671 | 191,987 | 103,402 | 88,585 |
| Kathmandu Valley | 254,226 | 131,859 | 122,367 | 267,691 | 137,883 | 129,808 | 282,115 | 144,367 | 137,748 |
| Central Region | 1,089,837 | 657,882 | 431,955 | 1,140,175 | 681,754 | 458,421 | 1,194,280 | 707,330 | 486,950 |
| Manang | 962 | 492 | 470 | 972 | 497 | 475 | 982 | 502 | 480 |
| Mustang | 2,148 | 1,109 | 1,039 | 2,170 | 1,120 | 1,050 | 2,191 | 1,131 | 1,060 |
| Western Mountain | 3,110 | 1,601 | 1,509 | 3,142 | 1,617 | 1,525 | 3,173 | 1,633 | 1,540 |
| Gorkha | 70,663 | 41,013 | 29,650 | 73,437 | 42,831 | 30,606 | 76,322 | 44,729 | 31,593 |
| Lamjung | 42,476 | 21,583 | 20,893 | 43,354 | 21,723 | 21,631 | 44,260 | 21,864 | 22,396 |
| Tanahnu | 70,406 | 37,330 | 33,076 | 71,109 | 37,703 | 33,406 | 71,821 | 38,080 | 33,741 |
| Syanjya | 99,025 | 51,237 | 47,788 | 104,632 | 54,086 | 50,546 | 110,557 | 57,094 | 53,463 |
| Kaski | 68,342 | 34,448 | 33,894 | 68,693 | 34,442 | 34,251 | 69,048 | 34,436 | 34,612 |
| Myaagdi | 22,577 | 12,086 | 10,491 | 22,812 | 12,034 | 10,778 | 23,055 | 11,982 | 11,073 |
| Parbat | 39,511 | 19,211 | 20,300 | 39,773 | 18,715 | 21,058 | 40,076 | 18,232 | 21,844 |
| Baglung | 75,141 | 39,377 | 35,764 | 81,283 | 40,841 | 40,442 | 88,093 | 42,360 | 45,733 |
| Gulmi | 67,979 | 35,562 | 32,417 | 69,707 | 36,200 | 33,507 | 71,484 | 36,850 | 34,634 |
| Palpa | 75,456 | 39,307 | 36,149 | 79,643 | 41,109 | 38,534 | 84,070 | 42,993 | 41,077 |
| Argakhanchi | 50,180 | 25,205 | 24,975 | 51,674 | 25,598 | 26,076 | 53,222 | 25,996 | 27,226 |
| Western Hill | 681,756 | 356,359 | 325,397 | 706,117 | 365,282 | 340,835 | 732,008 | 374,616 | 357,392 |
| Nawalparasi | 75,797 | 44,128 | 31,669 | 77,456 | 44,463 | 32,993 | 79,172 | 44,801 | 34,371 |
| Rupendehi | 69,210 | 41,704 | 27,506 | 70,259 | 41,593 | 28,666 | 71,358 | 41,483 | 29,875 |
| Kapilvastu | 39,673 | 27,931 | 11,742 | 40,071 | 28,211 | 11,860 | 40,471 | 28,493 | 11,978 |
| Western Terai | 184,680 | 113,763 | 70,917 | 187,786 | 114,267 | 73,519 | 191,001 | 114,777 | 76,224 |
| Western Region | 869,546 | 471,723 | 397,823 | 897,045 | 481,166 | 415,879 | 926,182 | 491,026 | 435,156 |
| Dolpa | 6,297 | 4,059 | 2,238 | 6,432 | 4,156 | 2,276 | 6,571 | 4,256 | 2,315 |
| Jumla | 8,428 | 6,614 | 1,814 | 8,439 | 6,577 | 1,862 | 8,451 | 6,540 | 1,911 |
| Kalikot | 9,880 | 7,915 | 1,965 | 9,937 | 7,951 | 1,986 | 9,996 | 7,988 | 2,008 |
| Mugu | 3,804 | 3,140 | 664 | 3,842 | 3,171 | 671 | 3,880 | 3,203 | 677 |
| Humla | 3,971 | 3,188 | 783 | 4,011 | 3,220 | 791 | 4,051 | 3,252 | 799 |
| Mid Western Mountain | 32,380 | 24,916 | 7,464 | 32,661 | 25,075 | 7,586 | 32,949 | 25,239 | 7,710 |
| Pyuthan | 29,667 | 17,576 | 12,091 | 29,866 | 17,387 | 12,479 | 30,079 | 17,199 | 12,880 |
| Rolpa | 24,163 | 17,243 | 6,920 | 24,405 | 17,415 | 6,990 | 24,648 | 17,589 | 7,059 |
| Rukum | 22,809 | 15,368 | 7,441 | 22,999 | 15,204 | 7,795 | 23,209 | 15,042 | 8,167 |
| Salyan | 35,229 | 21,744 | 13,485 | 36,967 | 22,190 | 14,777 | 38,839 | 22,646 | 16,193 |
| Surkhet | 50,815 | 28,846 | 21,969 | 51,324 | 29,135 | 22,189 | 51,836 | 29,426 | 22,410 |
| Dailekha | 35,033 | 23,234 | 11,799 | 36,088 | 23,486 | 12,602 | 37,199 | 23,740 | 13,459 |
| Jajarkot | 14,981 | 10,788 | 4,193 | 15,130 | 10,895 | 4,235 | 15,281 | 11,004 | 4,277 |
| Mid Western Hill | 212,697 | 134,799 | 77,898 | 216,779 | 135,712 | 81,067 | 221,091 | 136,646 | 84,445 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|-----------------------------|-------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | 1997 | | | 1998 | | | 1999 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Dang | 63,450 | 37,685 | 25,765 | 65,342 | 38,252 | 27,090 | 67,310 | 38,828 | 28,482 |
| Banke | 38,436 | 23,536 | 14,900 | 39,465 | 23,680 | 15,785 | 40,548 | 23,826 | 16,722 |
| Bardiya | 48,498 | 32,463 | 16,035 | 50,714 | 33,820 | 16,894 | 53,031 | 35,233 | 17,798 |
| Mid Western Terai | 150,384 | 93,684 | 56,700 | 155,521 | 95,752 | 59,769 | 160,889 | 97,887 | 63,002 |
| Mid Western Region | 395,461 | 253,399 | 142,062 | 404,961 | 256,539 | 148,422 | 414,929 | 259,772 | 155,157 |
| Bajura | 13,861 | 10,413 | 3,448 | 14,369 | 10,746 | 3,623 | 14,896 | 11,089 | 3,807 |
| Bajhang | 23,984 | 19,800 | 4,184 | 25,221 | 20,831 | 4,390 | 26,522 | 21,916 | 4,606 |
| Darchula | 20,986 | 11,851 | 9,135 | 21,388 | 11,807 | 9,581 | 21,812 | 11,763 | 10,049 |
| Far Western Mountain | 58,831 | 42,064 | 16,767 | 60,978 | 43,384 | 17,594 | 63,230 | 44,768 | 18,462 |
| Achham | 27,572 | 20,696 | 6,876 | 28,193 | 20,598 | 7,595 | 28,889 | 20,500 | 8,389 |
| Doti | 32,526 | 24,266 | 8,260 | 34,541 | 25,590 | 8,951 | 36,685 | 26,985 | 9,700 |
| Dadeldhura | 20,420 | 12,962 | 7,458 | 21,343 | 13,158 | 8,185 | 22,338 | 13,356 | 8,982 |
| Baitadi | 36,418 | 23,443 | 12,975 | 37,891 | 23,832 | 14,059 | 39,461 | 24,227 | 15,234 |
| Far Western Hill | 116,936 | 81,367 | 35,569 | 121,968 | 83,178 | 38,790 | 127,373 | 85,068 | 42,305 |
| Kailali | 74,904 | 46,890 | 28,014 | 81,643 | 50,109 | 31,534 | 89,046 | 53,549 | 35,497 |
| Kanchanpur | 60,483 | 35,106 | 25,377 | 65,563 | 37,149 | 28,414 | 71,125 | 39,311 | 31,814 |
| Far Western Terai | 135,387 | 81,996 | 53,391 | 147,206 | 87,258 | 59,948 | 160,171 | 92,860 | 67,311 |
| Far Western region | 311,154 | 205,427 | 105,727 | 330,152 | 213,820 | 116,332 | 350,774 | 222,696 | 128,078 |
| NEPAL | 3,505,866 | 2,065,357 | 1,440,509 | 3,639,157 | 2,121,674 | 1,517,483 | 3,781,257 | 2,181,182 | 1,600,075 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|-------------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2000 | | | 2001 | | | 2002 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Taplejung | 32,778 | 17,435 | 15,343 | 33,782 | 17,841 | 15,941 | 34,818 | 18,256 | 16,562 |
| Sankhuwasabha | 32,625 | 17,577 | 15,048 | 32,924 | 17,597 | 15,327 | 33,229 | 17,617 | 15,612 |
| Solukhumbu | 22,994 | 12,114 | 10,880 | 23,844 | 12,307 | 11,537 | 24,736 | 12,502 | 12,234 |
| Eastern Mountain | 88,397 | 47,126 | 41,271 | 90,550 | 47,745 | 42,805 | 92,783 | 48,375 | 44,408 |
| Panchthar | 53,129 | 26,253 | 26,876 | 55,678 | 26,965 | 28,713 | 58,372 | 27,697 | 30,675 |
| Ilam | 65,719 | 32,723 | 32,996 | 68,113 | 33,543 | 34,570 | 70,603 | 34,384 | 36,219 |
| Dhankuta | 33,731 | 16,735 | 16,996 | 34,362 | 16,789 | 17,573 | 35,011 | 16,843 | 18,168 |
| Terahthum | 24,711 | 12,722 | 11,989 | 24,959 | 12,850 | 12,109 | 25,208 | 12,978 | 12,230 |
| Bhojpur | 49,455 | 24,803 | 24,652 | 51,576 | 25,377 | 26,199 | 53,808 | 25,964 | 27,844 |
| Okhaldhunga | 27,480 | 16,490 | 10,990 | 27,755 | 16,655 | 11,100 | 28,033 | 16,822 | 11,211 |
| Khotang | 54,235 | 32,103 | 22,132 | 56,184 | 33,203 | 22,981 | 58,202 | 34,339 | 23,863 |
| Udaypur | 36,785 | 22,003 | 14,782 | 37,153 | 22,223 | 14,930 | 37,525 | 22,445 | 15,080 |
| Esatern Hill | 345,245 | 183,832 | 161,413 | 355,780 | 187,605 | 168,175 | 366,762 | 191,472 | 175,290 |
| Jhapa | 133,725 | 70,151 | 63,574 | 137,864 | 72,112 | 65,752 | 142,132 | 74,128 | 68,004 |
| Morang | 150,102 | 91,516 | 58,586 | 157,129 | 96,315 | 60,814 | 164,494 | 101,366 | 63,128 |
| Sunsari | 99,397 | 53,165 | 46,232 | 106,048 | 55,768 | 50,280 | 113,180 | 58,498 | 54,682 |
| Saptari | 53,597 | 34,383 | 19,214 | 53,836 | 34,206 | 19,630 | 54,085 | 34,031 | 20,054 |
| Siraha | 54,275 | 32,652 | 21,623 | 54,642 | 32,076 | 22,566 | 55,060 | 31,510 | 23,550 |
| Eastern Terai | 491,096 | 281,867 | 209,229 | 509,519 | 290,477 | 219,042 | 528,951 | 299,533 | 229,418 |
| Eastern Region | 924,738 | 512,825 | 411,913 | 955,849 | 525,827 | 430,022 | 988,496 | 539,380 | 449,116 |
| Dolakha | 38,242 | 24,536 | 13,706 | 38,880 | 24,822 | 14,058 | 39,531 | 25,112 | 14,419 |
| Sindhupalchowk | 55,084 | 32,053 | 23,031 | 56,963 | 32,620 | 24,343 | 58,927 | 33,198 | 25,729 |
| Rasuwa | 6,265 | 3,953 | 2,312 | 6,327 | 3,992 | 2,335 | 6,391 | 4,032 | 2,359 |
| Central Mountain | 99,591 | 60,542 | 39,049 | 102,170 | 61,434 | 40,736 | 104,849 | 62,342 | 42,507 |
| Sibdhuli | 44,203 | 27,410 | 16,793 | 45,221 | 27,925 | 17,296 | 46,265 | 28,450 | 17,815 |
| Ramechhap | 89,492 | 58,216 | 31,276 | 102,930 | 66,949 | 35,981 | 118,386 | 76,993 | 41,393 |
| Kavrepalanchowk | 79,011 | 44,494 | 34,517 | 81,017 | 45,111 | 35,906 | 83,088 | 45,737 | 37,351 |
| Nuwakot | 66,120 | 36,477 | 29,643 | 70,477 | 38,063 | 32,414 | 75,161 | 39,717 | 35,444 |
| Dhading | 67,668 | 36,071 | 31,597 | 70,880 | 37,048 | 33,832 | 74,275 | 38,050 | 36,225 |
| Makawanpur | 65,122 | 39,121 | 26,001 | 67,582 | 40,630 | 26,952 | 70,135 | 42,197 | 27,938 |
| Central Hill | 411,616 | 241,789 | 69,827 | 438,107 | 255,726 | 182,381 | 467,310 | 271,144 | 196,166 |
| Dhanusha | 78,404 | 50,477 | 27,927 | 82,164 | 52,141 | 30,023 | 86,135 | 53,859 | 32,276 |
| Mahottari | 55,616 | 37,749 | 17,867 | 57,404 | 38,631 | 18,773 | 59,257 | 39,534 | 19,723 |
| Sarlahi | 62,578 | 41,993 | 20,585 | 64,500 | 42,944 | 21,556 | 66,490 | 43,918 | 22,572 |
| Rautathat | 59,260 | 42,081 | 17,179 | 62,848 | 44,380 | 18,468 | 66,660 | 46,805 | 19,855 |
| Bara | 44,884 | 33,742 | 11,142 | 45,332 | 34,079 | 11,253 | 45,786 | 34,420 | 11,366 |
| Parsa | 62,718 | 35,213 | 27,505 | 66,484 | 35,677 | 30,807 | 70,653 | 36,148 | 34,505 |
| Chitwan | 80,287 | 39,855 | 40,432 | 82,182 | 40,455 | 41,727 | 84,128 | 41,064 | 43,064 |
| Central Terai | 443,747 | 281,110 | 162,637 | 460,914 | 288,307 | 172,607 | 479,109 | 295,748 | 183,361 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|-----------------------------|-------------------------------------|----------------|----------------|------------------|----------------|----------------|------------------|----------------|----------------|
| | 2000 | | | 2001 | | | 2002 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Lalitpur | 62,172 | 25,732 | 36,440 | 63,810 | 25,267 | 38,543 | 65,580 | 24,811 | 40,769 |
| Bhaktapur | 29,768 | 14,908 | 14,860 | 30,066 | 15,057 | 15,009 | 30,366 | 15,207 | 15,159 |
| Kathmandu | 205,626 | 110,704 | 94,922 | 220,232 | 118,520 | 101,712 | 235,876 | 126,889 | 08,987 |
| Kathmandu Valley | 297,566 | 151,344 | 146,222 | 314,108 | 158,844 | 155,264 | 331,822 | 166,907 | 164,915 |
| Central Region | 1,252,520 | 734,785 | 517,735 | 1,315,299 | 764,311 | 550,988 | 1,383,090 | 796,141 | 586,949 |
| Manang | 992 | 507 | 485 | 1,001 | 512 | 489 | 1,011 | 517 | 494 |
| Mustang | 2,213 | 1,142 | 1,071 | 2,236 | 1,154 | 1,082 | 2,258 | 1,165 | 1,093 |
| Western Mountain | 3,205 | 1,649 | 1,556 | 3,237 | 1,666 | 1,571 | 3,269 | 1,682 | 1,587 |
| Gorkha | 79,323 | 46,712 | 32,611 | 82,445 | 48,782 | 33,663 | 85,692 | 50,944 | 34,748 |
| Lamjung | 45,194 | 22,006 | 23,188 | 46,157 | 22,149 | 24,008 | 47,150 | 22,293 | 24,857 |
| Tanahnu | 72,539 | 38,461 | 34,078 | 73,264 | 38,845 | 34,419 | 73,997 | 39,234 | 34,763 |
| Syanjya | 116,816 | 60,268 | 56,548 | 123,431 | 63,619 | 59,812 | 130,419 | 67,156 | 63,263 |
| Kaski | 69,407 | 34,430 | 34,977 | 69,770 | 34,424 | 35,346 | 70,137 | 34,418 | 35,719 |
| Myaagdi | 23,306 | 11,930 | 11,376 | 23,565 | 11,878 | 11,687 | 23,833 | 11,826 | 12,007 |
| Parbat | 40,420 | 17,761 | 22,659 | 40,808 | 17,303 | 23,505 | 41,238 | 16,856 | 24,382 |
| Baglung | 95,650 | 43,935 | 51,715 | 104,048 | 45,568 | 58,480 | 113,392 | 47,262 | 66,130 |
| Gulmi | 73,310 | 37,511 | 35,799 | 75,186 | 38,184 | 37,002 | 77,116 | 38,869 | 38,247 |
| Palpa | 88,750 | 44,963 | 43,787 | 93,699 | 47,023 | 46,676 | 98,934 | 49,178 | 49,756 |
| Argakhanchi | 54,828 | 26,401 | 28,427 | 56,493 | 26,813 | 29,680 | 58,219 | 27,230 | 30,989 |
| Western Hill | 759,543 | 384,378 | 375,165 | 788,866 | 394,588 | 394,278 | 820,127 | 405,266 | 414,861 |
| Nawalparasi | 80,948 | 45,141 | 35,807 | 82,786 | 45,483 | 37,303 | 84,691 | 45,829 | 38,862 |
| Rupendehi | 72,507 | 41,373 | 31,134 | 73,710 | 41,263 | 32,447 | 74,967 | 41,153 | 33,814 |
| Kapilvastu | 40,876 | 28,778 | 12,098 | 41,284 | 29,065 | 12,219 | 41,697 | 29,356 | 12,341 |
| Western Terai | 194,331 | 115,292 | 79,039 | 197,780 | 115,811 | 81,969 | 201,355 | 116,338 | 85,017 |
| Western Region | 957,079 | 501,319 | 455,760 | 989,883 | 512,065 | 477,818 | 1,024,751 | 523,286 | 501,465 |
| Dolpa | 6,713 | 4,358 | 2,355 | 6,857 | 4,462 | 2,395 | 7,005 | 4,569 | 2,436 |
| Jumla | 8,465 | 6,504 | 1,961 | 8,480 | 6,467 | 2,013 | 8,497 | 6,431 | 2,066 |
| Kalikot | 10,053 | 8,024 | 2,029 | 10,112 | 8,061 | 2,051 | 10,171 | 8,098 | 2,073 |
| Mugu | 3,919 | 3,235 | 684 | 3,958 | 3,267 | 691 | 3,998 | 3,300 | 698 |
| Humla | 4,091 | 3,284 | 807 | 4,132 | 3,317 | 815 | 4,173 | 3,350 | 823 |
| Mid Western Mountain | 33,241 | 25,405 | 7,836 | 33,539 | 25,574 | 7,965 | 33,844 | 25,748 | 8,096 |
| Pyuthan | 30,306 | 17,013 | 13,293 | 30,550 | 16,830 | 13,720 | 30,809 | 16,648 | 14,161 |
| Rolpa | 24,895 | 17,765 | 7,130 | 25,144 | 17,943 | 7,201 | 25,395 | 18,122 | 7,273 |
| Rukum | 23,437 | 14,881 | 8,556 | 23,687 | 14,723 | 8,964 | 23,957 | 14,566 | 9,391 |
| Salyan | 40,856 | 23,111 | 17,745 | 43,030 | 23,585 | 19,445 | 45,378 | 24,070 | 21,308 |
| Surkhet | 52,355 | 29,720 | 22,635 | 52,879 | 30,018 | 22,861 | 53,408 | 30,318 | 23,090 |
| Dailekha | 38,372 | 23,998 | 14,374 | 39,610 | 24,258 | 15,352 | 40,917 | 24,521 | 16,396 |
| Jajarkot | 15,434 | 11,114 | 4,320 | 15,589 | 11,226 | 4,363 | 15,744 | 11,338 | 4,406 |
| Mid Western Hill | 225,655 | 137,602 | 88,053 | 230,489 | 138,583 | 91,906 | 235,608 | 139,583 | 6,025 |

| Table2 | Enrollment Projection by Sex | | | | | | | | |
|-----------------------------|-------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | 2000 | | | 2001 | | | 2002 | | |
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| Dang | 69,358 | 39,412 | 29,946 | 71,490 | 40,005 | 31,485 | 73,710 | 40,607 | 33,103 |
| Banke | 41,686 | 23,972 | 17,714 | 42,886 | 24,120 | 18,766 | 44,148 | 24,268 | 19,880 |
| Bardiya | 55,458 | 36,706 | 18,752 | 57,996 | 38,240 | 19,756 | 60,653 | 39,839 | 20,814 |
| Mid Western Terai | 166,502 | 100,090 | 66,412 | 172,372 | 102,365 | 70,007 | 178,511 | 104,714 | 73,797 |
| Mid Western Region | 425,398 | 263,097 | 162,301 | 436,400 | 266,522 | 169,878 | 447,963 | 270,045 | 177,918 |
| Bajura | 15,444 | 11,443 | 4,001 | 16,013 | 11,808 | 4,205 | 16,603 | 12,185 | 4,418 |
| Bajhang | 27,891 | 23,058 | 4,833 | 29,330 | 24,259 | 5,071 | 30,844 | 25,523 | 5,321 |
| Darchula | 22,258 | 11,719 | 10,539 | 22,728 | 11,675 | 11,053 | 23,223 | 11,631 | 11,592 |
| Far Western Mountain | 65,593 | 46,220 | 19,373 | 68,071 | 47,742 | 20,329 | 70,670 | 49,339 | 21,331 |
| Achham | 29,667 | 20,402 | 9,265 | 30,538 | 20,305 | 10,233 | 31,510 | 20,208 | 11,302 |
| Doti | 38,967 | 28,456 | 10,511 | 41,398 | 30,008 | 11,390 | 43,987 | 31,644 | 12,343 |
| Dadeldhura | 23,414 | 13,557 | 9,857 | 24,579 | 13,762 | 10,817 | 25,840 | 13,969 | 11,871 |
| Baitadi | 41,137 | 24,629 | 16,508 | 42,925 | 25,037 | 17,888 | 44,835 | 25,452 | 19,383 |
| Far Western Hill | 133,185 | 87,044 | 46,141 | 139,440 | 89,112 | 50,328 | 146,172 | 91,273 | 54,899 |
| Kailali | 97,182 | 57,224 | 39,958 | 106,132 | 61,152 | 44,980 | 115,983 | 65,350 | 50,633 |
| Kanchanpur | 77,221 | 41,599 | 35,622 | 83,906 | 44,021 | 39,885 | 91,241 | 46,583 | 44,658 |
| Far Western Terai | 174,403 | 98,823 | 75,580 | 190,038 | 105,173 | 84,865 | 207,224 | 111,933 | 95,291 |
| Far Western region | 373,181 | 232,087 | 141,094 | 397,549 | 242,027 | 155,522 | 424,066 | 252,545 | 171,521 |
| NEPAL | 3,932,916 | 2,244,113 | 1,688,803 | 4,094,980 | 2,310,752 | 1,784,228 | 4,268,366 | 2,381,397 | 1,886,969 |

| Table3 | School Projection | | | | | | | | | |
|-------------------------|-------------------|----------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 1995 | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| | School | Student | SS Ratio | | | | | | | |
| Taplejung | 232 | 28,215 | 122 | 239 | 246 | 254 | 262 | 270 | 278 | 286 |
| Sankhuwasabha | 286 | 31,205 | 109 | 289 | 291 | 294 | 296 | 299 | 302 | 305 |
| Solukhumbu | 238 | 19,312 | 81 | 246 | 255 | 264 | 273 | 283 | 294 | 305 |
| Eastern Mountain | 756 | 78,732 | 104 | 774 | 792 | 812 | 831 | 852 | 874 | 896 |
| Panchthar | 287 | 42,278 | 147 | 300 | 314 | 329 | 344 | 361 | 378 | 396 |
| Ilam | 340 | 55,053 | 162 | 352 | 365 | 378 | 392 | 406 | 421 | 436 |
| Dhankuta | 262 | 30,854 | 118 | 267 | 271 | 276 | 281 | 286 | 292 | 297 |
| Terahthum | 202 | 23,512 | 116 | 204 | 206 | 208 | 210 | 212 | 214 | 217 |
| Bhojpur | 318 | 40,303 | 127 | 331 | 345 | 359 | 374 | 390 | 407 | 425 |
| Okhaldhunga | 251 | 26,147 | 104 | 254 | 256 | 259 | 261 | 264 | 266 | 269 |
| Khotang | 348 | 45,465 | 131 | 360 | 373 | 387 | 401 | 415 | 430 | 445 |
| Udaypur | 285 | 35,000 | 123 | 288 | 291 | 294 | 297 | 300 | 303 | 306 |
| Esatern Hill | 2,293 | 298,612 | 130 | 2,356 | 2,421 | 2,490 | 2,560 | 2,634 | 2,711 | 2,791 |
| Jhapa | 395 | 114,838 | 291 | 407 | 420 | 433 | 446 | 460 | 474 | 489 |
| Morang | 546 | 119,489 | 219 | 571 | 598 | 626 | 655 | 686 | 718 | 752 |
| Sunsari | 303 | 72,250 | 238 | 323 | 344 | 367 | 391 | 417 | 445 | 475 |
| Saptari | 266 | 52,543 | 198 | 267 | 268 | 269 | 270 | 271 | 273 | 274 |
| Siraha | 320 | 53,159 | 166 | 321 | 322 | 323 | 325 | 327 | 329 | 331 |
| Eastern Terai | 1,830 | 412,279 | 225 | 1,889 | 1,952 | 2,018 | 2,087 | 2,161 | 2,239 | 2,321 |
| Eastern Region | 4,879 | 789,623 | 162 | 5,019 | 5,165 | 5,320 | 5,478 | 5,647 | 5,824 | 6,008 |
| Dolakha | 306 | 35,226 | 115 | 311 | 316 | 321 | 327 | 332 | 338 | 343 |
| Sindhupalchowk | 390 | 46,818 | 120 | 403 | 416 | 430 | 444 | 459 | 475 | 491 |
| Rasuwa | 88 | 5,961 | 68 | 89 | 90 | 91 | 92 | 92 | 93 | 94 |
| Central Mountain | 784 | 88,005 | 112 | 803 | 822 | 842 | 863 | 883 | 906 | 928 |
| Sibdhuli | 373 | 39,460 | 106 | 382 | 390 | 399 | 408 | 418 | 427 | 437 |
| Ramechhap | 342 | 44,463 | 130 | 393 | 452 | 520 | 598 | 688 | 792 | 911 |
| Kavrepalanchowk | 442 | 69,870 | 158 | 453 | 464 | 476 | 488 | 500 | 513 | 526 |
| Nuwakot | 398 | 48,446 | 122 | 423 | 450 | 479 | 510 | 543 | 579 | 617 |
| Dhading | 448 | 54,014 | 121 | 468 | 490 | 512 | 536 | 561 | 588 | 616 |
| Makawanpur | 398 | 54,101 | 136 | 413 | 429 | 445 | 462 | 479 | 497 | 516 |
| Central Hill | 2,401 | 310,354 | 129 | 2,532 | 2,675 | 2,831 | 3,002 | 3,189 | 3,396 | 3,623 |
| Dhanusha | 274 | 62,372 | 228 | 287 | 300 | 314 | 329 | 344 | 361 | 378 |
| Mahottari | 222 | 47,588 | 214 | 229 | 236 | 244 | 251 | 259 | 268 | 276 |
| Sarlahi | 300 | 53,890 | 180 | 309 | 318 | 328 | 339 | 348 | 359 | 370 |
| Rautathat | 226 | 44,216 | 196 | 240 | 254 | 269 | 286 | 303 | 321 | 341 |
| Bara | 273 | 42,705 | 156 | 276 | 278 | 281 | 284 | 287 | 290 | 293 |
| Parsa | 258 | 48,583 | 188 | 270 | 284 | 299 | 315 | 333 | 353 | 375 |
| Chitwan | 344 | 71,521 | 208 | 352 | 360 | 369 | 377 | 386 | 395 | 405 |
| Central Terai | 1,897 | 370,875 | 196 | 1,963 | 2,030 | 2,104 | 2,181 | 2,260 | 2,347 | 2,438 |

| Table3 | School Projection | | | | | | | | | |
|-----------------------------|-------------------|----------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 1995 | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| | School | Student | SS Ratio | | | | | | | |
| Lalitpur | 276 | 55,707 | 202 | 281 | 287 | 294 | 301 | 308 | 316 | 325 |
| Bhaktapur | 158 | 28,323 | 179 | 160 | 161 | 163 | 164 | 166 | 168 | 169 |
| Kathmandu | 687 | 145,901 | 212 | 736 | 788 | 844 | 904 | 968 | 1,037 | 1,111 |
| Kathmandu Valley | 1,121 | 229,931 | 205 | 1,177 | 1,236 | 1,301 | 1,369 | 1,442 | 1,521 | 1,605 |
| Central Region | 6,203 | 999,165 | 161 | 6,475 | 6,763 | 7,078 | 7,415 | 7,774 | 8,170 | 8,594 |
| Manang | 27 | 943 | 35 | 27 | 28 | 28 | 28 | 28 | 29 | 29 |
| Mustang | 64 | 2,106 | 33 | 65 | 65 | 66 | 67 | 67 | 68 | 69 |
| Western Mountain | 91 | 3,049 | 34 | 92 | 93 | 94 | 95 | 95 | 97 | 98 |
| Gorkha | 440 | 65,433 | 149 | 457 | 475 | 494 | 513 | 533 | 554 | 576 |
| Lamjung | 344 | 40,795 | 119 | 351 | 358 | 366 | 373 | 381 | 389 | 398 |
| Tanahnu | 491 | 69,018 | 141 | 496 | 501 | 506 | 511 | 516 | 521 | 526 |
| Syanjya | 496 | 88,697 | 179 | 524 | 554 | 585 | 618 | 653 | 690 | 729 |
| Kaski | 454 | 67,650 | 149 | 456 | 459 | 461 | 463 | 466 | 468 | 471 |
| Myaagdi | 195 | 22,132 | 113 | 197 | 199 | 201 | 203 | 205 | 208 | 210 |
| Parbat | 268 | 39,108 | 146 | 269 | 271 | 273 | 275 | 277 | 280 | 283 |
| Baglung | 420 | 64,573 | 154 | 453 | 489 | 529 | 573 | 622 | 677 | 738 |
| Gulmi | 428 | 64,662 | 151 | 439 | 450 | 461 | 473 | 485 | 498 | 510 |
| Palpa | 391 | 67,750 | 173 | 413 | 435 | 460 | 485 | 512 | 541 | 571 |
| Argakhanchi | 299 | 47,348 | 158 | 308 | 317 | 326 | 336 | 346 | 357 | 368 |
| Western Hill | 4,226 | 637,166 | 151 | 4,363 | 4,508 | 4,662 | 4,823 | 4,996 | 5,183 | 5,380 |
| Nawalparasi | 342 | 72,646 | 212 | 349 | 357 | 365 | 373 | 381 | 390 | 399 |
| Rupendehi | 271 | 67,252 | 248 | 275 | 279 | 283 | 288 | 292 | 297 | 302 |
| Kapilvastu | 230 | 38,892 | 169 | 232 | 235 | 237 | 239 | 242 | 244 | 247 |
| Western Terai | 843 | 178,790 | 212 | 856 | 871 | 885 | 900 | 915 | 931 | 948 |
| Western Region | 5,160 | 819,005 | 159 | 5,311 | 5,472 | 5,641 | 5,818 | 6,006 | 6,211 | 6,426 |
| Dolpa | 104 | 6,034 | 58 | 106 | 109 | 111 | 113 | 116 | 118 | 121 |
| Jumla | 110 | 8,411 | 76 | 110 | 110 | 110 | 111 | 111 | 111 | 111 |
| Kalikot | 127 | 9,766 | 77 | 128 | 128 | 129 | 130 | 131 | 132 | 132 |
| Mugu | 100 | 3,729 | 37 | 101 | 102 | 103 | 104 | 05 | 106 | 107 |
| Humla | 90 | 3,893 | 43 | 91 | 92 | 93 | 94 | 95 | 96 | 96 |
| Mid Western Mountain | 531 | 31,833 | 60 | 536 | 541 | 546 | 552 | 558 | 563 | 567 |
| Pyuthan | 244 | 29,312 | 120 | 245 | 247 | 249 | 250 | 252 | 254 | 256 |
| Rolpa | 266 | 23,687 | 89 | 269 | 271 | 274 | 277 | 280 | 282 | 285 |
| Rukum | 224 | 22,480 | 100 | 226 | 227 | 229 | 231 | 234 | 236 | 239 |
| Salyan | 288 | 32,108 | 111 | 301 | 316 | 332 | 348 | 366 | 386 | 407 |
| Surkhet | 378 | 49,814 | 132 | 382 | 386 | 389 | 393 | 397 | 401 | 405 |
| Dailekha | 265 | 33,082 | 125 | 273 | 281 | 289 | 298 | 307 | 317 | 328 |
| Jajarkot | 217 | 14,685 | 68 | 219 | 221 | 224 | 226 | 228 | 230 | 233 |
| Mid Western Hill | 1,882 | 205,168 | 109 | 1,915 | 1,949 | 1,986 | 2,023 | 2,064 | 2,106 | 2,153 |

| Table3 | School Projection | | | | | | | | | |
|----------------------|-------------------|-----------|----------|----------|--------|----------|--------|----------|--------|--------|
| | 1995 | | | 19961997 | | 19981999 | | 20002001 | | 2002 |
| | School | Student | SS Ratio | | | | | | | |
| Dang | 301 | 59,884 | 199 | 310 | 319 | 328 | 338 | 349 | 359 | 370 |
| Banke | 218 | 36,526 | 168 | 224 | 229 | 236 | 242 | 249 | 256 | 263 |
| Bardiya | 177 | 44,356 | 251 | 185 | 194 | 202 | 212 | 221 | 231 | 242 |
| Mid Western Terai | 696 | 140,766 | 202 | 719 | 742 | 766 | 792 | 819 | 846 | 875 |
| Mid Western Region | 3,109 | 377,767 | 122 | 3,170 | 3,232 | 3,298 | 3,367 | 3,441 | 3,515 | 3,595 |
| Bajura | 164 | 12,901 | 79 | 170 | 176 | 183 | 189 | 196 | 204 | 211 |
| Bajhang | 226 | 21,688 | 96 | 238 | 250 | 263 | 276 | 291 | 306 | 321 |
| Darchula | 230 | 20,245 | 88 | 234 | 238 | 243 | 248 | 253 | 258 | 264 |
| Far Western Mountain | 620 | 54,834 | 88 | 642 | 664 | 689 | 713 | 740 | 768 | 796 |
| Achham | 239 | 26,532 | 111 | 243 | 248 | 254 | 260 | 267 | 275 | 284 |
| Doti | 231 | 28,856 | 125 | 245 | 260 | 277 | 294 | 312 | 331 | 352 |
| Dadeldhura | 170 | 18,773 | 110 | 177 | 185 | 193 | 202 | 212 | 223 | 234 |
| Baitadi | 307 | 33,735 | 110 | 319 | 331 | 345 | 359 | 374 | 391 | 408 |
| Far Western Hill | 947 | 107,896 | 114 | 984 | 1,024 | 1,069 | 1,115 | 1,165 | 1,220 | 1,278 |
| Kailali | 368 | 63168 | 172 | 401 | 436 | 476 | 519 | 566 | 618 | 676 |
| Kanchanpur | 187 | 51592 | 276 | 202 | 219 | 238 | 258 | 280 | 304 | 331 |
| Far Western Terai | 555 | 114,760 | 207 | 603 | 655 | 714 | 777 | 846 | 922 | 1,007 |
| Far Western region | 2,122 | 277,490 | 131 | 2,229 | 2,343 | 2,472 | 2,605 | 2,751 | 2,910 | 3,081 |
| NEPAL | 21,473 | 3,263,050 | 152 | 22,204 | 22,975 | 23,809 | 24,683 | 25,619 | 26,630 | 27,704 |

| Table4 | Teacher Projection | | | | | | |
|-------------------------|---------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Taplejung | 956 | 985 | 1,015 | 1,046 | 1,078 | 1,111 | 1,145 |
| Sankhuwasabha | 1,154 | 1,164 | 1,175 | 1,185 | 1,196 | 1,207 | 1,218 |
| Solukhumbu | 985 | 1,019 | 1,056 | 1,094 | 1,134 | 1,175 | 1,219 |
| Eastern Mountain | 3,095 | 3,168 | 3,246 | 3,325 | 3,408 | 3,493 | 3,582 |
| Panchthar | 1,201 | 1,256 | 1,315 | 1,377 | 1,443 | 1,512 | 1,585 |
| Ilam | 1,409 | 1,459 | 1,512 | 1,567 | 1,623 | 1,683 | 1,744 |
| Dhankuta | 1,066 | 1,085 | 1,105 | 1,125 | 1,146 | 1,167 | 1,189 |
| Terahthum | 816 | 824 | 832 | 841 | 849 | 858 | 866 |
| Bhojpur | 1,324 | 1,379 | 1,437 | 1,497 | 1,561 | 1,628 | 1,698 |
| Okhaldhunga | 1,014 | 1,024 | 1,034 | 1,045 | 1,055 | 1,066 | 1,076 |
| Khotang | 1,442 | 1,494 | 1,547 | 1,603 | 1,661 | 1,720 | 1,782 |
| Udaypur | 1,151 | 1,163 | 1,175 | 1,186 | 1,198 | 1,210 | 1,222 |
| Esatern Hill | 9,423 | 9,684 | 9,957 | 10,241 | 10,536 | 10,844 | 11,162 |
| Jhapa | 1,629 | 1,679 | 1,731 | 1,785 | 1,840 | 1,897 | 1,956 |
| Morang | 2,286 | 2,392 | 2,504 | 2,621 | 2,744 | 2,872 | 3,007 |
| Sunsari | 1,291 | 1,376 | 1,466 | 1,563 | 1,667 | 1,779 | 1,899 |
| Saptari | 1,068 | 1,072 | 1,076 | 1,081 | 1,085 | 1,090 | 1,095 |
| Siraha | 1,283 | 1,287 | 1,293 | 1,299 | 1,307 | 1,316 | 1,326 |
| Eastern Terai | 7,557 | 7,806 | 8,070 | 8,349 | 8,643 | 8,954 | 9,283 |
| Eastern Region | 20,075 | 20,658 | 21,273 | 21,915 | 22,587 | 23,291 | 24,027 |
| Dolakha | 1,244 | 1,265 | 1,286 | 1,307 | 1,329 | 1,351 | 1,374 |
| Sindhupalnchowk | 1,610 | 1,663 | 1,718 | 1,775 | 1,835 | 1,898 | 1,963 |
| Rasuwa | 356 | 359 | 363 | 366 | 370 | 374 | 377 |
| Central Mountain | 3,210 | 3,287 | 3,367 | 3,448 | 3,534 | 3,623 | 3,714 |
| Sibdhuli | 1,526 | 1,561 | 1,597 | 1,634 | 1,671 | 1,710 | 1,749 |
| Ramechhap | 1,573 | 1,810 | 2,081 | 2,394 | 2,753 | 3,167 | 3,642 |
| Kavrepalanchowk | 1,811 | 1,856 | 1,902 | 1,950 | 1,999 | 2,050 | 2,102 |
| Nuwakot | 1,692 | 1,800 | 1,916 | 2,040 | 2,173 | 2,316 | 2,470 |
| Dhading | 1,873 | 1,959 | 2,049 | 2,144 | 2,245 | 2,352 | 2,464 |
| Makawanpur | 1,652 | 1,715 | 1,779 | 1,847 | 1,916 | 1,989 | 2,064 |
| Central Hill | 10,127 | 10,701 | 11,324 | 12,009 | 12,757 | 13,584 | 14,491 |
| Dhanusha | 1,147 | 1,200 | 1,256 | 1,315 | 1,378 | 1,444 | 1,514 |
| Mahottari | 916 | 945 | 975 | 1,006 | 1,038 | 1,071 | 1,106 |
| Sarlahi | 1,236 | 1,273 | 1,312 | 1,352 | 1,393 | 1,436 | 1,481 |
| Rautathat | 958 | 1,016 | 1,077 | 1,142 | 1,212 | 1,285 | 1,363 |
| Bara | 1,103 | 1,114 | 1,125 | 1,136 | 1,148 | 1,159 | 1,171 |
| Parsa | 1,081 | 1,135 | 1,194 | 1,260 | 1,332 | 1,412 | 1,501 |
| Chitwan | 1,408 | 1,441 | 1,475 | 1,509 | 1,545 | 1,591 | 1,619 |
| Central Terai | 7,849 | 8,124 | 8,414 | 8,720 | 9,046 | 9,398 | 9,755 |
| Lalitpur | 1,125 | 1,149 | 1,174 | 1,202 | 1,232 | 1,265 | 1,300 |
| Bhaktapur | 638 | 645 | 651 | 658 | 664 | 671 | 678 |
| Kathmandu | 2,943 | 3,152 | 3,376 | 3,616 | 3,873 | 4,148 | 4,443 |
| Kathmandu Valley | 4,706 | 4,946 | 5,201 | 5,476 | 5,769 | 6,084 | 6,421 |
| Central Region | 25,892 | 27,058 | 28,306 | 29,653 | 31,106 | 32,689 | 34,381 |
| Manang | 109 | 110 | 111 | 112 | 114 | 115 | 116 |
| Mustang | 259 | 261 | 264 | 266 | 269 | 272 | 274 |
| Western Mountain | 368 | 371 | 375 | 378 | 383 | 387 | 390 |
| Gorkha | 1,829 | 1,901 | 1,975 | 2,053 | 2,134 | 2,218 | 2,305 |
| Lamjung | 1,404 | 1,433 | 1,462 | 1,493 | 1,524 | 1,557 | 1,590 |

| Table4 | Teacher Projection | | | | | | |
|-----------------------------|---------------------------|---------------|---------------|---------------|----------------|----------------|----------------|
| | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Tanahnu | 1,984 | 2,003 | 2,024 | 2,044 | 2,064 | 2,085 | 2,106 |
| Syanja | 2,096 | 2,215 | 2,340 | 2,473 | 2,613 | 2,761 | 2,917 |
| Kaski | 1,825 | 1,835 | 1,844 | 1,854 | 1,863 | 1,873 | 1,883 |
| Myaagdi | 788 | 796 | 804 | 813 | 821 | 830 | 840 |
| Parbat | 1,077 | 1,083 | 1,090 | 1,099 | 1,108 | 1,119 | 1,130 |
| Baglung | 1,811 | 1,955 | 2,115 | 2,292 | 2,489 | 2,707 | 2,950 |
| Gulmi | 1,755 | 1,800 | 1,846 | 1,893 | 1,941 | 1,991 | 2,042 |
| Palpa | 1,650 | 1,742 | 1,839 | 1,941 | 2,049 | 2,163 | 2,284 |
| Argakhanchi | 1,231 | 1,268 | 1,305 | 1,344 | 1,385 | 1,427 | 1,471 |
| Western Hill | 17,450 | 18,031 | 18,644 | 19,299 | 19,991 | 20,731 | 21,518 |
| Nawalparasi | 1,397 | 1,427 | 1,459 | 1,491 | 1,524 | 1,559 | 1,595 |
| Rupendehi | 1,099 | 1,116 | 1,132 | 1,150 | 1,169 | 1,188 | 1,208 |
| Kapilvastu | 929 | 938 | 948 | 957 | 967 | 977 | 986 |
| Western Terai | 3,425 | 3,481 | 3,539 | 3,598 | 3,660 | 3,724 | 3,789 |
| Western Region | 21,243 | 21,883 | 22,558 | 23,275 | 24,034 | 24,842 | 25,697 |
| Dolpa | 425 | 434 | 443 | 453 | 463 | 473 | 483 |
| Jumla | 440 | 441 | 441 | 442 | 443 | 444 | 444 |
| Kalikot | 511 | 514 | 517 | 520 | 523 | 526 | 529 |
| Mugu | 404 | 408 | 412 | 416 | 420 | 425 | 429 |
| Humla | 364 | 367 | 371 | 375 | 378 | 382 | 386 |
| Mid Western Mountain | 2,144 | 2,164 | 2,184 | 2,206 | 2,227 | 2,250 | 2,271 |
| Pyuthan | 982 | 988 | 994 | 1,002 | 1,009 | 1,017 | 1,026 |
| Rolpa | 1,075 | 1,085 | 1,096 | 1,107 | 1,118 | 1,129 | 1,141 |
| Rukum | 902 | 909 | 917 | 925 | 934 | 944 | 955 |
| Salyan | 1,206 | 1,264 | 1,326 | 1,394 | 1,466 | 1,544 | 1,628 |
| Surkhet | 1,527 | 1,542 | 1,558 | 1,573 | 1,589 | 1,605 | 1,621 |
| Dailekha | 1,090 | 1,123 | 1,156 | 1,192 | 1,230 | 1,269 | 1,311 |
| Jajarkot | 877 | 885 | 894 | 903 | 912 | 921 | 931 |
| Mid Western Hill | 7,659 | 7,796 | 7,941 | 8,096 | 8,258 | 8,429 | 8,613 |
| Dang | 1,239 | 1,276 | 1,314 | 1,353 | 1,394 | 1,437 | 1,482 |
| Banke | 894 | 918 | 942 | 968 | 995 | 1,024 | 1,054 |
| Bardiya | 740 | 774 | 809 | 846 | 885 | 926 | 968 |
| Mid Western Terai | 2,873 | 2,968 | 3,065 | 3,167 | 3,274 | 3,387 | 3,504 |
| Mid Western Region | 12,676 | 12,928 | 13,190 | 13,469 | 13,759 | 14,066 | 14,388 |
| Bajura | 680 | 705 | 731 | 757 | 785 | 814 | 844 |
| Bajhang | 951 | 1,000 | 1,051 | 1,106 | 1,163 | 1,223 | 1,286 |
| Darchula | 936 | 954 | 972 | 991 | 1,011 | 1,033 | 1,055 |
| Far Western Mountain | 2,567 | 2,659 | 2,754 | 2,854 | 2,959 | 3,070 | 3,185 |
| Achham | 974 | 994 | 1,016 | 1,041 | 1,069 | 1,100 | 1,135 |
| Doti | 981 | 1,042 | 1,106 | 1,175 | 1,248 | 1,326 | 1,408 |
| Dadeldhura | 709 | 740 | 773 | 809 | 848 | 890 | 936 |
| Baitadi | 1,275 | 1,326 | 1,379 | 1,436 | 1,497 | 1,563 | 1,632 |
| Far Western Hill | 3,939 | 4,102 | 4,274 | 4,461 | 4,662 | 4,879 | 5,111 |
| Kailali | 1,602 | 1745 | 1903 | 2,075 | 2265 | 2473 | 2703 |
| Kanchanpur | 810 | 877 | 951 | 1,031 | 1120 | 1216 | 1323 |
| Far Western Terai | 2,412 | 2,622 | 2,854 | 3,106 | 3,385 | 3,689 | 4,026 |
| Far Western region | 8,918 | 9,383 | 9,882 | 10,421 | 11,006 | 11,638 | 12,322 |
| NEPAL | 88,804 | 91,910 | 95,209 | 98,733 | 102,492 | 106,526 | 110,815 |

| Table5 | Teacher Projection | | | | | | | | | |
|------------------|--------------------|---------|----------|--------|--------|--------|--------|--------|--------|--------|
| | 1995 | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| | Student | Teacher | TS Ratio | | | | | | | |
| Taplejung | 28,215 | 910 | 31 | 938 | 966 | 995 | 1,026 | 1,057 | 1,090 | 1,123 |
| Sankhuwasabha | 31,205 | 972 | 32 | 981 | 989 | 998 | 1,007 | 1,016 | 1,026 | 1,035 |
| Solukhumbu | 19,312 | 688 | 28 | 712 | 737 | 763 | 790 | 819 | 849 | 881 |
| Eastern Mountain | 78,732 | 2,570 | 31 | 2,631 | 2,692 | 2,756 | 2,823 | 2,892 | 2,965 | 3,039 |
| Panchthar | 42,278 | 1,082 | 39 | 1,132 | 1,184 | 1,240 | 1,298 | 1,360 | 1,425 | 1,494 |
| Ilam | 55,053 | 1,378 | 40 | 1,427 | 1,479 | 1,532 | 1,587 | 1,645 | 1,705 | 1,767 |
| Dhankuta | 30,854 | 949 | 33 | 966 | 983 | 1,000 | 1,019 | 1,037 | 1,057 | 1,077 |
| Terathum | 23,512 | 729 | 32 | 736 | 744 | 751 | 759 | 766 | 774 | 782 |
| Bhojpur | 40,303 | 1,034 | 39 | 1,076 | 1,121 | 1,168 | 1,217 | 1,269 | 1,323 | 1,380 |
| Okhaldhunga | 26,147 | 792 | 33 | 800 | 808 | 813 | 824 | 832 | 841 | 849 |
| Khotang | 45,465 | 1,117 | 41 | 1,157 | 1,199 | 1,242 | 1,286 | 1,332 | 1,380 | 1,430 |
| Udaypur | 35,000 | 982 | 36 | 992 | 1,002 | 1,012 | 1,022 | 1,032 | 1,042 | 1,053 |
| Esatern Hill | 298,612 | 8,063 | 37 | 8,286 | 8,520 | 8,758 | 9,012 | 9,273 | 9,547 | 9,832 |
| Jhapa | 114,838 | 2,769 | 41 | 2,855 | 2,943 | 3,034 | 3,128 | 3,224 | 3,324 | 3,427 |
| Morang | 119,489 | 3,211 | 37 | 3,361 | 3,517 | 3,681 | 3,853 | 4,034 | 4,223 | 4,420 |
| Sunsari | 72,250 | 1,518 | 48 | 1,617 | 1,723 | 1,836 | 1,958 | 2,088 | 2,228 | 2,378 |
| Saptari | 52,543 | 1,200 | 44 | 1,204 | 1,209 | 1,214 | 1,219 | 1,224 | 1,230 | 1,235 |
| Siraha | 53,159 | 1,236 | 43 | 1,239 | 1,243 | 1,248 | 1,255 | 1,262 | 1,270 | 1,280 |
| Eastern Terai | 412,279 | 9,934 | 42 | 10,276 | 10,635 | 11,013 | 11,413 | 11,832 | 12,275 | 12,740 |
| Eastern Region | 789,623 | 20,567 | 38 | 21,193 | 21,847 | 22,527 | 23,248 | 23,997 | 24,787 | 25,611 |
| Dolakha | 35,226 | 1,053 | 33 | 1,070 | 1,088 | 1,106 | 1,124 | 1,143 | 1,162 | 1,182 |
| Sindhupalnchowk | 46,818 | 1,184 | 40 | 1,222 | 1,262 | 1,304 | 1,348 | 1,393 | 1,441 | 1,490 |
| Rasuwa | 5,961 | 303 | 20 | 306 | 309 | 312 | 315 | 318 | 322 | 325 |
| Central Mountain | 88,005 | 2,540 | 35 | 2,598 | 2,659 | 2,722 | 2,787 | 2,854 | 2,925 | 2,997 |
| Sibdhuli | 39,460 | 834 | 47 | 853 | 873 | 893 | 913 | 934 | 956 | 978 |
| Ramechhap | 44,463 | 872 | 51 | 1,003 | 1,154 | 1,327 | 1,526 | 1,755 | 2,019 | 2,322 |
| Kavrepalanchowk | 69,870 | 1,682 | 42 | 1,723 | 1,766 | 1,810 | 1,855 | 1,902 | 1,950 | 2,000 |
| Nuwakot | 48,446 | 1,085 | 45 | 1,153 | 1,227 | 1,306 | 1,390 | 1,481 | 1,578 | 1,683 |
| Dhading | 54,014 | 1,241 | 44 | 1,297 | 1,356 | 1,419 | 1,485 | 1,555 | 1,628 | 1,707 |
| Makawanpur | 54,101 | 1,241 | 44 | 1,288 | 1,337 | 1,387 | 1,439 | 1,494 | 1,550 | 1,609 |
| Central Hill | 310,354 | 6,955 | 45 | 7,317 | 7,713 | 8,142 | 8,608 | 9,121 | 9,681 | 10,299 |
| Dhanusha | 62,372 | 1,250 | 50 | 1,308 | 1,368 | 1,432 | 1,500 | 1,571 | 1,647 | 1,726 |
| Mahottari | 47,588 | 1,044 | 46 | 1,077 | 1,111 | 1,146 | 1,182 | 1,220 | 1,259 | 1,300 |
| Sarlahi | 53,890 | 1,169 | 46 | 1,204 | 1,241 | 1,278 | 1,317 | 1,357 | 1,399 | 1,442 |
| Rautathat | 44,216 | 967 | 46 | 1,025 | 1,087 | 1,152 | 1,222 | 1,296 | 1,374 | 1,458 |
| Bara | 42,705 | 1,116 | 38 | 1,127 | 1,138 | 1,150 | 1,161 | 1,173 | 1,185 | 1,197 |
| Parsa | 48,583 | 1,032 | 47 | 1,081 | 1,135 | 1,194 | 1,260 | 1,332 | 1,412 | 1,501 |
| Chitwan | 71,521 | 1,898 | 38 | 1,942 | 1,987 | 2,034 | 2,082 | 2,131 | 2,181 | 2,233 |
| Central Terai | 370,875 | 8,476 | 44 | 8,764 | 9,067 | 9,386 | 9,724 | 10,080 | 10,457 | 10,857 |

| Table5 | Teacher Projection | | | | | | | | | |
|-----------------------------|--------------------|---------------|-----------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 1995 | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| | Student | Teacher | TS Ratio | | | | | | | |
| Lalitpur | 55,707 | 1,816 | 31 | 1,851 | 1,890 | 1,932 | 1,977 | 2,027 | 2,080 | 2,138 |
| Bhaktapur | 28,323 | 1,027 | 28 | 1,037 | 1,048 | 1,058 | 1,069 | 1,079 | 1,090 | 1,101 |
| Kathmandu | 145,901 | 5,205 | 28 | 5,575 | 5,971 | 6,395 | 6,849 | 7,336 | 7,857 | 8,415 |
| Kathmandu Valley | 229,931 | 8,048 | 29 | 8,463 | 8,909 | 9,385 | 9,895 | 10,442 | 11,027 | 11,654 |
| Central Region | 999,165 | 26,019 | 38 | 27,142 | 28,348 | 29,635 | 31,014 | 32,497 | 34,090 | 35,807 |
| Manang | 943 | 99 | 10 | 100 | 101 | 102 | 103 | 104 | 105 | 106 |
| Mustang | 2,106 | 231 | 9 | 233 | 236 | 238 | 240 | 243 | 245 | 248 |
| Western Mountain | 3,049 | 330 | 9 | 333 | 337 | 340 | 343 | 347 | 350 | 354 |
| Gorkha | 65,433 | 1,478 | 44 | 1,536 | 1,596 | 1,659 | 1,724 | 1,792 | 1,862 | 1,936 |
| Lamjung | 40,795 | 1,214 | 34 | 1,239 | 1,264 | 1,290 | 1,317 | 1,345 | 1,374 | 1,403 |
| Tanahnu | 69,018 | 2,010 | 34 | 2,030 | 2,050 | 2,071 | 2,092 | 2,113 | 2,134 | 2,155 |
| Syanjya | 88,697 | 2,028 | 44 | 2,143 | 2,264 | 2,392 | 2,528 | 2,671 | 2,822 | 2,982 |
| Kaski | 67,650 | 1,709 | 40 | 1,718 | 1,726 | 1,735 | 1,744 | 1,753 | 1,763 | 1,772 |
| Myaagdi | 22,132 | 468 | 47 | 473 | 477 | 482 | 488 | 493 | 498 | 504 |
| Parbat | 39,108 | 1,101 | 36 | 1,106 | 1,112 | 1,120 | 1,128 | 1,138 | 1,149 | 1,161 |
| Baglung | 64,573 | 1,497 | 43 | 1,613 | 1,742 | 1,884 | 2,042 | 2,217 | 2,412 | 2,629 |
| Gulmi | 64,662 | 1,377 | 47 | 1,412 | 1,448 | 1,484 | 1,522 | 1,561 | 1,601 | 1,642 |
| Palpa | 67,750 | 1,587 | 43 | 1,675 | 1,768 | 1,866 | 1,969 | 2,079 | 2,195 | 2,317 |
| Argakhanchi | 47,348 | 1,172 | 40 | 1,206 | 1,242 | 1,279 | 1,317 | 1,357 | 1,398 | 1,441 |
| Western Hill | 637,166 | 15,641 | 41 | 16,151 | 16,689 | 17,262 | 17,871 | 18,519 | 19,208 | 19,942 |
| Nawalparasi | 72,646 | 1,421 | 51 | 1,451 | 1,483 | 1,515 | 1,549 | 1,583 | 1,619 | 1,657 |
| Rupendehi | 67,252 | 890 | 76 | 903 | 916 | 930 | 944 | 960 | 975 | 992 |
| Kapilvastu | 38,892 | 968 | 40 | 978 | 987 | 997 | 1,007 | 1,017 | 1,028 | 1,038 |
| Western Terai | 178,790 | 3,279 | 55 | 3,332 | 3,386 | 3,442 | 3,500 | 3,560 | 3,622 | 3,687 |
| Western Region | 819,005 | 19,250 | 43 | 19,816 | 20,412 | 21,044 | 21,714 | 22,426 | 23,180 | 23,983 |
| Dolpa | 6,034 | 335 | 18 | 342 | 350 | 357 | 365 | 373 | 381 | 389 |
| Jumla | 8,411 | 375 | 22 | 375 | 376 | 376 | 377 | 377 | 378 | 379 |
| Kalikot | 9,766 | 417 | 23 | 419 | 422 | 424 | 427 | 429 | 432 | 434 |
| Mugu | 3,729 | 217 | 17 | 219 | 221 | 224 | 226 | 228 | 230 | 233 |
| Humla | 3,893 | 273 | 14 | 276 | 278 | 281 | 284 | 287 | 290 | 293 |
| Mid Western Mountain | 31,833 | 1,617 | 20 | 1,631 | 1,647 | 1,662 | 1,679 | 1,694 | 1,711 | 1,728 |
| Pyuthan | 29,312 | 799 | 37 | 804 | 809 | 814 | 820 | 826 | 833 | 840 |
| Rolpa | 23,687 | 722 | 33 | 729 | 737 | 744 | 751 | 759 | 766 | 774 |
| Rukum | 22,480 | 716 | 31 | 721 | 726 | 733 | 739 | 746 | 754 | 763 |
| Salyan | 32,108 | 783 | 41 | 820 | 859 | 902 | 947 | 996 | 1,049 | 1,107 |
| Surkhet | 49,814 | 904 | 55 | 913 | 922 | 931 | 941 | 950 | 960 | 969 |
| Dailekha | 33,082 | 837 | 40 | 861 | 886 | 913 | 941 | 971 | 1,002 | 1,035 |
| Jajarkot | 14,685 | 545 | 27 | 550 | 556 | 562 | 567 | 573 | 579 | 584 |
| Mid Western Hill | 205,168 | 5,306 | 39 | 5,398 | 5,495 | 5,599 | 5,706 | 5,821 | 5,943 | 6,072 |

| Table5 | Teacher Projection | | | | | | | | | |
|-----------------------------|---------------------------|----------------|-----------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|
| | 1995 | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| | Student | Teacher | TS Ratio | | | | | | | |
| Dang | 59,884 | 1,312 | 46 | 1,350 | 1,390 | 1,432 | 1,475 | 1,520 | 1,566 | 1,615 |
| Banke | 36,526 | 908 | 40 | 931 | 955 | 981 | 1,008 | 1,036 | 1,066 | 1,097 |
| Bardiya | 44,356 | 806 | 55 | 843 | 881 | 922 | 964 | 1,008 | 1,054 | 1,102 |
| Mid Western Terai | 140,766 | 3,026 | 47 | 3,124 | 3,226 | 3,335 | 3,447 | 3,564 | 3,686 | 3,814 |
| Mid Western Region | 377,767 | 9,949 | 38 | 10,153 | 10,368 | 10,596 | 10,832 | 11,079 | 11,340 | 11,614 |
| Bajura | 12,901 | 491 | 26 | 509 | 528 | 547 | 567 | 588 | 609 | 632 |
| Bajhang | 21,688 | 826 | 26 | 869 | 913 | 961 | 1,010 | 1,062 | 1,117 | 1,175 |
| Darchula | 20,245 | 752 | 27 | 765 | 780 | 794 | 810 | 827 | 844 | 863 |
| Far Western Mountain | 54,834 | 2,069 | 27 | 2,143 | 2,221 | 2,302 | 2,387 | 2,477 | 2,570 | 2,670 |
| Achham | 26,532 | 780 | 34 | 794 | 811 | 829 | 849 | 872 | 898 | 926 |
| Doti | 28,856 | 672 | 43 | 713 | 757 | 804 | 854 | 907 | 964 | 1,024 |
| Dadeldhura | 18,773 | 548 | 34 | 571 | 596 | 623 | 652 | 683 | 717 | 754 |
| Baitadi | 33,735 | 794 | 42 | 825 | 857 | 892 | 929 | 968 | 1,010 | 1,055 |
| Far Western Hill | 107,896 | 2,794 | 39 | 2,903 | 3,021 | 3,148 | 3,284 | 3,430 | 3,589 | 3,759 |
| Kailali | 63,168 | 1004 | 63 | 1,093 | 1191 | 1298 | 1,415 | 1545 | 1687 | 1843 |
| Kanchanpur | 51,592 | 993 | 52 | 1,075 | 1164 | 1262 | 1,369 | 1486 | 1615 | 1756 |
| Far Western Terai | 114,760 | 1,997 | 57 | 2,168 | 2,355 | 2,560 | 2,784 | 3,031 | 3,302 | 3,599 |
| Far Western region | 277,490 | 6,860 | 40 | 7,214 | 7,597 | 8,010 | 8,455 | 8,938 | 9,461 | 10,028 |
| NEPAL | 3,263,050 | 82,645 | 39 | 85,518 | 88,572 | 91,812 | 95,263 | 98,937 | 102,858 | 107,043 |

| Table6 | Female Teacher Projection | | | | | | | | | |
|-------------------------|----------------------------------|------------------|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 1995 | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| | Student | F.Teacher | TS Ratio | | | | | | | |
| Taplejung | 232 | 144 | 0.62 | 148 | 157 | 158 | 162 | 167 | 172 | 178 |
| Sankhuwasabha | 286 | 125 | 0.44 | 126 | 127 | 128 | 130 | 131 | 132 | 133 |
| Solukhumbu | 238 | 143 | 0.60 | 148 | 153 | 159 | 164 | 170 | 177 | 183 |
| Eastern Mountain | 756 | 412 | 0.54 | 422 | 437 | 445 | 456 | 468 | 481 | 494 |
| Panchthar | 287 | 144 | 0.50 | 151 | 158 | 165 | 173 | 181 | 190 | 199 |
| Ilam | 340 | 214 | 0.63 | 222 | 230 | 238 | 247 | 255 | 265 | 274 |
| Dhankuta | 262 | 194 | 0.74 | 197 | 201 | 205 | 208 | 212 | 216 | 220 |
| Terahthum | 202 | 108 | 0.53 | 109 | 110 | 111 | 112 | 114 | 115 | 116 |
| Bhojpur | 318 | 102 | 0.32 | 106 | 111 | 115 | 120 | 125 | 131 | 136 |
| Okhaldhunga | 251 | 146 | 0.58 | 147 | 149 | 150 | 152 | 153 | 155 | 157 |
| Khotang | 348 | 171 | 0.49 | 177 | 183 | 190 | 197 | 204 | 211 | 219 |
| Udaypur | 285 | 162 | 0.57 | 164 | 165 | 167 | 169 | 170 | 172 | 174 |
| Esatern Hill | 2,293 | 1,241 | 0.54 | 1,273 | 1,307 | 1,341 | 1,378 | 1,414 | 1,455 | 1,495 |
| Jhapa | 395 | 665 | 1.68 | 686 | 707 | 729 | 751 | 774 | 798 | 823 |
| Morang | 546 | 697 | 1.28 | 729 | 763 | 799 | 836 | 876 | 917 | 960 |
| Sunsari | 303 | 287 | 0.95 | 306 | 326 | 347 | 370 | 395 | 421 | 450 |
| Saptari | 266 | 151 | 0.57 | 152 | 152 | 153 | 153 | 154 | 155 | 155 |
| Siraha | 320 | 123 | 0.38 | 123 | 124 | 124 | 125 | 126 | 126 | 127 |
| Eastern Terai | 1,830 | 1,923 | 1.05 | 1,996 | 2,072 | 2,152 | 2,235 | 2,325 | 2,417 | 2,515 |
| Eastern Region | 4,879 | 3,576 | 0.73 | 3,691 | 3,816 | 3,938 | 4,069 | 4,207 | 4,353 | 4,504 |
| Dolakha | 306 | 151 | 0.49 | 153 | 156 | 159 | 161 | 164 | 167 | 169 |
| Sindhupalnchowk | 390 | 90 | 0.23 | 93 | 96 | 99 | 102 | 106 | 110 | 113 |
| Rasuwa | 88 | 41 | 0.47 | 41 | 42 | 42 | 43 | 43 | 44 | 44 |
| Central Mountain | 784 | 282 | 0.36 | 287 | 294 | 300 | 306 | 313 | 321 | 326 |
| Sibdhuli | 373 | 104 | 0.28 | 106 | 109 | 111 | 114 | 116 | 119 | 122 |
| Ramechhap | 342 | 89 | 0.26 | 102 | 118 | 135 | 156 | 179 | 206 | 237 |
| Kavrepalanchowk | 442 | 294 | 0.67 | 301 | 309 | 316 | 324 | 332 | 341 | 350 |
| Nuwakot | 398 | 124 | 0.31 | 132 | 140 | 149 | 159 | 169 | 180 | 192 |
| Dhading | 448 | 141 | 0.31 | 147 | 154 | 161 | 169 | 177 | 185 | 194 |
| Makawanpur | 398 | 210 | 0.53 | 218 | 226 | 235 | 244 | 253 | 262 | 272 |
| Central Hill | 2,401 | 962 | 0.40 | 1,006 | 1,056 | 1,107 | 1,166 | 1,226 | 1,293 | 1,367 |
| Dhanusha | 274 | 168 | 0.61 | 176 | 184 | 193 | 202 | 211 | 221 | 232 |
| Mahottari | 222 | 109 | 0.49 | 112 | 116 | 120 | 123 | 127 | 131 | 136 |
| Sarlahi | 300 | 207 | 0.69 | 213 | 220 | 226 | 233 | 240 | 248 | 255 |
| Rautathat | 226 | 95 | 0.42 | 101 | 107 | 113 | 120 | 127 | 135 | 143 |
| Bara | 273 | 124 | 0.45 | 125 | 126 | 128 | 129 | 130 | 132 | 133 |
| Parsa | 258 | 126 | 0.49 | 132 | 139 | 146 | 154 | 163 | 172 | 183 |
| Chitwan | 344 | 438 | 1.27 | 448 | 459 | 469 | 480 | 492 | 503 | 515 |
| Central Terai | 1,897 | 1,267 | 0.67 | 1,307 | 1,351 | 1,395 | 1,441 | 1,490 | 1,542 | 1,597 |
| Lalitpur | 276 | 991 | 3.59 | 1,010 | 1,031 | 1,054 | 1,079 | 1,106 | 1,135 | 1,167 |
| Bhaktapur | 158 | 383 | 2.42 | 387 | 391 | 395 | 399 | 403 | 407 | 411 |
| Kathmandu | 687 | 2,982 | 4.34 | 3,194 | 3,421 | 3,664 | 3,924 | 4,203 | 4,501 | 4,821 |
| Kathmandu Valley | 1,121 | 4,356 | 3.89 | 4,591 | 4,843 | 5,113 | 5,402 | 5,712 | 6,043 | 6,399 |
| Central Region | 6,203 | 6,867 | 1.11 | 7,191 | 7,544 | 7,915 | 8,315 | 8,741 | 9,199 | 9,689 |
| Manang | 27 | 19 | 0.70 | 19 | 19 | 20 | 20 | 20 | 20 | 20 |
| Mustang | 64 | 37 | 0.58 | 37 | 38 | 38 | 39 | 39 | 39 | 40 |
| Western Mountain | 91 | 56 | 0.62 | 56 | 57 | 58 | 59 | 59 | 59 | 60 |
| Gorkha | 440 | 220 | 0.50 | 229 | 238 | 247 | 257 | 267 | 277 | 288 |
| Lamjung | 344 | 178 | 0.52 | 182 | 185 | 189 | 193 | 197 | 201 | 206 |
| Tanahnu | 491 | 437 | 0.89 | 441 | 446 | 450 | 455 | 459 | 464 | 469 |
| Syanjya | 496 | 289 | 0.58 | 305 | 323 | 341 | 360 | 381 | 402 | 425 |
| Kaski | 454 | 412 | 0.91 | 414 | 416 | 418 | 421 | 423 | 425 | 427 |
| Myaagdi | 195 | 84 | 0.43 | 85 | 86 | 87 | 88 | 88 | 89 | 90 |
| Parbat | 268 | 170 | 0.63 | 171 | 172 | 173 | 174 | 176 | 177 | 179 |
| Baglung | 420 | 238 | 0.57 | 257 | 277 | 300 | 325 | 353 | 383 | 418 |
| Gulmi | 428 | 185 | 0.43 | 190 | 194 | 199 | 205 | 210 | 215 | 221 |

| Table6 | Female Teacher Projection | | | | | | | | | |
|-----------------------------|----------------------------------|------------------|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 1995 | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| | Student | F.Teacher | TS Ratio | | | | | | | |
| Palpa | 391 | 326 | 0.83 | 344 | 363 | 383 | 405 | 427 | 451 | 476 |
| Argakhanchi | 299 | 158 | 0.53 | 163 | 167 | 172 | 178 | 183 | 189 | 194 |
| Western Hill | 4,226 | 2,697 | 0.64 | 2,781 | 2,867 | 2,959 | 3,061 | 3,164 | 3,273 | 3,393 |
| Nawalparasi | 342 | 192 | 0.56 | 196 | 200 | 205 | 209 | 214 | 219 | 224 |
| Rupendehi | 271 | 165 | 0.61 | 167 | 170 | 172 | 175 | 178 | 181 | 184 |
| Kapilvastu | 230 | 146 | 0.63 | 147 | 149 | 150 | 152 | 153 | 155 | 157 |
| Western Terai | 843 | 503 | 0.60 | 510 | 519 | 527 | 536 | 545 | 555 | 565 |
| Western Region | 5,160 | 3,256 | 0.63 | 3,347 | 3,443 | 3,544 | 3,656 | 3,768 | 3,887 | 4,018 |
| Dolpa | 104 | 34 | 0.33 | 35 | 35 | 36 | 37 | 38 | 39 | 39 |
| Jumla | 110 | 42 | 0.38 | 42 | 42 | 42 | 42 | 42 | 42 | 42 |
| Kalikot | 127 | 50 | 0.39 | 50 | 51 | 51 | 51 | 51 | 52 | 52 |
| Mugu | 100 | 15 | 0.15 | 15 | 15 | 15 | 16 | 16 | 16 | 16 |
| Humla | 90 | 35 | 0.39 | 35 | 36 | 36 | 36 | 17 | 37 | 38 |
| Mid Western Mountain | 531 | 176 | 0.33 | 177 | 179 | 180 | 182 | 164 | 186 | 187 |
| Pyuthan | 244 | 119 | 0.49 | 120 | 120 | 121 | 122 | 123 | 124 | 125 |
| Rolpa | 266 | 61 | 0.23 | 62 | 62 | 63 | 63 | 64 | 65 | 65 |
| Rukum | 224 | 93 | 0.42 | 94 | 94 | 95 | 96 | 97 | 98 | 99 |
| Salyan | 288 | 75 | 0.26 | 79 | 82 | 86 | 91 | 95 | 101 | 106 |
| Surkhet | 378 | 130 | 0.34 | 131 | 133 | 134 | 135 | 137 | 138 | 139 |
| Dailekha | 265 | 73 | 0.28 | 75 | 77 | 80 | 82 | 85 | 87 | 90 |
| Jajarkot | 217 | 95 | 0.44 | 96 | 97 | 98 | 99 | 100 | 101 | 102 |
| Mid Western Hill | 1,882 | 646 | 0.34 | 657 | 665 | 677 | 688 | 701 | 714 | 726 |
| Dang | 301 | 234 | 0.78 | 241 | 248 | 255 | 263 | 271 | 279 | 288 |
| Banke | 218 | 244 | 1.12 | 250 | 257 | 264 | 271 | 278 | 286 | 295 |
| Bardiya | 177 | 161 | 0.91 | 168 | 176 | 184 | 192 | 201 | 211 | 220 |
| Mid Western Terai | 696 | 639 | 0.92 | 659 | 681 | 703 | 726 | 750 | 776 | 803 |
| Mid Western Region | 3,109 | 1,461 | 0.47 | 1,493 | 1,525 | 1,560 | 1,596 | 1,615 | 1,676 | 1,716 |
| Bajura | 164 | 44 | 0.27 | 46 | 47 | 49 | 51 | 53 | 55 | 57 |
| Bajhang | 226 | 49 | 0.22 | 52 | 54 | 57 | 60 | 63 | 66 | 70 |
| Darchula | 230 | 100 | 0.43 | 102 | 104 | 106 | 108 | 110 | 112 | 115 |
| Far Western Mountain | 620 | 193 | 0.31 | 200 | 205 | 212 | 219 | 226 | 233 | 242 |
| Achham | 239 | 50 | 0.21 | 51 | 52 | 53 | 54 | 56 | 58 | 59 |
| Doti | 231 | 66 | 0.29 | 70 | 74 | 79 | 84 | 89 | 95 | 101 |
| Dadeldhura | 170 | 56 | 0.33 | 58 | 61 | 64 | 67 | 70 | 73 | 77 |
| Baitadi | 307 | 41 | 0.13 | 43 | 44 | 46 | 48 | 50 | 52 | 54 |
| Far Western Hill | 947 | 213 | 0.22 | 222 | 231 | 242 | 253 | 265 | 278 | 291 |
| Kailali | 368 | 159 | 0.43 | 173 | 189 | 206 | 224 | 245 | 267 | 292 |
| Kanchanpur | 187 | 160 | 0.86 | 173 | 188 | 203 | 221 | 239 | 260 | 283 |
| Far Western Terai | 555 | 319 | 0.57 | 346 | 377 | 409 | 445 | 484 | 527 | 575 |
| Far Western region | 2,122 | 725 | 0.34 | 768 | 813 | 863 | 917 | 975 | 1,038 | 1,108 |
| NEPAL | 21,473 | 15,885 | 0.74 | 16,490 | 17,141 | 17,820 | 18,553 | 19,306 | 20,153 | 21,035 |

| Table7 | Female Teachers Projection | | | | | | |
|-------------------------|----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Taplejung | 239 | 246 | 254 | 262 | 270 | 278 | 286 |
| Sankhuwasabha | 289 | 291 | 294 | 296 | 299 | 302 | 305 |
| Solukhumbu | 246 | 255 | 264 | 273 | 283 | 294 | 305 |
| Eastern Mountain | 774 | 792 | 812 | 831 | 852 | 874 | 896 |
| Panchthar | 300 | 314 | 329 | 344 | 361 | 378 | 396 |
| Ilam | 352 | 365 | 378 | 392 | 406 | 421 | 436 |
| Dhankuta | 267 | 271 | 276 | 281 | 286 | 292 | 297 |
| Terahthum | 204 | 206 | 208 | 210 | 212 | 214 | 217 |
| Bhojpur | 331 | 345 | 359 | 374 | 390 | 407 | 425 |
| Okhaldhunga | 254 | 256 | 259 | 261 | 264 | 266 | 269 |
| Khotang | 360 | 373 | 387 | 401 | 415 | 430 | 445 |
| Udaypur | 288 | 291 | 294 | 297 | 300 | 303 | 306 |
| Esatern Hill | 2,356 | 2,421 | 2,490 | 2,560 | 2,634 | 2,711 | 2,791 |
| Jhapa | 407 | 420 | 433 | 446 | 460 | 474 | 489 |
| Morang | 571 | 598 | 626 | 655 | 686 | 718 | 752 |
| Sunsari | 323 | 344 | 367 | 391 | 417 | 445 | 475 |
| Saptari | 267 | 268 | 269 | 270 | 271 | 273 | 274 |
| Siraha | 321 | 322 | 323 | 325 | 327 | 329 | 331 |
| Eastern Terai | 1,889 | 1,952 | 2,018 | 2,087 | 2,161 | 2,239 | 2,321 |
| Eastern Region | 5,019 | 5,165 | 5,320 | 5,478 | 5,647 | 5,824 | 6,008 |
| Dolakha | 311 | 316 | 321 | 327 | 332 | 338 | 343 |
| Sindhupalnchowk | 403 | 416 | 430 | 444 | 459 | 475 | 491 |
| Rasuwa | 89 | 90 | 91 | 92 | 92 | 93 | 94 |
| Central Mountain | 803 | 822 | 842 | 863 | 883 | 906 | 928 |
| Sibdhuli | 382 | 390 | 399 | 408 | 418 | 427 | 437 |
| Ramechhap | 393 | 452 | 520 | 598 | 688 | 792 | 911 |
| Kavrepalanchowk | 453 | 464 | 476 | 488 | 500 | 513 | 526 |
| Nuwakot | 423 | 450 | 479 | 510 | 543 | 579 | 617 |
| Dhading | 468 | 490 | 512 | 536 | 561 | 588 | 616 |
| Makawanpur | 413 | 429 | 445 | 462 | 479 | 497 | 516 |
| Central Hill | 2,532 | 2,675 | 2,831 | 3,002 | 3,189 | 3,396 | 3,623 |
| Dhanusha | 287 | 300 | 314 | 329 | 344 | 361 | 378 |
| Mahottari | 229 | 236 | 244 | 251 | 259 | 268 | 276 |
| Sarlahi | 309 | 318 | 328 | 338 | 348 | 359 | 370 |
| Rautathat | 240 | 254 | 269 | 286 | 303 | 321 | 341 |
| Bara | 276 | 278 | 281 | 284 | 287 | 290 | 293 |
| Parsa | 270 | 284 | 299 | 315 | 333 | 353 | 375 |
| Chitwan | 352 | 360 | 369 | 377 | 386 | 395 | 405 |
| Central Terai | 1,963 | 2,030 | 2,104 | 2,180 | 2,260 | 2,347 | 2,438 |
| Lalitpur | 281 | 287 | 294 | 301 | 308 | 316 | 325 |
| Bhaktapur | 160 | 161 | 163 | 164 | 166 | 168 | 169 |
| Kathmandu | 736 | 788 | 844 | 904 | 968 | 1,037 | 1,111 |
| Kathmandu Valley | 1,177 | 1,236 | 1,301 | 1,369 | 1,442 | 1,521 | 1,605 |
| Central Region | 6,475 | 6,763 | 7,078 | 7,414 | 7,774 | 8,170 | 8,594 |
| Manang | 27 | 28 | 28 | 28 | 28 | 29 | 29 |
| Mustang | 65 | 65 | 66 | 67 | 67 | 68 | 69 |
| Western Mountain | 92 | 93 | 94 | 95 | 95 | 97 | 98 |
| Gorkha | 457 | 475 | 494 | 513 | 533 | 554 | 576 |
| Lamjung | 351 | 358 | 366 | 373 | 381 | 389 | 398 |
| Tanahnu | 496 | 501 | 506 | 511 | 516 | 521 | 526 |
| Syanjya | 524 | 554 | 585 | 618 | 653 | 690 | 729 |
| Kaski | 456 | 459 | 461 | 463 | 466 | 468 | 471 |
| Myaagdi | 197 | 199 | 201 | 203 | 205 | 208 | 210 |
| Parbat | 269 | 281 | 273 | 275 | 277 | 280 | 283 |
| Baglung | 453 | 489 | 529 | 573 | 622 | 677 | 738 |
| Gulmi | 439 | 450 | 461 | 473 | 485 | 498 | 510 |

| Table7 | Female Teachers Projection | | | | | | |
|-----------------------------|-----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Palpa | 413 | 435 | 460 | 485 | 512 | 541 | 571 |
| Argakhanchi | 308 | 317 | 326 | 336 | 346 | 357 | 368 |
| Western Hill | 4,363 | 4,518 | 4,662 | 4,823 | 4,996 | 5,183 | 5,380 |
| Nawalparasi | 349 | 357 | 365 | 373 | 381 | 390 | 399 |
| Rupendehi | 275 | 279 | 283 | 288 | 292 | 297 | 302 |
| Kapilvastu | 232 | 235 | 237 | 239 | 242 | 244 | 247 |
| Western Terai | 856 | 871 | 885 | 900 | 915 | 931 | 948 |
| Western Region | 5,311 | 5,482 | 5,641 | 5,818 | 6,006 | 6,211 | 6,426 |
| Dolpa | 106 | 109 | 111 | 113 | 116 | 118 | 121 |
| Jumla | 110 | 110 | 110 | 111 | 111 | 111 | 111 |
| Kalikot | 128 | 128 | 129 | 130 | 131 | 132 | 132 |
| Mugu | 101 | 102 | 103 | 104 | 105 | 106 | 107 |
| Humla | 91 | 92 | 93 | 94 | 95 | 96 | 96 |
| Mid Western Mountain | 536 | 541 | 546 | 552 | 558 | 563 | 567 |
| Pyuthan | 245 | 247 | 249 | 250 | 252 | 254 | 256 |
| Rolpa | 269 | 271 | 274 | 277 | 280 | 282 | 285 |
| Rukum | 226 | 227 | 229 | 231 | 234 | 236 | 239 |
| Salyan | 301 | 316 | 332 | 348 | 366 | 386 | 407 |
| Surkhet | 382 | 386 | 389 | 393 | 397 | 401 | 405 |
| Dailekha | 273 | 281 | 289 | 298 | 307 | 317 | 328 |
| Jajarkot | 219 | 221 | 224 | 226 | 228 | 230 | 233 |
| Mid Western Hill | 1,915 | 1,949 | 1,986 | 2,023 | 2,064 | 2,106 | 2,153 |
| Dang | 310 | 319 | 328 | 338 | 349 | 359 | 370 |
| Banke | 224 | 229 | 236 | 242 | 249 | 256 | 263 |
| Bardiya | 185 | 194 | 202 | 212 | 221 | 231 | 242 |
| Mid Western Terai | 719 | 742 | 766 | 792 | 819 | 846 | 875 |
| Mid Western Region | 3,170 | 3,232 | 3,298 | 3,367 | 3,441 | 3,515 | 3,595 |
| Bajura | 170 | 176 | 183 | 189 | 196 | 204 | 211 |
| Bajhang | 238 | 250 | 263 | 276 | 291 | 306 | 321 |
| Darchula | 234 | 238 | 243 | 248 | 253 | 258 | 264 |
| Far Western Mountain | 642 | 664 | 689 | 713 | 740 | 768 | 796 |
| Achham | 243 | 248 | 254 | 260 | 267 | 275 | 284 |
| Doti | 245 | 260 | 277 | 294 | 312 | 331 | 352 |
| Dadeldhura | 177 | 185 | 193 | 202 | 212 | 223 | 234 |
| Baitadi | 319 | 331 | 345 | 359 | 374 | 391 | 408 |
| Far Western Hill | 984 | 1,024 | 1,069 | 1,115 | 1,165 | 1,220 | 1,278 |
| Kailali | 401 | 436 | 476 | 519 | 566 | 618 | 676 |
| Kanchanpur | 202 | 219 | 238 | 258 | 280 | 304 | 331 |
| Far Western Terai | 603 | 655 | 714 | 777 | 846 | 922 | 1,007 |
| Far Western region | 2,229 | 2,343 | 2,472 | 2,605 | 2,751 | 2,910 | 3,081 |
| NEPAL | 22,204 | 22,985 | 23,809 | 24,682 | 25,619 | 26,630 | 27,704 |

Table 8

Required Classrooms Projection

| | 1994 | | | 1995 | | 1996 | | 1997 | |
|--------------|---------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| | Schools | % | Classrooms | Schools | Classrooms | Schools | Classrooms | Schools | Classrooms |
| Grade 1 | 713 | 3.4 | 713 | 726 | 726 | 750 | 750 | 776 | 776 |
| Grade 1-2 | 902 | 4.3 | 1,804 | 918 | 1,836 | 949 | 1,898 | 982 | 1,964 |
| Grade 1-3 | 3,108 | 14.7 | 9,324 | 3,163 | 9,488 | 3,270 | 9,810 | 3,384 | 10,153 |
| Grade 1-4 | 1,127 | 5.3 | 4,508 | 1,147 | 4,587 | 1,186 | 4,743 | 1,227 | 4,909 |
| Grade 1-5 | 15,252 | 72.3 | 76,260 | 15,520 | 77,601 | 16,047 | 80,235 | 16,607 | 83,036 |
| Total | 21,102 | 100.0 | 92,609 | 21,474 | 94,238 | 22,202 | 97,436 | 22,976 | 100,838 |

| | 1998 | | 1999 | | 2000 | | 2001 | | 2002 | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Schools | Classrooms | Schools | Classrooms | Schools | Classrooms | Schools | Classrooms | Schools | Classrooms |
| Grade 1 | 804 | 804 | 834 | 834 | 866 | 866 | 900 | 900 | 936 | 936 |
| Grade 1-2 | 1,017 | 2,035 | 1,055 | 2,110 | 1,095 | 2,191 | 1,138 | 2,276 | 1,184 | 2,368 |
| Grade 1-3 | 3,506 | 10,517 | 3,635 | 10,906 | 3,774 | 11,322 | 3,922 | 11,766 | 4,080 | 12,241 |
| Grade 1-4 | 1,271 | 5,085 | 1,318 | 5,273 | 1,368 | 5,474 | 1,422 | 5,689 | 1,480 | 5,918 |
| Grade 1-5 | 17,204 | 86,020 | 17,840 | 89,202 | 18,520 | 92,599 | 19,246 | 96,231 | 20,024 | 100,118 |
| Total | 23,802 | 104,461 | 24,682 | 108,325 | 25,623 | 112,452 | 26,628 | 116,862 | 27,704 | 121,581 |

Table 9 Required Resource Centers

| Ecological Region | No. of Resource Centers | No. of Schools | SS/RC Ratio | No. oc Schools | | | | | | |
|-------------------|-------------------------|----------------|--------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Mountains | 74 | 988 | 13.35 | 2,846 | 2,912 | 2,981 | 3,053 | 3,128 | 3,205 | 3,286 |
| Hills | 361 | 5,989 | 16.59 | 12,150 | 12,578 | 13,036 | 13,526 | 14,051 | 14,616 | 15,224 |
| Terai | 234 | 4,726 | 20.20 | 7,206 | 7,487 | 7,786 | 8,104 | 8,444 | 8,807 | 9,193 |
| NEPAL | 669 | 11,703 | 17.49 | 22,202 | 22,977 | 23,803 | 24,683 | 25,623 | 26,628 | 27,703 |

| Ecological Region | No. of Resource Centers | No. of Schools | SS/RC Ratio | No. oc Schools | | | | | | |
|-------------------|-------------------------|----------------|--------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | | | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Mountains | 74 | 988 | 13.35 | 219 | 224 | 229 | 235 | 241 | 247 | 253 |
| Hills | 361 | 5,989 | 16.59 | 715 | 740 | 767 | 796 | 827 | 860 | 896 |
| Terai | 234 | 4,726 | 20.20 | 360 | 374 | 389 | 405 | 422 | 440 | 460 |
| NEPAL | 669 | 11,703 | 17.49 | 1,294 | 1,338 | 1,385 | 1,436 | 1,490 | 1,547 | 1,609 |

Table 10**Net Enrolment Ratio by Sex**

| Region | 1996 * % | | 1996** | | |
|----------------------|----------|-------|------------------|----------------|------------------|
| | Boys | Girls | Boys | Girls | Total |
| Eastern Mountain | 83 | 77 | 22,502 | 20,569 | 43,071 |
| Eastern Hill | 80 | 67 | 90,644 | 73,517 | 164,161 |
| Eastern Terai | 72 | 49 | 163,756 | 102,552 | 266,308 |
| Central Mountain | 76 | 63 | 27,297 | 21,718 | 49,015 |
| Central Hill | 90 | 71 | 190,406 | 138,469 | 328,875 |
| Central Terai | 66 | 37 | 177,833 | 86,691 | 264,524 |
| Western Mountain | 74 | 60 | 890 | 666 | 1,556 |
| Western Hill | 93 | 85 | 175,196 | 159,180 | 334,376 |
| Western Terai | 84 | 60 | 99,796 | 65,121 | 164,917 |
| Mid Western Mountain | 54 | 18 | 10,082 | 3,134 | 13,216 |
| Mid Western Hill | 74 | 34 | 72,072 | 32,004 | 104,076 |
| Mid Western Terai | 70 | 48 | 58,308 | 37,949 | 96,257 |
| Far Western Mountain | 100 | 85 | 25,285 | 20,530 | 45,815 |
| Far Western Hill | 75 | 27 | 39,333 | 13,472 | 52,805 |
| Far Western Terai | 76 | 50 | 48,052 | 31,198 | 79,250 |
| NEPAL | | | 1,201,452 | 806,770 | 2,008,222 |

Source * Nepal Multiple Indicator Surveillance (NMIS) cycle2, November 1996

** Estimated, using the ratios of NMIS.

Table 11

Net Enrolment Ratio by Sex

| | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
|------------------------|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Net Enrolment | | 2,086,594 | 2,218,550 | 2,359,475 | 2,510,020 | 2,670,885 | 2,842,816 | 2,991,446 |
| Male | | 1,239,748 | 1,300,464 | 1,364,162 | 1,431,006 | 1,501,153 | 1,574,755 | 1,631,672 |
| Female | | 846,846 | 918,086 | 995,313 | 1,079,014 | 1,169,732 | 1,268,061 | 1,359,774 |
| Net Enrolment % | 67.50 | 70.30 | 73.30 | 76.30 | 79.50 | 82.90 | 86.50 | 90.20 |
| Male | 78.70 | 80.80 | 83.00 | 85.30 | 87.60 | 90.00 | 92.50 | 95.00 |
| Female | 55.60 | 59.10 | 62.80 | 66.70 | 70.90 | 75.30 | 80.00 | 85.00 |

Table 12

Net Enrolment Ratio by Sex

| | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
|------------------------|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Net Enrolment | | 2,115,603 | 2,281,385 | 2,461,591 | 2,657,591 | 2,870,888 | 3,103,134 | 3,317,284 |
| Male | | 1,248,866 | 1,319,663 | 1,394,482 | 1,473,570 | 1,557,172 | 1,645,534 | 1,717,550 |
| Female | | 866,737 | 961,722 | 1,067,109 | 1,184,021 | 1,313,716 | 1,457,600 | 1,599,734 |
| Net Enrolment % | 67.50 | 71.30 | 75.30 | 79.60 | 84.20 | 89.10 | 94.40 | 100.00 |
| Male | 78.70 | 81.40 | 84.30 | 87.20 | 90.20 | 93.40 | 96.60 | 100.00 |
| Female | 55.60 | 60.50 | 65.80 | 71.50 | 77.80 | 84.60 | 92.00 | 100.00 |

Table 13

Student Flow Rate (Total)

| Year | Population 6 Yrs. | Intake Rate | Grades | | | | | | Total | Population | GER |
|------|----------------------|----------------|---------|-----------|---------|---------|---------|---------|-----------|------------|------|
| | | | N. E. | I | II | III | IV | V | I-V | 06-10 | |
| 1994 | 591,134 | 1,261 | 745,320 | 1,282,822 | 604,394 | 485,305 | 440,674 | 378,419 | 3,191,614 | 2,838,989 | 1.12 |
| 1995 | 605,808 | 1,268 | 768,465 | 1,322,659 | 596,099 | 506,529 | 449,513 | 388,250 | 3,263,050 | 2,858,956 | 1.14 |
| 1996 | 620,847 | 1,265 | 785,162 | 1,339,356 | 609,982 | 503,975 | 467,515 | 396,599 | 3,317,427 | 2,966,977 | 1.12 |
| 1997 | 633,190 | 1,265 | 800,772 | 1,361,962 | 618,885 | 513,274 | 468,583 | 411,229 | 3,373,933 | 3,028,555 | 1.11 |
| 1998 | 645,779 | 1,265 | 816,692 | 1,387,354 | 629,067 | 521,095 | 475,951 | 414,557 | 3,428,024 | 3,091,411 | 1.11 |
| 1999 | 658,618 | 1,265 | 832,929 | 1,414,231 | 640,539 | 529,562 | 483,242 | 420,529 | 3,488,103 | 3,155,571 | 1.11 |
| 2000 | 671,712 | 1,265 | 849,489 | 1,442,052 | 652,813 | 539,043 | 491,019 | 426,905 | 3,551,832 | 3,221,063 | 1.10 |
| 2001 | 685,067 | 1,265 | 866,378 | 1,470,598 | 665,593 | 549,259 | 499,663 | 433,708 | 3,618,821 | 3,287,914 | 1.10 |
| 2002 | 687,716 | 1,265 | 869,729 | 1,485,909 | 678,742 | 559,955 | 509,020 | 441,218 | 3,674,844 | 3,317,284 | 1.11 |

Table 14

Student Flow Rate (Girls)

| Year | Population 6 Yrs. | Intake Rate | Grades | | | | | | Total | Population | GER |
|------|----------------------|----------------|---------|---------|---------|---------|---------|---------|-----------|------------|------|
| | | | N. E. | I | II | III | IV | V | I-V | 06-10 | |
| 1994 | 285,678 | 1,077 | 307,794 | 517,301 | 239,588 | 190,302 | 169,024 | 142,138 | 1,258,353 | 1,371,563 | 0.92 |
| 1995 | 293,153 | 1,088 | 318,916 | 535,994 | 237,286 | 200,385 | 176,741 | 151,234 | 1,301,640 | 1,381,269 | 0.94 |
| 1996 | 300,823 | 1,083 | 325,687 | 542,764 | 243,639 | 200,371 | 185,769 | 158,671 | 1,331,214 | 1,433,490 | 0.93 |
| 1997 | 306,458 | 1,083 | 331,787 | 435,455 | 424,400 | 204,886 | 187,284 | 166,726 | 1,418,751 | 1,462,645 | 0.97 |
| 1998 | 312,199 | 1,083 | 338,002 | 406,804 | 376,664 | 334,121 | 191,052 | 169,222 | 1,477,863 | 1,492,383 | 0.99 |
| 1999 | 318,047 | 1,083 | 344,334 | 413,084 | 348,751 | 320,599 | 292,234 | 172,483 | 1,547,151 | 1,522,695 | 1.02 |
| 2000 | 324,005 | 1,083 | 350,784 | 420,182 | 348,805 | 298,617 | 298,814 | 249,321 | 1,615,739 | 1,553,593 | 1.04 |
| 2001 | 330,074 | 1,083 | 357,355 | 357,355 | 353,861 | 295,182 | 282,823 | 267,192 | 1,556,413 | 1,585,098 | 0.98 |
| 2002 | 331,605 | 1,083 | 359,012 | 359,012 | 309,989 | 298,234 | 277,449 | 258,137 | 1,502,821 | 1,599,734 | 0.94 |

FUNDING PROJECTIONS

Availability of the resources to the BPE sub-sector depends on future growth of the economy as well as international financial situation. Higher economic growth allows the government to mobilize greater internal resources. With the increase in internal as well as external resources, the government can enlarge its development expenditure. The increase in total government expenditure on education will have to be made without reduction in allocations to other competing sectors. Availability of more resources to education sector makes it possible to raise government spending for Basic and Primary Education sub-sector.

In order to explore the availability of resources to BPE sub-sector, projections of GDP, Revenue, Foreign Aid and Government expenditure have been made for the period 1997-2002.

Assumption of Projections

- It is assumed that revenue increases at the same rate as that of GDP. As a result, the share of revenue to GDP remains constant throughout the projection period.
- Domestic borrowings from banking and non-banking sources will not exceed 1.5% of GDP.
- Regular expenditure grown rate is assumed to grow at 10% per annum in real terms and GDP and foreign aid are assumed to grow at the rate of 6% and 10% per annum respectively in real terms for the period 1997/2002.

Available Resources

Projections of government expenditure, education budget, and Basic and Primary Education budget for 1997-2002 period are given in Table 2.16. Projections of budget availability for BPE are based on the following assumptions:

- The government will allocate 15% of national budget to education sector.
- The BPE sub-sectors will receive 55% of education budget.

Table 2.16
Projections of Available Budget for BPE
(1996/97 constant Prices)

| | Rs. million | | |
|-----------|------------------|------------------|------------|
| | Govt Expenditure | Education Budget | BPE Budget |
| 1997/98 | 62,923 | 9,439 | 5,191 |
| 1998/99 | 67,585 | 10,138 | 5,576 |
| 1999/2000 | 72,616 | 10,892 | 5,991 |
| 2000/2001 | 78,046 | 11,707 | 6,438 |
| 2001/2002 | 83,910 | 12,587 | 6,923 |
| Total | 365,080 | 54,763 | 30,119 |

- The size of education budget for 1997-2002 period will be Rs.54,763 of which Rs.30,119 million will be available for BPE.

Physical Projections

The present projection exercise attempts to update and revise the estimates of physical and financial resources requirements for the period 1997-2002) as point of reference. Data limitations of the projections presented are as follows:

- Projection of school age population (6-10 years) has been based on the CBS estimates.
- Projections of educational variables such as enrolment, teachers, and schools are based on the educational statistics published by the Ministry of Education (MOE). The quality of MOE data, however, has remained questionable. The MOE enrolment estimates are likely to be overestimated as the grants-in-aid system has been tied-up to teacher posts based on school enrolment and the MOE data collection system relies on the records provided by the schools.
- Enrollment projections by grade are made using flow model utilizing the system parameters such as dropout, repetition and promotion rates. These system parameters have been projected on the assumption that there will be some improvements in repetition and dropout rates with the implementation of quality raising measures proposed in this BPE Master Plan.

School Age (6-10 years) Population

The medium variant population projections of CBS has been used for the exercise. The projected school age population (6-10 years) is 24.2 million for the year 2002 The underlying annual growth rates of the projection are given in Table 2.16

Table 2.16
Projected Annual Growth Rates of School Age Population

| | Total population (‘000) | Growth Rate % | 6-10 years population (‘000) | Growth Rate % |
|------|------------------------------------|--------------------------|---|----------------------|
| 1996 | 21,127 | - | 2,967 | |
| 1997 | 21,642 | 2.4 | 3,029 | 2.1 |
| 1998 | 22,170 | 2.4 | 3,091 | 2.1 |
| 1999 | 22,711 | 2.4 | 3,156 | 2.1 |
| 2000 | 23,265 | 2.4 | 3,221 | 2.1 |
| 2001 | 23,832 | 2.4 | 3,288 | 2.1 |
| 2002 | 24,363 | 2.4 | 3,317 | 0.9 |

Source: CBS

Enrolment Projections

Enrolment projections are base on a flow model. It takes account of the system parameters relating to New Entry Rate, Repetition Rate, Dropout Rate, and Promotion Rate by grades. A flow model also allows to assess the impact of improvements in the system parameters on grade wise enrolments. Total enrolments for boys and girls,

however, are estimated on the assumption that all the school age girls will be brought to schools (100% gross enrolment) and GER for boys will decline to 125% by 2002. Enrolment projections are presented in Table 2.17.

Table 2.17
Enrolment Projections

| S.N | | Male | Female | Total |
|-----|-------------------------|-------|--------|-------|
| 1. | Enrolment 1995 | 1,961 | 1,302 | 3,263 |
| | 1997 | 2,083 | 1,375 | 3,458 |
| | 2000 | 2,136 | 1,516 | 3,652 |
| | 2002 | 2,147 | 1,600 | 3,747 |
| 2. | Annual Growth % 1995-97 | 3.1 | 2.8 | 2.9 |
| | 1997-2002 | 0.6 | 3.0 | 1.6 |
| | 1995-2002 | 1.3 | 3.0 | 2.0 |
| 3. | GER % 1995 | 133 | 94 | 114 |
| | 1997 | 133 | 94 | 114 |
| | 2000 | 128 | 98 | 113 |
| | 2002 | 125 | 100 | 113 |

- The actual enrolment was 3,263 million in 1995. In order to achieve 100% GER for girls by 2002 and to reduce GER for boys to 125%, the total enrolment has to grow at the annual rate of 2%. The enrolment of girls will have to grow at the annual rate of 3%.

School and Teacher Projections

Based on the estimates of school enrolments, the numbers of schools and teachers required are calculated using enrolment per school and enrolment per teacher ratios. As indicated by MOE data for 1995, the enrolment per school was 152 and enrolment per teacher was 39.

It is estimated that 3,756 million children are required to enroll in 24,649 schools employing 96,069 teachers to achieve 100% GER for girls and 125% GER for boys by 2002. (See Table 2.18)

Table 2.18
Number of Schools and Teachers

| Year | Schools | Teachers |
|---------------|---------|----------|
| 1995 (actual) | 21,473 | 82,645 |
| 1997 | 22,747 | 88,655 |
| 2000 | 24,028 | 93,649 |
| 2002 | 24,649 | 96,069 |

Projection of BPE Programme Costs

The following sub-models have been developed for the projections of BPE programme costs.

- Free textbook Programme
- Lumpsum grants Programme
- Teacher Training Programme
- Resource Centre Programme
- Physical Facility Improvement Programme
- Training of Education Managers
- Enrolment Promotion Programme
- Non formal Education Programme
- Early Childhood Education and Care Programme
- Special Education Programme

The basic features and assumptions of each of the sub models are given in the following sections.

Free textbook Programme:

- Of the 3,263 million primary schools in 1995, the proportion enrolled in private school was 77%. It is assumed that the share of private schools in total primary enrolment will increase 12% by 2002. The present policy of not providing free textbooks to students enrolled in the private schools will continue.
- The present policy of distributing free textbooks to all girls in primary grades and all boys enrolled in Grades I to III will continue. In the case of boys enrolled in Grades IV and V, the free textbook scheme has so far covered 18 remote districts. It is proposed to extend the free textbook facility to 29% of boys enrolled in these Grades. All boy students remote districts and "Dalit" boy students will be entitled to free textbooks. Grades repeater will not receive any fresh set of textbooks.
- It is assumed that the present unit costs of textbooks will remain constant in real terms.
- In order to reduce wastage of resources, a service charge of Rs.2 per book will be levied which will be available to RC for meeting transportation costs. The preset "pay now-get refund later" policy will be discarded.
- The costs of textbook revision and curriculum dissemination have been estimated

Lumpsum Grades

- The grants-in-aid for meeting teacher's salary and other operational expenses will be provided as a lumpsum grant. However, for the estimation of cost requirements, the number of teachers in government aided schools has been taken as the basis.

- In order to promote financial sustainability, it is proposed to establish "School Improvement Fund" in 2000 schools as a pilot programme. The government will provide 60% of the total fund maximum of Rs.60,000 and the mobilization of resources from the community will be 40%.

Teacher Training Programme

- In 1995, there were altogether 72,181 teacher working in public primary It has been planned to provide training opportunity to all teachers with the first module of 330 hrs duration during the first three years of the Plan. The remaining 3 modules of 330 hrs each will be provided in a phased manner.
- Schools. The proportion of trained teachers was 41%.
- Resource centres will generally not be involved in the longer term training activities. Therefore, teacher training activities will have to be carried out by PTTCs and Distance Education Centre. It is assumed that most of the first module training will be conducted through Distance Education mode.
- The unit cost of training teacher 330 hrs module is estimated to be Rs.5,000 for face to face approach and Rs.1,000 for distance learning approach

Resource Centre Programme

- There are 669 Resource Centres covering 11,703 satellite schools in 40 districts. It is planned to cover all satellite schools by establishing a total of 1,331 resource centres. The average number of satellite schools per RC will be about 14 in 2002.
- There will be one RP in each RC. The annual operation cost of each RC is assumed to be Rs.75,000. This includes salary and allowances of one RP and cost of educational materials, etc.
- RCs will conduct recurrent training programmes for the teachers working in the satellite schools. It is assumed that all teachers of the satellite schools will have the opportunity to participate in such training sessions. Each teacher will participate 21 man days of recurrent training each year The unit cost per teacher per day is assumed to be Rs.50.
- The matching fund programme, prize programme and lead RC programme will also be continued with improvements. A new programme of providing annually Rs.25,000 grant to 500 RCs for improving cluster level activities will be piloted.

Physical Facility Improvement Programme

- The following activities are included in this programme
 - i) Classroom construction, classroom furniture, RC construction, RC furniture, classroom rehabilitation, school maintenance training, pit latrines and drinking water facilities programmes will be continued. A total of 16,500 new

classrooms will be constructed and 16,000 classrooms will be rehabilitated during 1997-2002 period.

ii) Construction, maintenance and refurbishment programme of DEO buildings will also be continues.

iii) Construction of Distance Education Centre building and Special Education building will be carried out.

Training of Education Managers

- In country and foreign trainings will be provided to education mangers including RPs, HMs and Resource Teachers.

Enrolment Promotion Programme

- This programme included scholarships to girls, Dalit students, and primary students, school feeding programme, recruitment of female teaches, compulsory primary education including awareness raising programmes. Cost per female education programme and special focus group programme is also included.
- It is assumed that 20% of total population of 6-10 yrs age group comprises children of depressed classes. The GER for Dalit children will reach 110% by 2002. Of the total enrolment of Dalit children, 30% will receive scholarships.
- The proportion of girls receiving scholarship is assumed to be 7% whereas 2% of boys will be covered by the scholarship programme.
- At present, the scholarships amount is Rs.25 per month (for 10 months Rs.250). It is proposed to raise this amount to Rs.400 for 10 months.
- It is proposed to extend school feeding programme to attract students from special focus groups including "Dalits".

Non-formal Education Programme

- The projection of NFE participants and the costs of NFE programme have been estimated based on the following assumptions:
 - i) The literacy rate of 6 years and above population was 40% (55% for male and 35% of female) in 1991. It is estimated that this rate has reached 53% in 1997. The literacy rate for 1996/97 was estimated based on 1990/91 literacy situation, the addition of literates through formal education system (students who passed Grade II) NFE programmes (Adult and OSP) and informal efforts
 - ii) It is planned to achieve 67% literary rate (80% male and 55% female) by 2002.

- iii) Based on these targets, the required annual flow of literates has been estimated.
- iv) The target of AEP has been calculated using the following relation:
Required annual flow of literates
Less students who passed Grade II
Less flow of self literates
Less literates from OSP
Equals the target number AEP
- v) The target groups of OSP are the children of 6-10 years age group who are not enrolled in the school and illiterate children of 10-14 years age groups.

Early Childhood Education Care

- The target group of early childhood education and care (ECEC) are the children of age 4-5 years.
- It is proposed to support local authorities to establish pre-primary centres (PPCs) by providing financial support to meet partial expenses of teacher aids of PPCs.
- A total of 10,000 PPCs will be supported partially by government.

Special Education

- BPEP/Special education Unit (SEU) adopted the concept of inclusive schools to provide education to disabled children. This programme will be extended to all primary schools by 2002.
- BPEP/SEU will also continue NFE programme for disabled adults and residential education to needy disabled children.
- The support to Special Education Council will also be continued.

Table 2.19
Summary of Projection Assumptions

| Description | Rates |
|---|---------|
| A. Physical Targets (2002) | |
| 1. GER % | 113 |
| Male | 125 |
| Female | 100 |
| 2. NER % | 90 |
| Male | 100 |
| Female | 80 |
| 3. Private Education Share (% of total enrolment), 2002 | 12 |
| 4. Teacher/student ratio | 39 |
| 5. School/student ratio | 152 |
| 6. School/RC ration, 2002 | 14 |
| 7. Literacy targets (6 years +) %, 2002 | 67 |
| Male | 80 |
| Female | 55 |
| 8. Internal efficiency of the system %, 2002 | 53 |
| B. Economic Projections | |
| 9. Economic growth rates % | |
| GDP | 6 |
| Revenue | 6 |
| Foreign Aid | 10 |
| 10. Borrowing as % of GDP | 1.5 |
| C. BPE budget Availability | |
| 11. Education as % of govt. total budget | 15 |
| 12. BPE as % of education budget | 55 |
| D. Unit Costs Rs. | |
| 13. Textbook set per student | |
| Grade I | 44.2 |
| Grade II | 61.0 |
| Grade III | 65.5 |
| Grade IV | 106.9 |
| Grade V | 120.3 |
| 14. RC construction cost (Rs) | 317,000 |
| 15. New classroom construction(Rs) | 120,000 |

BPE Expenditure Estimates by Activities

The estimated BPE budget by activities for the period 1997-2002 is shown in Table 2.20

Table 2.20
BPE Expenditure Estimates by Activities
(1997/98-2001/02)
(At 1996/97 Constant Prices)

| | | Million |
|--|---------------|----------------|
| Description | Amount | % |
| A. Lumpsum grants | 14,253 | 47.30 |
| 1. Operating Grants | 14,133 | |
| 2. School improvement Fund | 120 | |
| B. Enrollment promotion | 4125 | 13.70 |
| 1. Free textbook | 898 | |
| 2. School feeding | 1561 | |
| 3. Scholarship (Girls, Dalit Boys) | 580 | |
| 4. Female Teachers | 975 | |
| 5. Compulsory Primary Education | 50 | |
| 6. Women Education | 61 | |
| C. Quality Improvement | 1430 | 4.70 |
| 1. Teacher Training (In-service_ | 207 | |
| 2. RC Development | 820 | |
| 3. Textbook/curriculum development | 126 | |
| 4. Training of education managers | 277 | |
| D. Physical Facilities Development | 3447 | 11.40 |
| 1. Classroom Construction | 1973 | |
| 2. Classroom Furniture | 142 | |
| 3. Latrine/water supply | 312 | |
| 4. RC Construction | 314 | |
| 5. RC Furniture | 9 | |
| 6. Classroom Rehabilitation | 272 | |
| 7. School Maintenance Training | 241 | |
| 8. Administration / Logistic support | 183 | |
| E. Non-formal Education/Basic Education | 2592 | 8.60 |
| 1. AEP | 641 | |
| 2. OSP | 353 | |
| 3. Post Literacy | 320 | |
| 4. Other Costs for NFE | 235 | |
| 5. Special Education | 884 | |
| 6. Early childhood education and care subtotal | 159 | |
| F. Management | 348 | 1.20 |
| 1. Projection Management | 343 | |
| 2. Continuous Assessment | 5 | |
| G. Operation Expenses | 3929 | 13.00 |
| Grant - Total | 30119 | 100 |

- The size of BPEP budget expenditure for 1997-2002 period is estimated to be Rs 30,119 million. The BPE expenditure estimates by activities show reallocation in expenditure pattern to improve allocative efficiency of the BPE subsector.

Table 2.21
Sources of Financing BPE Expenditure 1997-2002

| Rs. Million | | |
|----------------------------------|---------------|----------|
| Description | Amount | % |
| 1. Total BPE expenditure | 30119 | 100 |
| 2. Financing sources | | |
| Internal | 18045 | 59.9 |
| Foreign Aid | 12074 | 40.1 |
| 3. Foreign Aid (US\$ in million) | 211 | |

* Conversion rate US \$ 1 = Rs. 57.3

- It is estimated that about 40% of BPE budget or US \$ 211 million will be financed from foreign assistance.

Table 2.22
Potential Sources of Foreign Aid
For BPE (1997-2002)

| Rs. Million | | | | |
|--------------------|--------------|------------|--------------|---------------------------|
| Sources | US \$ | Rs. | Types | Specific Purpose |
| 1. IDA | 67 | 3818 | Loan | |
| 2. DANIDA | 89 | 5096 | Grant | |
| 3. ADB | 3 | 186 | Loan | Teacher training |
| 4. EU | 5 | 312 | Grant | Girls and Women Education |
| 5. JICA | 12 | 663 | Grant | Construction |
| 6. WFP | 27 | 1561 | Grant | School feeding |
| 7. UNICEF | 5 | 311 | Grant | ECEC |
| 8. FINNIDA/NORAD | 2 | 128 | Grant | |
| Total | 211 | 12074 | | |

- The major donors for the second phase will be IDA, DANIDA, ADB, WFP and JICA. Other donors including UNICEF, EU, FINNIDA and NORAD will be involved in specific components. However, the amount shown in table 2.22 does not show commitments by donors.

Table 2.23
Summary of Physical Projections

| Description | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 97-02 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 1. Population 6-10 yrs | 3029 | 3091 | 3156 | 3221 | 3268 | 3317 | |
| Male million | 1566 | 1599 | 1633 | 1667 | 1703 | 1718 | |
| Female million | 1463 | 1492 | 1523 | 1544 | 1585 | 1600 | |
| 2. Enrollment million | 3458 | 3521 | 3586 | 3652 | 3721 | 3747 | |
| Male million | 2083 | 2100 | 2118 | 2137 | 2155 | 2147 | |
| Female million | 1375 | 1420 | 1467 | 1516 | 1566 | 1600 | |
| 3. Teachers | 85655 | 90277 | 91941 | 93649 | 95402 | 96069 | |
| Male | 71811 | 71584 | 711989 | 70630 | 69858 | 67722 | |
| Female | 16844 | 18692 | 20743 | 23019 | 25544 | 28347 | |
| 4. Training | | | | | | | |
| Module I | | 12173 | 12395 | 16469 | 1076 | 77 | 42189 |
| Module II-IV | | | | | 11700 | 11700 | 23400 |
| 5. Recurrent training teacher days 000 | | 1099 | 1232 | 1385 | 1560 | 1604 | 6881 |
| 6. Government support schools | 19119 | 19205 | 19271 | 19315 | 19333 | 19099 | |
| School covered | 11703 | 13084 | 14670 | 16489 | 18576 | 19099 | |
| 7. Resource Centers | 669 | 768 | 881 | 1011 | 1160 | 1331 | |
| 8. AEP target 000 | | 360 | 636 | 665 | 726 | 818 | 3205 |
| Male | | 43 | 180 | 174 | 183 | 203 | 783 |
| Female | | 317 | 456 | 491 | 543 | 615 | 2422 |
| 9. OSP I graduates | | 88 | 77 | 63 | 49 | 32 | 309 |
| Male | | 28 | 22 | 15 | 8 | 0 | 74 |
| Female | | 66 | 54 | 48 | 41 | 32 | 235 |
| 10. ECEC classes | | 2000 | 3000 | 4500 | 7000 | 32 | - |

BPEP MASTER PLAN (PHASE II)
Projections (1997-002)

I PHYSICAL PROJECTIONS

| | | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-98 | 97-02 | Rate | |
|----|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|--------------|
| 1 | Population, 000 | 19308 | 19834 | 20362 | 21127 | 21642 | 22170 | 22711 | 23265 | 23832 | 24363 | | | | |
| 2 | Popn (6-10 yrs.), 000 | 2672 | 2755 | 2859 | 2967 | 3029 | 3091 | 3156 | 3221 | 3288 | 3317 | | | | |
| | Male | 0 | 0 | 1478 | 1533 | 1566 | 1599 | 1633 | 1667 | 1703 | 1718 | | | | |
| | Female | 2672 | 2755 | 1381 | 1434 | 1463 | 1492 | 1523 | 1554 | 1585 | 1600 | | | | |
| 3 | Enroll, 000 | 3092 | 3192 | 3263 | 3387 | 3458 | 3521 | 3586 | 3652 | 3721 | 3747 | | | | |
| | Male | 1896 | 1933 | 1961 | 2039 | 2083 | 2100 | 2118 | 2137 | 2155 | 2147 | | | | |
| | Female | 1196 | 1258 | 1302 | 1348 | 1375 | 1420 | 1467 | 1516 | 1566 | 1600 | | | | |
| 4 | G.E.R. % | 116 | 116 | 114 | 114 | 114 | 114 | 114 | 113 | 113 | 113 | | | | |
| | Male | 129 | 129 | 133 | 133 | 133 | 131 | 130 | 128 | 127 | 125 | | | 0.99 | |
| | Female | 85 | 85 | 94 | 94 | 94 | 95 | 96 | 98 | 99 | 100 | | | 1.01 | |
| 5 | Adj. Factor | | | | | | | | | | | | | | |
| | Male | 0.59 | 0.59 | 0.59 | 0.59 | 0.59 | 0.63 | 0.67 | 0.71 | 0.75 | 0.80 | | | 1.06 | |
| | Female | 0.59 | 0.59 | 0.59 | 0.59 | 0.59 | 0.63 | 0.67 | 0.71 | 0.75 | 0.80 | | | 1.06 | |
| 6 | Net Enroll % | 50 | 50 | 68 | 67 | 67 | 71 | 76 | 80 | 85 | 90 | | | | |
| | Male | 76 | 76 | 79 | 78 | 78 | 82 | 86 | 91 | 95 | 100 | | | | |
| | Female | 50 | 50 | 56 | 55 | 55 | 60 | 64 | 69 | 74 | 80 | | | | |
| 7 | Girls Enrl % | 39 | 39 | 40 | 40 | 40 | 40 | 41 | 41 | 42 | 43 | | | | |
| 8 | No. of Teachers | 79590 | 81544 | 82645 | 86842 | 88655 | 90277 | 91941 | 93649 | 95402 | 96069 | | | 39 | TS Ratio |
| | Male | 66819 | 67149 | 66760 | 70342 | 71811 | 71584 | 71198 | 70630 | 69858 | 67722 | | | | |
| | Female | 12771 | 14395 | 15885 | 16500 | 16844 | 18692 | 20743 | 23019 | 25544 | 28347 | | | 1.11 | 1.15 |
| | Female % | 16 | 18 | 19 | 19 | 19 | 21 | 23 | 25 | 27 | 30 | | | | |
| 9 | Trained Teach (GAS) | 71776 | 72740 | 72181 | 75553 | 76409 | 76917 | 77363 | 77741 | 78039 | 77335 | | | | |
| | Male | 60259 | 59899 | 58307 | 61198 | 61892 | 60991 | 59909 | 58632 | 57144 | 54516 | | | | |
| | Female | 11517 | 12841 | 13874 | 14355 | 14518 | 15926 | 17454 | 19108 | 20895 | 22819 | | | | |
| 10 | Tained Teach (GAS) % | 48 | 41 | 42 | 42 | 42 | 65 | 80 | 100 | 100 | 100 | | | 1.19 | |
| | Male | 50 | 42 | 44 | 44 | 44 | 66 | 83 | 100 | 100 | 100 | | | | |
| | Female | 38 | 35 | 36 | 36 | 36 | 60 | 70 | 100 | 100 | 100 | | | 1.23 | |
| | | | | | | | | | | | | | | | ST-SCH Ratio |
| 11 | No. of Schools | 20217 | 21102 | 21473 | 22282 | 22747 | 23163 | 23590 | 24028 | 24478 | 24649 | | | 152 | |
| 12 | Private Ed % | 5.80 | 6.00 | 7.70 | 8.00 | 8.50 | 9.10 | 9.80 | 10.50 | 11.20 | 12.00 | | | 1.07 | |
| | Enrolment, 000 | 178 | 192 | 251 | 271 | 294 | 321 | 350 | 382 | 417 | 450 | | | | |
| | Teachers | 7814 | 8804 | 10464 | 11290 | 12245 | 13360 | 14578 | 15909 | 17364 | 18733 | | | 24 | |
| | Schools | 2354 | 2512 | 3077 | 3345 | 3628 | 3958 | 4319 | 4714 | 5145 | 5551 | | | 81 | |

| | | | | | | | | | | | | | |
|----|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|--|
| 13 | GAS Enrol, 000 | 2914 | 3000 | 3012 | 3116 | 3164 | 3200 | 3236 | 3271 | 3304 | 3297 | | |
| | Teachers | 71776 | 72740 | 72181 | 75553 | 76409 | 76917 | 77363 | 77741 | 78039 | 77335 | | |
| | Schools | 17863 | 18590 | 18396 | 18937 | 19119 | 19205 | 19271 | 19315 | 19333 | 19099 | | |

II ECONOMIC PROJECTIONS (Figures for 1997-002 at 196-97 constant prices)

(Rs. In Billion)

| | (Rs. In Million) | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate |
|---|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 | GDP (Rs. In Bil) | 148 | 170 | 224 | 254 | 269 | 285 | 301 | 319 | 337 | 357 | 1066 | 1598 | 1.06 |
| 2 | Govt. Expenditure | 30897 | 31333 | 39060 | 46681 | 57565 | 62923 | 67585 | 72616 | 78046 | 83910 | 206 | 365 | |
| | Regular | 11484 | 12408 | 19265 | 22108 | 24984 | 27233 | 29683 | 32355 | 35267 | 38441 | 90 | 163 | 1.09 |
| | Development | 19413 | 18925 | 19795 | 24573 | 32581 | 35691 | 37902 | 40261 | 42779 | 45469 | 115 | 202 | 1.07 |
| 3 | Financing Source | 30897 | 31333 | 39060 | 46681 | 57565 | 62923 | 67585 | 72616 | 78046 | 83910 | 206 | 365 | |
| | Revenue | | | 24575 | 28206 | 34214 | 36267 | 38443 | 40750 | 43195 | 45787 | 87 | 204 | 1.06 |
| | Foreign Aid | | | 11250 | 14876 | 20351 | 22386 | 24625 | 27087 | 29796 | 32776 | 46 | 137 | 1.10 |
| | Deficits | 30897 | 31333 | 3236 | 3600 | 2999 | 4270 | 4517 | 4779 | 5055 | 5348 | 72 | 24 | 1.50 |
| 4 | Education budget | 4150 | 4315 | 5158 | 6637 | 7779 | 9439 | 10138 | 10892 | 11707 | 12587 | 28 | 55 | 0.15 |
| 5 | BPEP budget avl | 1951 | 2339 | 2864 | 3755 | 4276 | 5191 | 5576 | 5991 | 6439 | 6923 | 15 | 30 | 0.55 |
| 6 | BPE budget req. | 1951 | 2339 | 2864 | 3755 | 4276 | 5192 | 5575 | 5991 | 6438 | 6923 | 15 | 30 | |
| 7 | Gap (deficit) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

III TEXTBOOK PROGRAMME

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate |
|---|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 | Enrol (GAS), 000 | 2914 | 3000 | 3012 | 3116 | 3164 | 3200 | 3236 | 3271 | 3304 | 3297 | | |
| 2 | Enrol (GAS), boys | 1787 | 1817 | 1811 | 1876 | 1906 | 1909 | 1912 | 1913 | 1914 | 1889 | | |
| | Grade I | 72 | 720 | 727 | 783 | 787 | 770 | 735 | 696 | 664 | 613 | | |
| | Grade II | 332 | 343 | 331 | 336 | 357 | 362 | 379 | 387 | 388 | 389 | | |
| | Grade III | 277 | 277 | 282 | 279 | 281 | 296 | 304 | 318 | 328 | 332 | | |
| | Grade IV | 253 | 255 | 252 | 259 | 257 | 258 | 270 | 279 | 291 | 301 | | |
| | Grade V | 211 | 222 | 219 | 219 | 223 | 223 | 224 | 234 | 243 | 254 | | |
| 3 | Enrol (GAS) girls | 1127 | 1183 | 1202 | 1240 | 1258 | 1291 | 1324 | 1357 | 1390 | 1408 | | |
| | Grade I | 465 | 486 | 495 | 515 | 514 | 537 | 536 | 524 | 510 | 479 | | |
| | Grade II | 215 | 225 | 219 | 224 | 232 | 233 | 257 | 275 | 287 | 294 | | |
| | Grade III | 171 | 179 | 185 | 184 | 187 | 193 | 196 | 215 | 232 | 243 | | |
| | Grade IV | 155 | 159 | 163 | 171 | 171 | 174 | 179 | 182 | 198 | 214 | | |
| | Grade V | 122 | 134 | 140 | 146 | 153 | 154 | 156 | 161 | 165 | 178 | | |
| 4 | Free text (IV boys) | 51 | 51 | 50 | 52 | 51 | 52 | 54 | 56 | 58 | 60 | 280 | 0.20 |
| 5 | Free text (IV girls) | 42 | 44 | 44 | 44 | 45 | 45 | 45 | 47 | 49 | 51 | 236 | 0.20 |

| | | | | | | | | | | | | | |
|---|----------------------|------|------|------|------|------|------|------|------|------|------|---|-------|
| 6 | Free textbook (B+G) | | | | | | | | | | | | |
| | Grade I | 1177 | 1206 | 1222 | 1298 | 1301 | 1307 | 1271 | 1220 | 1173 | 1092 | | |
| | Grade II | 547 | 568 | 550 | 560 | 589 | 595 | 636 | 662 | 675 | 683 | | |
| | Grade III | 448 | 456 | 467 | 463 | 469 | 490 | 500 | 533 | 559 | 575 | | |
| | Grade IV | 205 | 210 | 214 | 223 | 223 | 225 | 233 | 238 | 256 | 274 | | |
| | Grade V | 135 | 178 | 183 | 190 | 197 | 198 | 201 | 208 | 213 | 228 | | |
| 7 | Free textbook cost | | | | | | | | | | | | |
| | Grade I | | | | | | 58 | 56 | 54 | 52 | 48 | | 44.20 |
| | Grade II | | | | | | 36 | 39 | 40 | 41 | 42 | | 61.00 |
| | Grade III | | | | | | 32 | 33 | 35 | 37 | 38 | | 65.50 |
| | Grade IV | | | | | | 24 | 25 | 25 | 27 | 29 | | 107 |
| | Grade V | | | | | | 24 | 24 | 25 | 26 | 27 | | 120 |
| 8 | Total cost (Rs. Mil) | 73 | 69 | 81 | 101 | 110 | 187 | 190 | 193 | 196 | 198 | 0 | 964 |
| | Free Textbook | 73 | 69 | 81 | 101 | 110 | 174 | 177 | 180 | 183 | 184 | | 898 |
| | Development cost | | | | | | 11 | 11 | 11 | 11 | 11 | | 56 |
| | Disse. Cost | | | | | | 2 | 2 | 2 | 2 | 2 | | 10 |
| | Suppli materials | | | | | | 12 | 12 | 12 | 12 | 12 | | 60 |

IV GRANTS-IN-AID MODEL

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-98 | 97-02 | Rate |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 Teachers (GAS) | 71776 | 72740 | 72181 | 75553 | 76409 | 76917 | 77363 | 77741 | 78039 | 77335 | | | |
| School impr fund | | | | | | | | | | | | | |
| 2 (no) | | | | | | 100 | 200 | 400 | 400 | 900 | | 2000 | 2000 |
| 3 Total GIA (Rs. Mil) | 1738 | 1873 | 2003 | 2480 | 2657 | 3006 | 3029 | 3056 | 3068 | 3070 | | 15228 | |
| Operating GIA | 1738 | 1873 | 2003 | 2480 | 2657 | 3000 | 3017 | 3032 | 3044 | 3016 | | 15108 | 39 |
| Impr fund | | | | | | 6 | 12 | 24 | 24 | 54 | | 120 | 60 |

V FLOW MODEL/EFFICIENCY (GIRLS)

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-98 | 97-02 | Rate |
|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 System parameters | | | | | | | | | | | | | |
| GRD I Dropout Rate | 0.21 | 0.23 | 0.23 | 0.23 | 0.23 | 0.21 | 0.20 | 0.19 | 0.18 | 0.17 | | | 0.95 |
| Repetition | 0.43 | 0.41 | 0.41 | 0.41 | 0.41 | 0.38 | 0.37 | 0.35 | 0.33 | 0.31 | | | 0.95 |
| Promotion | 0.36 | 0.37 | 0.37 | 0.37 | 0.37 | 0.40 | 0.43 | 0.46 | 0.49 | 0.51 | | | |
| GRD II Dropout Rate | 0.10 | 0.10 | 0.10 | 0.10 | 0.10 | 0.10 | 0.09 | 0.09 | 0.09 | 0.08 | | | 0.97 |
| Repetition | 0.21 | 0.19 | 0.19 | 0.19 | 0.19 | 0.19 | 0.18 | 0.17 | 0.17 | 0.16 | | | 0.97 |
| Promotion | 0.70 | 0.71 | 0.71 | 0.71 | 0.71 | 0.72 | 0.73 | 0.74 | 0.74 | 0.75 | | | |
| GRD III Dropout Rate | 0.05 | 0.06 | 0.06 | 0.06 | 0.06 | 0.06 | 0.06 | 0.06 | 0.06 | 0.05 | | | 0.97 |

| | | | | | | | | | | | | | |
|---|---------------------|------|------|------|------|------|------|------|------|------|------|--|------|
| | Repetition | 0.16 | 0.16 | 0.16 | 0.16 | 0.16 | 0.15 | 0.15 | 0.14 | 0.14 | 0.14 | | 0.97 |
| | Promotion | 0.79 | 0.78 | 0.78 | 0.78 | 0.78 | 0.79 | 0.79 | 0.80 | 0.80 | 0.81 | | |
| | GRD IV Dropout Rate | 0.09 | 0.08 | 0.08 | 0.08 | 0.08 | 0.07 | 0.07 | 0.07 | 0.07 | 0.07 | | 0.97 |
| | Repetition | 0.16 | 0.17 | 0.17 | 0.17 | 0.17 | 0.16 | 0.16 | 0.15 | 0.15 | 0.15 | | 0.97 |
| | Promotion | 0.75 | 0.75 | 0.75 | 0.75 | 0.75 | 0.76 | 0.77 | 0.78 | 0.78 | 0.79 | | |
| | GRD V Dropout Rate | 0.22 | 0.17 | 0.17 | 0.17 | 0.17 | 0.16 | 0.16 | 0.15 | 0.15 | 0.14 | | 0.97 |
| | Repetition | 0.17 | 0.17 | 0.17 | 0.17 | 0.17 | 0.16 | 0.16 | 0.15 | 0.15 | 0.14 | | 0.97 |
| | Promotion | 0.62 | 0.67 | 0.67 | 0.67 | 0.67 | 0.68 | 0.69 | 0.70 | 0.71 | 0.71 | | |
| 2 | Total Years | 4407 | 4258 | 4258 | 4258 | 4258 | 4329 | 4391 | 4447 | 4496 | 4541 | | |
| | Grade I | 1768 | 1681 | 1681 | 1681 | 1681 | 1625 | 1576 | 1532 | 1492 | 1456 | | |
| | Grade II | 795 | 769 | 769 | 769 | 769 | 801 | 829 | 853 | 874 | 893 | | |
| | Grade III | 662 | 649 | 649 | 649 | 649 | 681 | 709 | 734 | 756 | 777 | | |
| | Grade IV | 622 | 608 | 608 | 608 | 608 | 640 | 668 | 693 | 716 | 736 | | |
| | Grade V | 559 | 551 | 551 | 551 | 551 | 582 | 609 | 635 | 657 | 678 | | |
| 3 | No. of graduates | 345 | 368 | 368 | 368 | 368 | 394 | 419 | 442 | 646 | 484 | | |
| 4 | Graduate years | 12.8 | 11.6 | 11.6 | 11.6 | 11.6 | 11.0 | 10.5 | 10.1 | 9.7 | 9.4 | | |
| 5 | input/output Ratio | 2.6 | 2.3 | 2.3 | 2.3 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.9 | | |
| 6 | Intrnl Efficiency % | 39.2 | 43.2 | 43.2 | 43.2 | 43.2 | 45.5 | 47.7 | 49.7 | 51.6 | 53.3 | | |

VI FLOW MODEL/EFFICIENCY (GIRLS)

| | | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-98 | 97-02 | Rate |
|---|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 | 6 Years popn, 000 | 293 | 300 | 307 | 314 | 321 | 328 | 336 | 344 | 351 | 360 | | | 1.02 |
| 2 | 6 Years % of New | | 101 | 107 | 109 | 105 | 111 | 109 | 107 | 105 | 99 | | | |
| 3 | New Entrant, 000 | | 303 | 327 | 342 | 336 | 363 | 367 | 368 | 371 | 355 | | | |
| 4 | Enrollment, 000 | 1196 | 1258 | 1302 | 1348 | 1375 | 1420 | 1467 | 1516 | 1566 | 1600 | | | |
| | Grade I | 493 | 517 | 536 | 559 | 562 | 591 | 594 | 585 | 574 | 544 | | | |
| | Grade II | 228 | 240 | 237 | 244 | 254 | 256 | 285 | 307 | 323 | 334 | | | |
| | Grade III | 182 | 190 | 200 | 200 | 205 | 213 | 217 | 240 | 261 | 277 | | | |
| | Grade IV | 164 | 169 | 177 | 186 | 187 | 191 | 198 | 204 | 223 | 243 | | | |
| | Grade V | 130 | 142 | 151 | 159 | 167 | 169 | 173 | 180 | 185 | 202 | | | |
| 5 | Repeaters, 000 | | 339 | 338 | 349 | 363 | 368 | 366 | 359 | 350 | 341 | | | |
| | Grade I | | 214 | 209 | 217 | 227 | 228 | 227 | 217 | 203 | 189 | | | |
| | Grade II | | 47 | 46 | 45 | 47 | 48 | 48 | 51 | 54 | 55 | | | |
| | Grade III | | 30 | 30 | 32 | 32 | 32 | 33 | 32 | 35 | 36 | | | |
| | Grade IV | | 27 | 29 | 30 | 31 | 32 | 31 | 32 | 31 | 33 | | | |
| | Grade V | | 21 | 24 | 25 | 27 | 28 | 28 | 27 | 28 | 28 | | | |

| | | | | | | | | | | | | |
|---|--------------------|------|------|-----|-----|-----|-----|-----|-----|-----|------|--|
| 6 | Dropouts, 000 | | 177 | 188 | 195 | 203 | 206 | 205 | 201 | 196 | 190 | |
| | Grade I | | 103 | 116 | 122 | 126 | 127 | 126 | 121 | 113 | 105 | |
| | Grade II | | 22 | 23 | 23 | 24 | 25 | 24 | 26 | 27 | 28 | |
| | Grade III | | 9 | 12 | 13 | 13 | 13 | 13 | 13 | 14 | 15 | |
| | Grade IV | | 14 | 13 | 14 | 14 | 14 | 14 | 14 | 14 | 15 | |
| | Grade V | | 28 | 23 | 25 | 26 | 28 | 27 | 27 | 27 | 27 | |
| 7 | Promotees, 000 | | 681 | 732 | 757 | 782 | 800 | 849 | 907 | 970 | 1034 | |
| | Grade I | | 176 | 191 | 198 | 207 | 208 | 237 | 256 | 269 | 279 | |
| | Grade II | | 158 | 170 | 169 | 173 | 180 | 185 | 207 | 226 | 240 | |
| | Grade III | | 143 | 148 | 156 | 156 | 160 | 167 | 172 | 191 | 210 | |
| | Grade IV | | 123 | 127 | 133 | 140 | 141 | 146 | 152 | 158 | 174 | |
| | Grade V | | 80 | 95 | 101 | 106 | 111 | 115 | 119 | 125 | 131 | |
| 8 | Enrollment % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| | Grade I | 41 | 41 | 41 | 42 | 41 | 42 | 40 | 39 | 37 | 34 | |
| | Grade II | 19 | 19 | 18 | 18 | 18 | 18 | 19 | 20 | 21 | 21 | |
| | Grade III | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 16 | 17 | 17 | |
| | Grade IV | 14 | 13 | 14 | 14 | 14 | 13 | 14 | 13 | 14 | 15 | |
| | Grade V | 11 | 11 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 13 | |
| 9 | Not Enrolled , 000 | 1332 | 1374 | 613 | 639 | 651 | 602 | 545 | 480 | 407 | 320 | |

VII FLOW MODEL/EFFICIENCY (BOYS+GIRLS)

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-98 | 97-02 | Rate |
|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 System parameters | | | | | | | | | | | | | |
| GRD I Dropout Rate | 0.19 | 0.21 | 0.21 | 0.21 | 0.21 | 0.20 | 0.19 | 0.18 | 0.17 | 0.16 | | | 0.95 |
| Repetition | 0.45 | 0.42 | 0.42 | 0.42 | 0.42 | 0.40 | 0.38 | 0.36 | 0.34 | 0.32 | | | 0.95 |
| Promotion | 0.36 | 0.38 | 0.38 | 0.38 | 0.38 | 0.41 | 0.44 | 0.46 | 0.49 | 0.52 | | | |
| GRD II Dropout Rate | 0.10 | 0.11 | 0.11 | 0.11 | 0.11 | 0.11 | 0.10 | 0.10 | 0.10 | 0.09 | | | 0.97 |
| Repetition | 0.21 | 0.19 | 0.19 | 0.19 | 0.19 | 0.18 | 0.18 | 0.17 | 0.17 | 16.00 | | | 0.97 |
| Promotion | 0.69 | 0.70 | 0.70 | 0.70 | 0.70 | 0.71 | 0.72 | 0.73 | 0.74 | 0.74 | | | |
| GRD III Dropout Rate | 0.05 | 0.06 | 0.06 | 0.06 | 0.06 | 0.06 | 0.05 | 0.05 | 0.05 | 0.05 | | | 0.97 |
| Repetition | 0.17 | 0.17 | 0.17 | 0.17 | 0.17 | 0.16 | 0.16 | 0.16 | 0.15 | 0.15 | | | 0.97 |
| Promotion | 0.77 | 0.77 | 0.77 | 0.77 | 0.77 | 0.78 | 0.79 | 0.79 | 0.80 | 0.81 | | | |
| GRD IV Dropout Rate | 0.04 | 0.10 | 0.10 | 0.10 | 0.10 | 0.10 | 0.09 | 0.09 | 0.09 | 0.09 | | | 0.97 |
| Repetition | 0.18 | 0.17 | 0.17 | 0.17 | 0.17 | 0.16 | 0.16 | 0.15 | 0.15 | 0.15 | | | 0.97 |
| Promotion | 0.78 | 0.73 | 0.73 | 0.73 | 0.73 | 0.74 | 0.75 | 0.76 | 0.76 | 0.77 | | | |
| GRD V Dropout Rate | 0.20 | 0.16 | 0.16 | 0.16 | 0.16 | 0.15 | 0.15 | 0.14 | 0.14 | 0.13 | | | 0.97 |

| | | | | | | | | | | | | | |
|---|---------------------|------|------|------|------|------|------|------|------|------|------|--|------|
| | Repetition | 0.17 | 0.17 | 0.17 | 0.17 | 0.17 | 0.17 | 0.16 | 0.16 | 0.15 | 0.15 | | 0.97 |
| | Promotion | 0.62 | 0.67 | 0.67 | 0.67 | 0.67 | 0.68 | 0.69 | 0.7 | 0.71 | 0.72 | | |
| 2 | Total Years | 4548 | 4369 | 4369 | 4369 | 4369 | 4429 | 4482 | 4530 | 4572 | 4610 | | |
| | Grade I | 1820 | 1721 | 1721 | 1721 | 1721 | 1661 | 1608 | 1561 | 1518 | 1480 | | |
| | Grade II | 841 | 796 | 796 | 796 | 796 | 826 | 853 | 875 | 895 | 912 | | |
| | Grade III | 704 | 672 | 672 | 672 | 672 | 703 | 729 | 753 | 775 | 794 | | |
| | Grade IV | 660 | 625 | 625 | 625 | 625 | 655 | 682 | 706 | 728 | 748 | | |
| | Grade V | 623 | 554 | 554 | 554 | 554 | 583 | 610 | 634 | 656 | 677 | | |
| 3 | No. of graduates | 389 | 371 | 371 | 371 | 371 | 397 | 421 | 443 | 465 | 485 | | |
| 4 | Graduate years | 11.9 | 11.8 | 11.8 | 11.8 | 11.8 | 11.2 | 10.7 | 10.2 | 9.8 | 9.5 | | |
| 5 | input/output Ratio | 2.4 | 2.4 | 2.4 | 2.4 | 2.4 | 2.2 | 2.1 | 2 | 2 | 1.9 | | |
| 6 | Intrnl Efficiency % | 41.9 | 42.5 | 42.5 | 42.5 | 42.5 | 44.8 | 46.9 | 48.9 | 50.8 | 52.6 | | |

VIII FLOW MODEL/EFFICIENCY (BOYS AND GIRLS)

| | | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-98 | 97-02 | Rate | ,90/91 | ,91/92 |
|---|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|--------|--------|
| 1 | 6 Years popn, 000 | 600 | 614 | 630 | 645 | 661 | 677 | 694 | 711 | 728 | 746 | | | 1.02 | 571 | 585 |
| 2 | 6 Years % of New | | 117 | 125 | 133 | 126 | 124 | 120 | 117 | 114 | 106 | | | | | |
| 3 | New Entrant, 000 | | 720 | 786 | 856 | 831 | 842 | 836 | 830 | 832 | 790 | | | | | |
| 4 | Enrollment, 000 | 3092 | 3192 | 3263 | 3387 | 3458 | 3521 | 3586 | 3652 | 3721 | 3747 | | | | | |
| | Grade I | 1249 | 1283 | 1323 | 1411 | 1422 | 1438 | 1408 | 1362 | 1321 | 1241 | | | | | |
| | Grade II | 580 | 604 | 595 | 609 | 644 | 655 | 704 | 739 | 760 | 776 | | | | | |
| | Grade III | 476 | 485 | 506 | 503 | 512 | 539 | 554 | 595 | 630 | 653 | | | | | |
| | Grade IV | 433 | 441 | 450 | 467 | 468 | 475 | 498 | 515 | 551 | 586 | | | | | |
| | Grade V | 354 | 378 | 388 | 397 | 411 | 414 | 422 | 441 | 459 | 491 | | | | | |
| 5 | Repeaters, 000 | | 906 | 875 | 897 | 940 | 955 | 929 | 895 | 859 | 826 | | | | | |
| | Grade I | | 563 | 538 | 555 | 591 | 596 | 572 | 533 | 489 | 451 | | | | | |
| | Grade II | | 123 | 114 | 113 | 115 | 122 | 120 | 125 | 127 | 127 | | | | | |
| | Grade III | | 83 | 83 | 86 | 86 | 87 | 89 | 89 | 92 | 95 | | | | | |
| | Grade IV | | 76 | 74 | 76 | 79 | 79 | 78 | 79 | 79 | 82 | | | | | |
| | Grade V | | 61 | 66 | 68 | 69 | 72 | 70 | 69 | 70 | 71 | | | | | |
| 6 | Dropouts, 000 | | 403 | 461 | 472 | 494 | 503 | 489 | 473 | 455 | 439 | | | | | |
| | Grade I | | 232 | 264 | 273 | 291 | 293 | 281 | 262 | 241 | 222 | | | | | |
| | Grade II | | 56 | 66 | 65 | 67 | 71 | 70 | 73 | 74 | 74 | | | | | |
| | Grade III | | 26 | 28 | 29 | 29 | 29 | 30 | 30 | 31 | 32 | | | | | |
| | Grade IV | | 19 | 44 | 45 | 46 | 46 | 46 | 46 | 47 | 48 | | | | | |
| | Grade V | | 71 | 59 | 61 | 62 | 64 | 63 | 62 | 63 | 63 | | | | | |

| | | | | | | | | | | | | |
|---|--------------------|------|------|------|------|------|------|------|------|------|------|--|
| 7 | Promotees, 000 | | 1783 | 1856 | 1894 | 1953 | 1999 | 2102 | 2219 | 2339 | 2456 | |
| | Grade I | | 454 | 481 | 496 | 529 | 533 | 584 | 614 | 632 | 649 | |
| | Grade II | | 402 | 424 | 417 | 427 | 452 | 465 | 506 | 537 | 559 | |
| | Grade III | | 368 | 375 | 391 | 389 | 396 | 420 | 436 | 471 | 503 | |
| | Grade IV | | 338 | 323 | 329 | 342 | 343 | 352 | 372 | 389 | 420 | |
| | Grade V | | 221 | 254 | 260 | 266 | 275 | 282 | 291 | 308 | 325 | |
| 8 | Enrollment % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| | Grade I | 40 | 40 | 41 | 42 | 41 | 41 | 39 | 37 | 36 | 33 | |
| | Grade II | 19 | 19 | 18 | 18 | 19 | 19 | 20 | 20 | 20 | 21 | |
| | Grade III | 15 | 15 | 16 | 15 | 15 | 15 | 15 | 16 | 17 | 17 | |
| | Grade IV | 14 | 14 | 14 | 14 | 14 | 13 | 14 | 14 | 15 | 16 | |
| | Grade V | 11 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 13 | |
| 9 | Not Enrolled , 000 | 1332 | 1374 | 928 | 969 | 989 | 884 | 766 | 634 | 487 | 320 | |

IX FLOW MODEL/EFFICIENCY (BOYS)

| | | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-98 | 97-02 | Rate |
|---|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 | 6 Years popn, 000 | 307 | 315 | 323 | 331 | 340 | 349 | 358 | 367 | 377 | 387 | | | 1.02 |
| 2 | 6 Years % of New | | 133 | 142 | 155 | 146 | 137 | 131 | 126 | 122 | 113 | | | |
| 3 | New Entrant, 000 | | 417 | 459 | 514 | 495 | 479 | 469 | 462 | 461 | 435 | | | |
| 4 | Enrollment, 000 | 1896 | 1933 | 1961 | 2039 | 2083 | 2100 | 2118 | 2137 | 2155 | 2147 | | | |
| | Grade I | 756 | 766 | 787 | 851 | 860 | 847 | 814 | 777 | 747 | 697 | | | |
| | Grade II | 353 | 365 | 358 | 365 | 391 | 399 | 420 | 432 | 437 | 442 | | | |
| | Grade III | 294 | 295 | 306 | 303 | 308 | 326 | 337 | 355 | 369 | 377 | | | |
| | Grade IV | 269 | 272 | 273 | 281 | 281 | 284 | 300 | 311 | 328 | 342 | | | |
| | Grade V | 224 | 236 | 237 | 238 | 244 | 245 | 248 | 262 | 273 | 289 | | | |
| 5 | Repeaters, 000 | | 567 | 537 | 547 | 577 | 587 | 563 | 535 | 508 | 485 | | | |
| | Grade I | | 348 | 328 | 337 | 365 | 368 | 345 | 315 | 286 | 262 | | | |
| | Grade II | | 76 | 68 | 67 | 69 | 73 | 73 | 74 | 74 | 73 | | | |
| | Grade III | | 53 | 52 | 54 | 54 | 55 | 56 | 56 | 58 | 58 | | | |
| | Grade IV | | 50 | 46 | 46 | 48 | 47 | 47 | 48 | 48 | 49 | | | |
| | Grade V | | 40 | 42 | 42 | 42 | 43 | 42 | 42 | 43 | 43 | | | |
| 6 | Dropouts, 000 | | 227 | 273 | 277 | 292 | 297 | 284 | 272 | 260 | 249 | | | |
| | Grade I | | 129 | 148 | 152 | 165 | 166 | 155 | 141 | 128 | 117 | | | |
| | Grade II | | 33 | 43 | 42 | 43 | 46 | 46 | 47 | 47 | 46 | | | |
| | Grade III | | 17 | 16 | 16 | 16 | 16 | 17 | 17 | 17 | 17 | | | |
| | Grade IV | | 5 | 31 | 31 | 32 | 32 | 31 | 32 | 32 | 33 | | | |

| | | | | | | | | | | | |
|---|--------------------|-----|------|------|------|------|------|------|------|------|------|
| | Grade V | | 43 | 36 | 36 | 36 | 37 | 36 | 35 | 36 | 36 |
| 7 | Promotees, 000 | | 1102 | 1124 | 1137 | 1170 | 1198 | 1253 | 1312 | 1369 | 1421 |
| | Grade I | | 279 | 290 | 298 | 322 | 325 | 347 | 358 | 363 | 369 |
| | Grade II | | 243 | 253 | 249 | 254 | 271 | 280 | 299 | 311 | 319 |
| | Grade III | | 224 | 227 | 235 | 233 | 236 | 253 | 264 | 280 | 293 |
| | Grade IV | | 215 | 195 | 196 | 202 | 201 | 206 | 220 | 231 | 246 |
| | Grade V | | 141 | 159 | 159 | 160 | 164 | 167 | 172 | 183 | 194 |
| 8 | Enrollment % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| | Grade I | 40 | 40 | 40 | 42 | 41 | 40 | 38 | 36 | 35 | 32 |
| | Grade II | 19 | 19 | 18 | 18 | 19 | 19 | 20 | 20 | 20 | 21 |
| | Grade III | 16 | 15 | 16 | 15 | 15 | 16 | 16 | 17 | 17 | 18 |
| | Grade IV | 14 | 14 | 14 | 14 | 13 | 14 | 14 | 15 | 15 | 16 |
| | Grade V | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 13 | 13 |
| 9 | Not Enrolled , 000 | 0 | 0 | 315 | 330 | 337 | 282 | 221 | 154 | 81 | 0 |

X TEACHER TRAINING MODEL (IN-SERVICE)

| | | | | | | | | | | | (Rs. In million) | | Rate |
|---|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------------|-------|------|
| | | | | | | | | | | | 92-98 | 97-02 | |
| 1 | Teachers (GAS) | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | | |
| | Male | 71776 | 72740 | 72181 | 75553 | 76409 | 76917 | 77363 | 77741 | 78039 | 77335 | | |
| | Female | 60258 | 59899 | 58307 | 61198 | 61892 | 60991 | 59909 | 58632 | 57144 | 54516 | | |
| | Female proportion | 11517 | 12841 | 13874 | 14355 | 14518 | 15926 | 17454 | 19108 | 20895 | 22819 | | |
| 2 | Trained Proportion | 0.16 | 0.18 | 0.19 | 0.19 | 0.19 | 0.21 | 0.23 | 0.25 | 0.27 | 0.30 | | |
| | Male | 0.48 | 0.41 | 0.41 | 0.43 | 0.50 | 0.65 | 80.00 | 1.00 | 1.00 | 1.00 | | |
| | Female | 0.50 | 0.42 | 0.42 | 0.44 | 0.52 | 0.66 | 0.83 | 1.00 | 1.00 | 1.00 | | |
| 3 | Trained Teachers | 0.38 | 0.35 | 0.35 | 0.37 | 0.40 | 0.60 | 0.70 | 1.00 | 1.00 | 1.00 | | |
| | Male | 34452 | 29823 | 29594 | 32488 | 38205 | 49996 | 61891 | 77741 | 78039 | 77335 | | |
| | Female | 30076 | 25329 | 24738 | 27176 | 32398 | 40440 | 49673 | 58632 | 57114 | 54516 | | |
| 4 | Untrained Teachers | 4377 | 4494 | 4856 | 5311 | 5807 | 9556 | 12218 | 19108 | 20895 | 22819 | | |
| | Male | 37324 | 42917 | 42587 | 43065 | 38205 | 26921 | 15473 | 0 | 0 | 0 | | |
| | Female | 30183 | 34570 | 33569 | 34021 | 29494 | 20550 | 10236 | 0 | 0 | 0 | | |
| 5 | Annual Trng Req | 7141 | 8347 | 9018 | 9044 | 8711 | 6370 | 5236 | 0 | 0 | 0 | | |
| | First module (PTTC) | | | | | | 12173 | 12395 | 16469 | 1076 | 77 | 42189 | 0 |
| | First module (Dist) | | | | | | 3000 | 3000 | 4000 | 0 | 0 | 10000 | 1 |
| | 2 to 4 module (PTTC) | | | | | | 9173 | 9395 | 12469 | 1076 | 77 | 32189 | 1 |
| | 2 to 4 module (Dist) | | | | | | | | | 2700 | 2700 | 5400 | 1 |
| 6 | Training cost | | | | | | 40 | 40 | 48 | 40 | 39 | 207 | 40 |

| | | | | | | | |
|----------------------|----|----|----|----|----|----|---|
| First module (PTTC) | 15 | 15 | 19 | 0 | 0 | 49 | 5 |
| First module (Dist) | 9 | 9 | 12 | 1 | 0 | 32 | 1 |
| 2 to 4 module (PTTC) | 0 | 0 | 0 | 14 | 14 | 27 | 5 |
| 2 to 4 module (Dist) | 0 | 0 | 0 | 9 | 9 | 18 | 1 |
| Other cost | 16 | 16 | 16 | 16 | 16 | 81 | |

XI RESOURCE CENTER (RC)
MODEL

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate |
|----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 Gov aided school | 17863 | 18590 | 18396 | 18937 | 19119 | 19205 | 19271 | 19315 | 19333 | 19099 | | | |
| 2 Satellite schools | | | | | | | | | | | | | |
| Covered % | | | | 0.62 | 0.61 | 0.68 | 0.76 | 0.85 | 0.96 | 1.00 | | | |
| Covered number | | | | 11703 | 11703 | 13084 | 14670 | 16489 | 18576 | 19099 | | | 14 |
| 3 Number of RCs | | | | 669 | 669 | 768 | 881 | 1011 | 1160 | 1331 | | | 1.15 |
| Annual addition | | | | | 0 | 99 | 113 | 130 | 149 | 171 | | 662 | |
| 4 No. of RPs | | | | 480 | 599 | 768 | 881 | 1011 | 1160 | 1331 | | | 1.00 |
| 5 Regular cost (Rs in million) | | | 55 | 16 | 22 | 58 | 66 | 76 | 87 | 100 | | 386 | |
| Salary/Allowance | | | | | | 50 | 57 | 66 | 75 | 87 | | 335 | 65 |
| Ed materials | | | | | | 8 | 9 | 10 | 12 | 13 | | 52 | 10 |
| 6 Recurrent Trn days, 000 | | | | | | 1099 | 1232 | 1385 | 1560 | 1604 | | 6881 | 21 |
| Participants | | | | | | 52338 | 58678 | 65954 | 74303 | 76394 | | | 4 |
| 7 Recurrent trn cost (Rs in mil) | | | | | | 55 | 62 | 69 | 78 | 80 | | 344 | 50 |
| 8 Match fund (RC No) | | | | | 22 | 240 | 240 | 240 | 240 | 240 | | 1200 | 1200 |
| Cost | | | | | | 6 | 6 | 6 | 6 | 6 | | 30 | 25 |
| 9 Prize | | | | | | 0 | 0 | 0 | 0 | 0 | | 2 | |
| 10 Lead RCs | | | | | | 31 | 35 | 40 | 46 | 53 | | | 25 |
| Operation Cost | | | | | | 2 | 2 | 2 | 2 | 3 | | 10 | 50 |
| 11 Profes meeting cost | | | | | | 2 | 2 | 2 | 2 | 3 | | 10 | 20 |
| 12 Cluster grants | | | | | | 100 | 200 | 300 | 400 | 500 | | | |
| Cost (Rs mil) | | | | | | 3 | 5 | 8 | 10 | 13 | | 38 | 25 |
| 13 Total cost (Rs mil) | | | | | 22 | 124 | 143 | 163 | 186 | 204 | | 820 | |

100

XII PHYSICAL FACILITY IMPROVEMENT PROGRAMME

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate | |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|
| 1 Classrm const/rehab | 22367 | 26273 | 31450 | 35364 | 39832 | 73832 | 49332 | 55432 | 62932 | 72332 | | | | 4260 |
| Classrooms const | 477 | 2901 | 3725 | 3014 | 2732 | 2000 | 2000 | 2600 | 4000 | 5900 | 12849 | 16500 | | |
| Classrooms furn | | 2196 | 2853 | 440 | 4954 | 2000 | 2000 | 2600 | 4000 | 7200 | 10443 | 17800 | | |
| RC const | 3 | 69 | 98 | 60 | 49 | 45 | 120 | 300 | 225 | 230 | 279 | 920 | | 1199 |
| RC furniture | 3 | 72 | 68 | 72 | 48 | 45 | 120 | 300 | 225 | 230 | 263 | 920 | | |
| Classrooms rehab | 567 | 1005 | 1452 | 900 | 1736 | 2000 | 3500 | 3500 | 3500 | 3500 | 5660 | 16000 | | |
| School maint trng | | | 95 | 171 | 266 | 150 | 150 | 250 | 250 | 266 | 532 | 1066 | | |
| Lead RCs | | | | | | 2 | 8 | 10 | 13 | 21 | 0 | 54 | | |
| 2 Adm building | | | | | | | | | | | | | | |
| DEO building | | 3 | 9 | 6 | 2 | 2 | 3 | 9 | 14 | 16 | 20 | 44 | | |
| DEC building | | | | | | | | | | 1 | 0 | 1 | | |
| Special Ed building | | | | | | | | | | 1 | 0 | 1 | | |
| 3 Const programme cost | | | 445 | 282 | 212 | 339 | 391 | 350 | 705 | 966 | 939 | 2951 | | |
| Classrooms const | | | 445 | 282 | 212 | 239 | 239 | 311 | 478 | 706 | 939 | 1973 | 120 | |
| Classrooms furn | | | | | | 15 | 15 | 21 | 32 | 58 | 0 | 142 | 8 | |
| RC const | | | | | | 14 | 38 | 95 | 71 | 73 | 0 | 292 | 317 | |
| RC furniture | | | | | | 0 | 1 | 3 | 2 | 2 | 0 | 9 | 10 | |
| Classrooms rehab | | | | | | 34 | 60 | 60 | 60 | 60 | 0 | 272 | 17 | |
| School maint trng | | | | | | 34 | 34 | 57 | 57 | 60 | 0 | 241 | 226 | |
| Lead RCs | | | | | | 1 | 3 | 4 | 5 | 8 | 0 | 22 | 400 | |
| 4 Adm building | | | 0 | 0 | 1 | 8 | 12 | 35 | 54 | 70 | 1 | 178 | | |
| DEO building | | | | | 1 | 8 | 12 | 35 | 54 | 62 | 1 | 170 | 4 | |
| DEC building | | | | | | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4000 | |
| Special Ed building | | | | | | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4000 | |
| 5 Other prog no | | | | | | | | | | | | | | |
| Pit latrine | 3 | 69 | 98 | 125 | 195 | 200 | 1600 | 1600 | 1600 | 1500 | 490 | 6500 | 4 | |
| Drinking water | | | 40 | 51 | 50 | 200 | 1600 | 1600 | 1600 | 1500 | 141 | 6500 | 4 | |
| 6 Other prog cost | | | 0 | 138 | 121 | 10 | 77 | 77 | 77 | 72 | 259 | 312 | | |
| Pit latrine | | | | | | 9 | 72 | 72 | 72 | 68 | 0 | 293 | 45 | |
| Drinking water | | | | | | 1 | 5 | 5 | 5 | 5 | 0 | 20 | 8 | |
| 7 Logistic support | | | | | | 1 | 1 | 1 | 1 | 1 | 0 | 5 | | |
| 8 Total cost | 0 | 0 | 445 | 420 | 334 | 357 | 480 | 663 | 837 | 1109 | 1199 | 3347 | | |

XIII TRAINING OF EDUCATION MANAGERS

| | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 No. of trainings | | | | | | | | | | 0 | 0 | |
| Planning mgmt | | | | | 30 | 30 | 30 | 30 | 30 | 0 | 150 | 9 |
| RP's (basic trainig) | | | 0 | 0 | 169 | 113 | 130 | 149 | 171 | 0 | 732 | 15 |
| Officer III class | | | | | 100 | 100 | 100 | 100 | 100 | 0 | 500 | 15 |
| Officer II class | | | | | 25 | 25 | 25 | 25 | 25 | 0 | 125 | 22 |
| Resource teachers | | | | | 799 | 799 | 799 | 799 | 799 | 0 | 3995 | 1 |
| Headmasters | | | | | 3389 | 3799 | 4271 | 4811 | 4947 | 0 | 21217 | 6 |
| RP Recurrent | | | | | 768 | 881 | 1011 | 1160 | 1331 | 0 | 5151 | 1 |
| Seminars/workshops | | | | | 20 | 20 | 20 | 20 | 20 | 0 | 100 | 14 |
| 2 Cost of training | | | | | 26 | 28 | 32 | 37 | 36 | 0 | 159 | |
| 3 Foreign trainings | | | | | | | | | | | 0 | |
| Trainings | | | | | 6 | 6 | 6 | 8 | 8 | 0 | 34 | |
| Observation tour | | | | | 30 | 30 | 30 | 30 | 30 | 0 | 150 | |
| 4 Foreign training cost | | | | | 15 | 15 | 15 | 18 | 18 | 0 | 81 | |
| Trainings | | | | | 9 | 9 | 9 | 12 | 12 | 0 | 51 | 1.5 |
| Observation tour | | | | | 6 | 6 | 6 | 6 | 6 | 0 | 30 | 0.2 |
| 5 Other cost | | | | | 7 | 7 | 7 | 7 | 7 | 0 | 35 | 36 |
| 6 Total cost | | | | | 48 | 51 | 54 | 63 | 62 | 0 | 278 | |

XIV ENROLLMENT PROMOTION MODEL

| | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate |
|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 Enrollment (GAS) | | | | | | | | | | | | |
| Boys | 1787 | 1817 | 1811 | 1876 | 1906 | 1909 | 1912 | 1913 | 1914 | | | |
| Dalit | 276 | 286 | 297 | 303 | 362 | 433 | 517 | 618 | 730 | | | 0.10 |
| Girls | 1127 | 1183 | 1202 | 1240 | 1258 | 1291 | 1324 | 1357 | 1390 | | | |
| 1a Dalit popn (6-10) | 551 | 572 | 593 | 606 | 618 | 631 | 644 | 658 | 663 | | | 0.20 |
| GER % | 50 | 50 | 50 | 50 | 59 | 69 | 80 | 94 | 110 | | | 1.17 |
| 2 Scholarship cost | | | | | 235 | 258 | 286 | 319 | 355 | | | |
| Boys | | | | | 38 | 38 | 38 | 38 | 38 | | | 0.02 |
| Dalit | | | | | 109 | 130 | 155 | 185 | 219 | 0 | 798 | 0.30 |
| Girls | | | | | 88 | 90 | 93 | 95 | 97 | 0 | 463 | 0.07 |
| 3 Scholarship cost | 8 | 8 | 36 | 40 | 94 | 103 | 114 | 127 | 142 | 672 | 580 | |
| Boys | 8 | 8 | 8 | 7 | 15 | 15 | 15 | 15 | 15 | 106 | 75 | 0.40 |
| Dalit | | | 17 | 20 | 43 | 52 | 62 | 74 | 88 | 37 | 319 | 0.40 |

| | | | | | | | | | | | | |
|--------------------------|------|------|-----|-----|------|------|------|------|------|------|-------|------|
| Girls | | | 11 | 13 | 35 | 36 | 37 | 38 | 39 | 23 | 185 | 0.40 |
| 4 School feeding | | | | | | | | | | | | |
| Student served | | | 200 | 400 | 450 | 523 | 610 | 713 | 827 | 600 | 3123 | |
| Cost | | | | | 225 | 261 | 305 | 356 | 414 | 0 | 1561 | 0.50 |
| 5 Female teachers (addi) | 1324 | 1033 | 481 | 163 | 1408 | 1528 | 1654 | 1787 | 1924 | 3001 | 83001 | |
| Regular addition | 1324 | 1033 | 481 | 163 | 408 | 528 | 654 | 787 | 924 | 3001 | 3301 | |
| Project addition | 0 | 0 | 0 | 0 | 1000 | 1000 | 1000 | 1000 | 1000 | 0 | 5000 | |
| Project total | 0 | 0 | 0 | 0 | 5000 | 5000 | 5000 | 5000 | 5000 | | | |
| project cost | | 63 | 97 | 109 | 195 | 195 | 195 | 195 | 195 | 269 | 975 | 39 |
| 6 Compulsory pri ed | | | | | 10 | 10 | 10 | 10 | 10 | 0 | 50 | 50 |
| 7 Womens' Education | | | | | 6 | 5 | 5 | 28 | 17 | 0 | 61 | |
| 8 Total Cost | 8 | 71 | 133 | 149 | 530 | 575 | 629 | 717 | 777 | 361 | 3228 | |

Xva NFE MODEL (1981-91)

| (NUMBER IN 000) | | 80/81 | 81/82 | 82/83 | 83/84 | 84/85 | 85/86 | 86/87 | 87/88 | 88/89 | 89/90 | 90/91 | Change81 | Rate | 91/92 | 92/93 |
|-----------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|------|-------|-------|
| 1 | Popn (6yrs +) | 12180 | 12448 | 12722 | 13002 | 13289 | 13582 | 13881 | 14187 | 14500 | 14821 | 15148 | 2968 | | 15483 | 15825 |
| | Male | 6233 | 6351 | 6472 | 6595 | 6720 | 6848 | 6978 | 7111 | 7246 | 7384 | 7524 | 1291 | 1.02 | 7667 | 7813 |
| | Female | 5947 | 6097 | 6250 | 6407 | 6568 | 6733 | 6903 | 7076 | 7254 | 7437 | 7624 | 1677 | 1.03 | 7816 | 8012 |
| 1a | Literacy (6Yrs+) % | 0.23 | 0.25 | 0.26 | 0.27 | 0.29 | 0.30 | 0.32 | 0.34 | 0.35 | 0.37 | 0.39 | | | 0.41 | 0.44 |
| | Male | 0.34 | 0.36 | 0.37 | 0.39 | 0.41 | 0.43 | 0.45 | 0.47 | 0.49 | 0.52 | 0.54 | | | 0.56 | 0.59 |
| | Female | 0.12 | 0.13 | 0.14 | 0.15 | 0.16 | 0.17 | 0.19 | 0.20 | 0.21 | 0.23 | 0.25 | | | 0.27 | 0.29 |
| 2 | Net Lite stock (T) | 2833 | 3052 | 3288 | 3541 | 3815 | 4109 | 4426 | 4768 | 5136 | 5532 | 5959 | 3125 | 1.08 | 6411 | 6948 |
| | Schooling | 1737 | 1932 | 2143 | 2371 | 2619 | 2887 | 3177 | 3491 | 3830 | 4198 | 4595 | 2858 | | 5011 | 5434 |
| | No schooling | 1096 | 1120 | 1145 | 1170 | 1196 | 1222 | 1249 | 1277 | 1305 | 1334 | 1363 | 267 | 0.09 | 1460 | 1577 |
| 3 | Attrition | 50 | 28 | 31 | 33 | 35 | 38 | 41 | 44 | 48 | 51 | 55 | 405 | 0.01 | 60 | 64 |
| 4 | Grade II enrol (T) | 278 | 288 | 311 | 335 | 346 | 351 | 377 | 378 | 450 | 513 | 560 | 3909 | | 569 | 580 |
| 5 | Annual lite req (T) | 237 | 247 | 266 | 287 | 309 | 333 | 358 | 386 | 416 | 448 | 482 | 3530 | | 512 | 541 |
| | Grade 2 promotees | 203 | 210 | 227 | 245 | 253 | 256 | 275 | 276 | 329 | 374 | 409 | 2854 | 0.73 | 415 | 423 |
| | No scholling | 34 | 37 | 39 | 42 | 56 | 76 | 83 | 110 | 87 | 73 | 73 | 677 | | 97 | 117 |
| | NFE Graduates | 8 | 15 | 17 | 20 | 33 | 53 | 59 | 85 | 62 | 48 | 47 | 439 | | 70 | 90 |
| | Self-literate | 26 | 21 | 22 | 22 | 23 | 23 | 24 | 24 | 25 | 26 | 26 | 237 | - | 27 | 27 |
| 6 | Self-lit Stock (T) | 974 | 996 | 1018 | 1040 | 1063 | 1087 | 1110 | 1135 | 1160 | 1186 | 1212 | 250 | 0.08 | 1239 | 1266 |
| 7 | Net Lite stock (F) | 716 | 789 | 869 | 958 | 1055 | 1162 | 1280 | 1410 | 1553 | 1711 | 1885 | 1169 | 1.10 | 2092 | 2346 |
| | Schooling | 362 | 426 | 497 | 576 | 663 | 761 | 869 | 988 | 1121 | 1268 | 1431 | 1069 | | 1590 | 1757 |
| | No schooling | 354 | 363 | 372 | 382 | 391 | 404 | 411 | 422 | 432 | 443 | 454 | 100 | 0.06 | 520 | 610 |
| 8 | Attrition/Replacnt | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 16 | 17 | 115 | 0.01 | 19 | 21 |

| | | | | | | | | | | | | | | | | |
|----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| 9 | Grade II enrl (F) | 77 | 82 | 88 | 96 | 104 | 103 | 117 | 121 | 151 | 191 | 208 | 1261 | | 219 | 228 |
| 10 | Annual lit req (F) | 81 | 80 | 88 | 97 | 107 | 118 | 130 | 143 | 157 | 173 | 191 | 1284 | | 225 | 256 |
| | Grade 2 promotees | 55 | 60 | 64 | 70 | 76 | 75 | 85 | 88 | 110 | 139 | 152 | 921 | 0.73 | 160 | 166 |
| | No scholling | 25 | 20 | 24 | 27 | 31 | 43 | 44 | 55 | 47 | 34 | 39 | 363 | | 66 | 90 |
| | NFE Graduates | 15 | 13 | 16 | 19 | 23 | 34 | 36 | 46 | 38 | 25 | 30 | 280 | | 56 | 80 |
| | Self-literate | 11 | 7 | 8 | 8 | 8 | 8 | 8 | 9 | 9 | 9 | 9 | 83 | 0 | 10 | 10 |
| 11 | Self-lit Stock (F) | 295 | 302 | 310 | 318 | 326 | 334 | 342 | 351 | 360 | 369 | 378 | | 0.05 | 388 | 397 |

XVb NFE MODEL (1991-002)

| | | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate | | |
|----|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|------|
| 1 | Popn (6yrs +) | 15825 | 16175 | 16533 | 16899 | 17273 | 17656 | 18047 | 18447 | 18856 | 19275 | | 2002 | | | |
| | Male | 7813 | 7961 | 8112 | 8267 | 8424 | 8584 | 8747 | 8913 | 9082 | 9255 | | 831 | 1.02 | | |
| | Female | 8012 | 8214 | 8420 | 8632 | 8849 | 9072 | 9300 | 9534 | 9774 | 10020 | | 1170 | 1.03 | | |
| 1a | Literacy (6Yrs+) % | 0.44 | 0.46 | 0.49 | 0.51 | 0.53 | 0.55 | 0.58 | 0.61 | 0.64 | 0.67 | | | | | |
| | Male | 0.59 | 0.61 | 0.64 | 0.66 | 0.67 | 0.7 | 0.72 | 0.75 | 0.77 | 0.8 | | | | | |
| | Female | 0.29 | 0.32 | 0.34 | 0.37 | 0.39 | 0.42 | 0.45 | 0.48 | 0.51 | 0.55 | | | | | |
| 2 | Net Lite stock (T) | 6948 | 7466 | 8023 | 8592 | 9117 | 9774 | 10479 | 11235 | 12045 | 12914 | | 3797 | | 0.67 | 1.07 |
| | Schooling | 5434 | 5836 | 6259 | 6677 | 7037 | 7418 | 7809 | 8237 | 8692 | 9164 | | 2127 | | | |
| | No schooling | 1577 | 1700 | 1839 | 1996 | 2166 | 2356 | 2671 | 2998 | 3354 | 3751 | | 1585 | 0.01 | | |
| 3 | Attrition/Replacnt | 64 | 69 | 75 | 80 | 86 | 91 | 98 | 105 | 112 | 120 | | 527 | 0.01 | | |
| 4 | Annual lite req (T) | 541 | 524 | 562 | 575 | 597 | 642 | 779 | 834 | 893 | 956 | | 4103 | 0.69 | | |
| | Grade 2 promotees | 423 | 402 | 424 | 417 | 427 | 452 | 465 | 506 | 537 | 559 | | 2519 | | | |
| | No scholling | 117 | 123 | 139 | 157 | 170 | 190 | 314 | 328 | 355 | 397 | | 1585 | 0.40 | | |
| | NFE Graduates | 90 | 95 | 110 | 128 | 140 | 160 | 283 | 296 | 323 | 363 | | 1424 | | | |
| | Self-literate | 27 | 28 | 29 | 29 | 30 | 31 | 31 | 32 | 33 | 33 | | 160 | | | |
| 5 | Self-lit Stock (T) | 1266 | 1294 | 1323 | 1352 | 1382 | 1412 | 1444 | 1476 | 1509 | 1542 | | | 0.08 | | |
| 6 | Net Lite stock (F) | 2346 | 2595 | 2871 | 3160 | 3443 | 3783 | 4156 | 4566 | 5016 | 5511 | | 2068 | | 0.55 | 1.10 |
| | Schooling | 1757 | 1915 | 2086 | 2254 | 2405 | 2561 | 2720 | 2900 | 3097 | 3306 | | 902 | | | |
| | No schooling | 610 | 703 | 811 | 935 | 1070 | 1222 | 1436 | 1666 | 1919 | 2204 | | 1135 | 0.01 | | |
| 7 | Attrition/Replacnt | 21 | 23 | 26 | 29 | 32 | 34 | 38 | 42 | 46 | 50 | | 210 | 0.01 | | |
| 8 | Annual lit req (F) | 256 | 252 | 279 | 292 | 308 | 332 | 399 | 437 | 479 | 526 | | 2173 | | | |
| | Grade 2 promotees | 166 | 158 | 170 | 169 | 173 | 180 | 185 | 207 | 226 | 240 | | 1039 | 0.69 | | |
| | No scholling | 90 | 94 | 108 | 124 | 135 | 152 | 214 | 230 | 253 | 286 | | 1135 | | | |
| | NFE Graduates | 65 | 84 | 98 | 113 | 124 | 141 | 203 | 218 | 241 | 273 | | 1077 | 0.40 | | |
| | Self-literate | 10 | 10 | 10 | 11 | 11 | 11 | 11 | 12 | 12 | 12 | | 58 | | | |
| 9 | Self-lit-stck (F) | 397 | 407 | 418 | 428 | 439 | 450 | 461 | 473 | 485 | 497 | | 2366 | 0.05 | | |

| | | | | | | | | | | | | | | | | |
|----|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|------|------|------|------|
| 10 | OSP I Participants | 10 | 17 | 25 | 45 | 50 | 88 | 77 | 63 | 49 | 32 | | 309 | 0.10 | | |
| | Male | 4 | 6 | 5 | 10 | 10 | 28 | 22 | 15 | 8 | 0 | | 74 | | | |
| | Female | 6 | 11 | 20 | 35 | 40 | 60 | 54 | 48 | 41 | 32 | | 235 | 0.10 | | |
| 11 | OSP II Participants | 2 | 6 | 5 | | | 15 | 20 | 25 | 30 | 35 | | 125 | | | |
| 12 | AEP Participants | 175 | 220 | 250 | 275 | 300 | 360 | 636 | 665 | 726 | 818 | | 3205 | | 0.90 | 0.40 |
| | Male | 18 | 22 | 25 | 28 | 30 | 43 | 180 | 174 | 183 | 203 | | 783 | | | |
| | Female | 158 | 198 | 225 | 248 | 270 | 317 | 456 | 491 | 543 | 615 | | 2422 | 0.90 | 0.90 | 0.40 |
| 13 | AEP by modality | | | | | | | | | | | | | | | |
| | MOE/HMG | 70 | 88 | 100 | 110 | 120 | 144 | 255 | 266 | 290 | 327 | | 1282 | 0.40 | | |
| | NGOs | 105 | 132 | 150 | 165 | 180 | 216 | 382 | 399 | 435 | 491 | | 1923 | 0.60 | | |
| 14 | Post-literacy | | | | | | | | | | | | | | | |
| | Govt. programme | | | | | | 144 | 255 | 266 | 290 | 327 | | 1282 | | | |
| 15 | Govt. costs | 35 | 44 | 50 | 55 | 60 | 236 | 317 | 317 | 330 | 350 | | 1550 | | | |
| | AEP | 35 | 44 | 50 | 55 | 60 | 72 | 127 | 133 | 145 | 164 | | 641 | 500 | | |
| | OSP I | | | | | | 80 | 69 | 57 | 44 | 29 | | 278 | 900 | | |
| | SOP II | | | | | | 9 | 12 | 15 | 18 | 21 | | 75 | 600 | | |
| | Post-literacy | | | | | | 36 | 64 | 67 | 73 | 82 | | 320 | 250 | | |
| | National RC | | | | | | 10 | 10 | 10 | 10 | 10 | | 50 | | | |
| | NFE COUNCIL | | | | | | 20 | 20 | 20 | 20 | 20 | | 100 | | | |
| | Other cost | | | | | | 10 | 15 | 15 | 20 | 25 | | 85 | 50 | | |

XVI EARLY CHILDHOOD EDUCATION

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate | ,90/91 | ,91/92 |
|---|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|--------|--------|
| 1 | popn (5 yrs, 000) | 660 | 672 | 685 | 697 | 710 | 723 | 737 | 750 | 764 | 778 | | | 636 | 648 |
| | Male | 338 | 344 | 350 | 357 | 363 | 370 | 376 | 383 | 390 | 397 | | 1.02 | 326 | 332 |
| | Female | 322 | 328 | 334 | 341 | 347 | 354 | 360 | 367 | 374 | 381 | | 1.02 | 310 | 316 |
| 2 | No of SS covered | | | | | 3000 | 13084 | 14670 | 16489 | 18576 | 19099 | | | | |
| 3 | No of PPCs (Govt) | | 70 | 700 | 1000 | 1500 | 2000 | 3000 | 4500 | 7000 | 10000 | | | | |
| | Annual addition | | | 630 | 300 | 500 | 500 | 1000 | 1500 | 2500 | 3000 | 1430 | 8500 | | |
| 4 | Total cost | | | | 3 | 3 | 13 | 19 | 27 | 42 | 58 | 6 | 159 | | |
| | Establishment | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Teacher aid | | | | | | 10 | 15 | 23 | 35 | 50 | 0 | 133 | 5 | |
| | Training | | | | | | 1 | 2 | 3 | 4 | 5 | 0 | 15 | 2 | |
| | Other cost | | | | | | 2 | 2 | 2 | 2 | 2 | 0 | 12 | 12 | |

XVII SPECIAL EDUCATIONAL PROGRAMME

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 | 97-02 | Rate |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1 Special Ed (BPEP) | | | | | | | | | | | | | |
| a NFE participants | | | | | | 200 | 600 | 500 | 700 | 1000 | 0 | 3000 | |
| b NFE cost | | | | | | 0 | 1 | 1 | 1 | 2 | 0 | 6 | 2 |
| c Residential ed | | | | | 900 | 1000 | 1500 | 2500 | 3500 | 4000 | 900 | 12500 | |
| d Residential cost | | | | | | 50 | 75 | 125 | 175 | 200 | 0 | 625 | 50 |
| e Scholarship | | | | | | 500 | 1000 | 1500 | 2000 | 2500 | 0 | 7500 | |
| f Scholarship cost | | | | | | 1 | 1 | 2 | 2 | 3 | 0 | 8 | 1.00 |
| g Awarness raising | | | | | | 1 | 2 | 2 | 3 | 3 | 0 | 10 | |
| h Other cost | | | | | | 20 | 20 | 20 | 25 | 25 | 0 | 110 | |
| 2 Special ed council | 10 | 10 | 11 | 12 | 13 | 15 | 20 | 25 | 30 | 35 | 46 | 125 | |
| 3 Special Ed cost (BPEP) | | | 20 | 19 | 31 | 72 | 99 | 150 | 206 | 233 | 70 | 759 | |

XVIII BPE BUDGET REQUIREMENT BY ACTIVITIES (Rs in million)

| | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 92-97 8th | 97-02 9th | Rate |
|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------------|--------------|------|
| A Grants In Aid | | | | | | | | | | | | | |
| Operating grants | 1738 | 1873 | 2003 | 2480 | 2657 | 2805 | 2822 | 2837 | 2849 | 2821 | 9013 | 14133 | |
| Impr fund | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 24 | 24 | 54 | 0 | 120 | |
| B Dev. Component | | | | | | | | | | | | | |
| 1 Enrl promotion | | | | | | | | | | | | | |
| Free textbook | 73 | 69 | 81 | 101 | 110 | 174 | 177 | 180 | 183 | 184 | 361 | 898 | |
| School feeding | | | | 193 | 191 | 225 | 261 | 305 | 356 | 414 | 384 | 1561 | |
| Girls Scholarship | | | | 11 | 13 | 35 | 36 | 37 | 38 | 39 | 23 | 185 | |
| Dalit Scholarship | | | | 17 | 20 | 43 | 52 | 62 | 74 | 88 | 37 | 319 | |
| Primary Scholarship | 8 | 8 | 8 | 8 | 7 | 15 | 15 | 15 | 15 | 15 | 31 | 76 | |
| Female teachers | | | 63 | 97 | 109 | 195 | 195 | 195 | 195 | 195 | 269 | 975 | |
| Compul pri ed | | | | | 5 | 10 | 10 | 10 | 10 | 10 | 5 | 50 | |
| Women Ed | | | 4 | | | 6 | 5 | 5 | 28 | 17 | 4 | 61 | |
| 2 Quality improv | | | | | | | | | | | | | |
| Textbook rev | | | 25 | 14 | 2 | 11 | 11 | 11 | 11 | 11 | 41 | 56 | |
| Curriculum disse | | | 66 | 20 | 21 | 2 | 2 | 2 | 2 | 2 | 107 | 10 | |
| Teacher training (in-service) | | | 31 | 16 | 56 | 40 | 40 | 48 | 40 | 39 | 103 | 207 | |
| Suppl materials | | | | | 2 | 12 | 12 | 12 | 12 | 12 | 2 | 60 | |
| RC Development | | | 55 | 16 | 22 | 124 | 143 | 163 | 186 | 204 | 93 | 820 | |
| Ed Managers trng | | | | | | 48 | 51 | 54 | 63 | 62 | 0 | 277 | |

| | | | | | | | | | | | |
|---|---------------------|-----|-----|-----|-----|------|-----|-----|------|----|------|
| | School feeding | | | | | 1561 | | | 1561 | 5 | 1561 |
| | Girls Scholarship | | 0 | 130 | | | 56 | | 186 | 1 | 186 |
| | Dalit Scholarship | 96 | 0 | 96 | 0 | | | 128 | 320 | 1 | 320 |
| | Primary scholarship | 76 | | | | | | | 76 | 0 | 76 |
| | Female teachers | | 780 | | | | 195 | | 975 | | 975 |
| | Compuls pri ed | | 25 | 25 | | | | | 50 | 0 | 50 |
| | Women Ed | | | | 0 | | 61 | 0 | 61 | 0 | 61 |
| 2 | Quality improv | | | | | | | | | 5 | |
| | Textbook rev | | | | 56 | | | | 56 | 0 | 56 |
| | Curriculum disse | | | | 10 | | | | 10 | 0 | 10 |
| | Teacher training | | | 21 | 0 | 186 | | | 207 | 1 | 207 |
| | Suppl materials | | | 30 | 30 | | | | 60 | 0 | 60 |
| | RC Development | 82 | 410 | 328 | | | | | 820 | 3 | 820 |
| | Ed Managers | | 138 | 138 | | | | | 276 | 1 | 276 |
| 3 | Physical Facility | | | | | | | | | 11 | |
| | Classroom const | | 987 | 592 | | 0 | 395 | | 1974 | 7 | 1974 |
| | Classroom Furniture | | 100 | 43 | | | | | 143 | 0 | 143 |
| | RC const | | 146 | 87 | | | 58 | | 291 | 1 | 291 |
| | RC furniture | | 6 | 3 | | | | | 9 | 0 | 9 |
| | Classroom rehab | | 136 | 82 | | | 54 | | 272 | 1 | 272 |
| | School maint trng | | 0 | 241 | | | | | 241 | 1 | 241 |
| | Lead RCs | | 11 | 11 | | 0 | | | 22 | 0 | 22 |
| | Other programme | | | 156 | | | 156 | | 312 | 1 | 312 |
| | Adm building | | 125 | 54 | | | | | 179 | 1 | 179 |
| 4 | NFE | | | | | | | | | 5 | |
| | AEP | 449 | | 192 | | | | | 641 | 2 | 641 |
| | OSP | 177 | | 88 | 88 | | | | 353 | 1 | 353 |
| | Post literacy | 320 | | | | | | | 320 | 1 | 320 |
| | Other cost | 0 | | 235 | | | | | 235 | 1 | 235 |
| 5 | Special Education | | | | | | | | | 3 | |
| | Special Ed council | 125 | | | | | | | 125 | 0 | 125 |
| | Special Ed (BPEP) | | | 759 | | | | | 759 | 3 | 759 |
| 6 | Early Childhood Ed | 32 | | 0 | 127 | | | | 159 | 1 | 159 |
| 7 | Other Cost | | | | | | | | | 14 | |
| | Continu assessment | | 5 | | | | | | 5 | 0 | 5 |
| | Project mgmt | 86 | 103 | 155 | | | | | 344 | 1 | 344 |

| | | | | | | | | | | | | | | |
|------------|-------|-------|-------|------|------|------|------|------|------|------|------|-------|----|-------|
| Others | 1571 | 786 | 1571 | | | | | | | | | 3928 | 18 | 3928 |
| Total | 18045 | 3818 | 5096 | 311 | 186 | 663 | 1561 | 312 | 0 | 128 | 0 | 30120 | | 30120 |
| US\$ (mil) | 315 | 67 | 89 | 5 | 3 | 12 | 27 | 5 | 0 | 2 | 0 | 525 | 57 | |
| share % | 59.90 | 12.70 | 16.90 | 1.00 | 0.60 | 2.20 | 5.20 | 1.00 | 0.00 | 0.40 | 0.00 | 100 | | |

The Steering Committee

1. Hon'ble Minister of Education, **Mr. Devi Prasad Ojha**, Chairman
2. Hon'ble State Minister of Education, **Mr. Bhoj Raj Joshi**, Member
3. Hon'ble the National Planning Commission (Education), **Dr. Devendra Prasad Chapagai**, Member
4. Secretary to the Minister of Education, **Mr. Sharad Kumar Bhattarai**, Member
5. Special - Secretary, Ministry of Education , **Mr. Jayaram Giri**, Member
6. Joint-Secretary, Education Planning Division, **Mr. Bishwanath Aryal**, Member
7. Joint-Secretary, Planning Division, **Mr. Chuman Singh Basnyat**, Member
8. Vice-Chairman, Higher Secondary Education Council, **Dr. Tirth Raj Khania**, Member
9. Director, Basic and Primary Education Project, **Mr. Arjun Bahadur Bista**, Member-Secretary

Roundtable Discussion on Primary Teacher Training
January 14, 1997

| <u>S.N</u> | <u>Name of the Invited Participants</u> | <u>Position</u> | <u>Agency</u> |
|-------------------|--|------------------------|------------------------------------|
| 1 | Mr. Jayaram Giri | Special Secretary | MOE, Keshar Mahal |
| 2 | Dr. S.B. Malla | Dean | Faculty of Education, Kirtipur |
| 3 | Mr. Chitra Prasad Devkota | Under Secretary | Planning Division, MOE |
| 4 | Mr. Bajra Raj Shakya | Executive Director | CERID |
| 5 | Mr. S.R. Lamichhane | Programme Coordinator | HSEB |
| 6 | Mr. Bimal Lal Shrestha | Project Manager | SEDP |
| 7 | Dr. Mana Prasad Wagley | Director | CHIRAG |
| 8 | Mr. Shambhu Prasad Lohani | Director | NCED |
| 9 | Mr. Prem Narayan Aryal | Campus Chief | Kathmandu Education Campus |
| 10 | Mr. Arjun Bahadur Bista | Director | BPEP |
| 11 | Mr. Laxmi Nath Shrestha | Director | PEDP |
| 12 | Dr. Madan Nath Shrestha | Asst. Dean | Faculty of Education, Kirtipur |
| 13 | Ms. Neera Shakya | A. Specialist | BPEP, PTTU-Sanothimi |
| 14 | Mr. Nagendra Prasad Singh | Under Secretary | Training Section, MOE |
| 15 | Mr. Bharat Shimkhada | DEO | Kathmandu |
| 16 | Ms. Bunu Joshi | Director | Central Dev., RED, Kathmandu |
| 17 | Dr. Sundar Shyam B. Mathema | Director | CDC, TU |
| 18 | Dr. Ratna Man Pradhan | Professor | FOE, Kirtipur Campus |
| 19 | Dr. Bishwa Keshar Maskey | Professor | FOE, Kirtipur Campus |
| 20 | Dr. Panna Lal Pradhan | Professor | TU, VC Office |
| 21 | Mr. Biswa Nath | Executive Director | Distance Education Centre |
| 22 | Mr. Bharat B. Pant | Researcher | CERID |
| 23 | Mr. Ratna Lal Pradhan | Head | Central Dept. of Education FOE, TU |
| 24 | Mr. Subarna Shakya | Headmaster | Bhanu M. Vidyalaya |
| 25 | Mr. Ramesh Gautam | Headmaster | Padmodaya High School |

Roundtable Discussion on the Management of Basic and Primary Education
January 20, 1997

| <u>SN</u> | <u>Name of the Invited Participants</u> | <u>Position</u> | <u>Agency</u> |
|------------------|--|------------------------|---|
| 1 | Mr. Jayaram Giri | Special Secretary | MOE, Keshar Mahal |
| 2 | Dr. S.B.Malla | Dean | Faculty of Education, Kirtipur |
| 3 | Mr. Bishwa Nath Aryal | Joint Secretary | MOE, Keshar Mahal |
| 4 | Mr. Bhola Prasad Aryal | Joint Secretary | MOE, Keshar Mahal |
| 5 | Mr. Chuman Singh Basnet | Joint Secretary | MOE, Keshar Mahal |
| 6 | Mr. Arjun Bahadur Bista | Director | BPEP, Keshar Mahal |
| 7 | Dr. Sahadev Bhatta | Director-General | CDC, Sanothimi |
| 8 | Mr. Shambhu Prasad Lohani | Director | NCED, Lazimpat |
| 9 | Mr. Satya Bahadur Shrestha | Member-Secretary | NFE Council, Keshar Mahal |
| 10 | Ms. Bunu Joshi | Director | Regional Education Directorate, Sanu Gaucharan |
| 11 | Mr. Laxmi Nath Shrestha | Director | PEDP, Bagbazzar, Kathmandu |
| 12 | Mr. Nagesh Chandra Sharma | Under Secretary | MOE, Keshar Mahal |
| 13 | Mr. Chitra Prasad Devkota | Under Secretary | MOE, Keshar Mahal |
| 14 | Mr. Nagendra Prasad Singh | Under Secretary | Training Section, MOE |
| 15 | Mr. Bharat Simkhada | DEO | Ganabhal, Kathmandu |
| 16 | Mr. Ram Prasad Basyal | Under Secretary | MOE, Keshar Mahal |
| 17 | Mr. Hem Raj Lekhak | Under Secretary | MOE, Keshar Mahal |
| 18 | Mr. Kedar Chandra Khanal | Under Secretary | MOE, Keshar Mahal |
| 19 | Mr. Bimal Lal Shrestha | Project Manager | SEDP, Sanothimi |
| 20 | Ms. Durga Regmi | Chief | Women's Education Unit, BPEP |
| 21 | Mr. Haribol Khanal | Chief | RCDU, Sanothimi |
| 22 | Mr. Govinda Raj Devkota | Chief | Physical Planning Unit, BPEP |
| 23 | Mr. Vinshnu Karki | Chief | Monitoring Unit, BPEP |
| 24 | Mr. Mohan Gopal Nyachhyon | Chief | Research, Monitoring and Evaluation Unit, BPEP |
| 25 | Mr. Diwakar Dhungel | Chief | PCTDU, Sanothimi |
| 26 | Mr. Bal Krishna Shrestha | Under Secretary | NFE Section, MOE |
| 27 | Mr. Purushottamnath Pradhan | Under Secretary | MOE, Keshar Mahal |
| 28 | Mr. Arjun Bahadur Bhandari | Controller Exam | Sanothimi |
| 29 | Mr. Bharat Bilas Pant | Research Officer | CERID, Tripureshwor, Kathmandu |
| 30 | Mr. Bishwanath Bhattarai | Director | Distance Education Centre |
| 31 | Mr. Soviet Ram Bista | Under Secretary | Distance Education Centre |
| 32 | Mr. Md. Alam Khan | Chief | NFE Unit, Sanothimi |
| 33 | Ms. Neera Shakya | A. Specialist | PTTU, Sanothimi |
| 34 | Dr. Lekh Nath Belbase | Educationist | Pulchowk, Lalitpur |
| 35 | Mr. Shesh Narayan Manandhar | Joint Secretary | Ministry of General Administration, Harhar Bhawan |
| 36 | Mr. Rabindra Adhikary | Under Secretary | Ministry of Local Development, Pulchowk |
| 37 | Mr. Gorakshya B. Nuchhe Pradhan | Management Expert | Lazimpat, Kathmandu |
| 38 | Mr. Rana Bahadur Thapa | Education Expert | Maharajgunj, Kathmandu |
| 39 | Mr. Ramesh Gautam | Headmaster | Padmodaya High School, Putalisadak |

Roundtable Discussion on Primary Curriculum, Materials/Textbooks and Evaluation
January 23, 1997

| <u>SN</u> | <u>Name of the Invited Participants</u> | <u>Position</u> | <u>Agency</u> |
|------------------|--|------------------------|---|
| 1 | Mr. Anand Lal Pradhan | Ex-Director | Jawalakhel |
| 2 | Mr. Arjun Bhadr Bista | Director | BPEP, Keshar Mahal |
| 3 | Mr. Arjun Bhandari | Controller Exam | Sanothimi |
| 4 | Mr. Bharat Bilas Pant | Research Officer | CERID, Tripureshwor, Kathmandu |
| 5 | Mr. Bharat Shimkhada | DEO | Ganabhal, Kathmandu |
| 6 | Mr. Bimal Lal Shrestha | Project Manager | SEDP/MOE, Sanothimi |
| 7 | Mr. Bishwanath Aryal | Joint Secretary | MOE, Keshar Mahal |
| 8 | Ms. Bindu Gimire | Teacher | Nepal Rastriya MU, Balaju, Kathmandu |
| 9 | Mr. Bishwambar Chanchal | Writer | Dillibazaar, Kathmandu |
| 10 | Mr. Daya Ram Maharjan | Teacher | Primary school, C/o DEO Office, Kathmandu |
| 11 | Mr. Diwakar Dhungel | Chief | PCDU/BPEP, Sanothimi |
| 12 | Mr. Ganesh Rasik | Chairman & GM | Sajha Publication, Pulchowk |
| 13 | Ms. Kunti Thapa | Teacher | Choina PV Luhachok, C/o DEO Lalitpur |
| 14 | Mr. Laxman Rajbansi | Principal | Banasthali Institute, Balaju, Kathmandu |
| 15 | Mr. Lokesh Raj Dali | GM | JEMC, Sanothimi |
| 16 | Dr. Mana Prasad Wagley | Reader | FOE, Kirtipur Campus |
| 17 | Mr. Mohan Gopal Nyachhyon | Chief | REMU/BPEP, Keshar Mahal |
| 18 | Ms. Pramila Rajbhandari | Reader | FOE, MR Campus, Tahachal, Kathmandu |
| 19 | Dr. Radha Krishna Joshi | Consultant | CEC, Sanothimi |
| 20 | Mr. Ram Swaroop Sinha | Director | CDC/MOE, Sanothimi |
| 21 | Mr. Ratna Bahadur Bajracharya | Principal | Anandakuti Vidyasharm, Kathmandu |
| 22 | Dr. S.B. Malla | Dean | FOE/TU, Kritipur |
| 23 | Dr. Shahadev Bhatta | Director General | CDC/MOE, Sanothimi |
| 24 | Mr. Shankar Mishra | DEO | Lalitpur |
| 25 | Dr. Sundar Shyam B. Mathema | Director | CDC/TU, Kritipur |
| 26 | Mr. Surya Bilas Bajracharya | Reader | FOE/TU, Kritipur |
| 27 | Mr. Umesh Shrestha | Principal | Little Angel's Boarding School, Lalitpur |

Roundtable Discussion on Financing of Basic and Primary Education
February 11, 1997

| <u>SN</u> | <u>Name of the Invited Participants</u> | <u>Position</u> | <u>Agency</u> |
|------------------|--|------------------------|---|
| 1 | Dr. Tralokya Nath Uprety | Former Vice Chancellor | Tribhuvan University |
| 2 | Dr. S.B. Malla | Dean | Faculty of Education, Kirtipur |
| 3 | Dr. Panna Lal Pradhan | Advisor | Tribhuvan University |
| 4 | Dr. Ratna Man Pradhan | Professor | Faculty of Education, Kirtipur |
| 5 | Dr. Bhuchandra Baidya | Professor | Dept. of Education, Kritipur |
| 6 | Mr. Bharat P. Devkota | Reader | CEDA |
| 7 | Dr. Puspa Shrestha | Reader | CEDA |
| 8 | Dr. Shiva Raj Lohani | Team Member | BPE Master Plan 1991-2001 |
| 9 | Dr. Vijay Kimar Thapa | Lecturer | CERID |
| 10 | Mr. Jayaram Giri | Special Secretary | MOE, Keshar Mahal |
| 11 | Mr. Chuman Singh Basnet | Joint Secretary | MOE, Keshar Mahal |
| 12 | Mr. Arjun Bahadur Bista | Director | BPEP |
| 13 | Mr. Haribol Khanal | Unit Chief | RCDU, Sanothimi |
| 14 | Mr. Vinshnu Karki | MEU | BPEP |
| 15 | Mr. Lekh Jung Dhoj KC | Accounts Officer | BPEP |
| 16 | Ms. Padma Mathema | Under Secretary | National Planning Commission |
| 17 | Mr. Subarna Ram Joshi | Under Secretary | National Planning Commission |
| 18 | Mr. Sunder Man Shrestha | Under Secretary | Ministry of Finance |
| 19 | Mr. Bharat Simkhada | DEO | kathmandu |
| 20 | Dr. Brajesh Pant | Programme Officer | World Bank |
| 21 | Mr. JB Thapa | Programme Officer | DANIDA/BPEP |
| 22 | Dr. Shyam Bhurtel | Secretary | Association of DDCs |
| 23 | Mr. Uday Raj Soti | Joint Secretary | Ministry of Local Development, Pulchowk |
| 24 | Mr. Ram Bhakta Kokh Shrestha | Mayor | Banepa Municipality |
| 25 | Mr. Bekha Ratna Shakya | Mayor | Lalitpur Municipality |
| 26 | Mr. Navindra Raj Joshi | Deputy Mayor | Kathmandu Metropolitan |
| 27 | Mr. Ratna Bahadur Bajracharya | Chairman | PABSON |
| 28 | Mr. Lavmi N. Shrestha | Director | PEDP |
| 29 | Mr. Lokesh Raj Dali | General Manager | JEMC, Sanothimi |
| 30 | Mrs. Manorama Rana | Headmaster | Mahendra Bhawan High School |
| 31 | Mr. Uttam K. Karmacharya | Reader | IOE |
| 32 | Mr. Narayan koirala | Chairman | VDC |
| 33 | Mr. Bam Dev Gautam | President | Nepal Rastriya Sikshak Sangthan |
| 34 | Mr. Shushil Chandra Amatya | Advisor | Nepal Rastriya Sikshak Sangthan |
| 35 | Mr. Damodar P. Upadhyay | President | Nepal Rastriya Sikshak Sangthan |
| 36 | Chairman | | VDC |
| 37 | Chairman | | VDC |
| 38 | Headmaster | | Primary School |

Roundtable Discussion on Non-formal Education

February 13, 1997

| <u>SN</u> | <u>Name of the Invited Participants</u> | <u>Position</u> | <u>Agency</u> |
|-----------|---|-------------------|---|
| 1 | Mr. Arjun Bahadur Bista | Director | BPEP, Keshar Mahal |
| 2 | Mr. Bal Krishna Shrestha | Under Secretary | Adult Education Section, MOE, Keshar Mahal |
| 3 | Mr. Bharat Bilas Pant | Researcher | CERID, Tripureshwor, Kathmandu |
| 4 | Mr. Bharat Simkhada | DEO | Ganabhal, Kathmandu |
| 5 | Mr. Bimal Lal Shrestha | Project Manager | SEDP, Sanothimi |
| 6 | Mr. Bishwanath Aryal | Joint Secretary | MOE, Keshar Mahal |
| 7 | Mr. Chij kumar Shrestha | Director | World Education/Nepal, Gyaneshwor |
| 8 | Dr. Chudanath Aryal | Professor | Newroad |
| 9 | Ms. Durga Regmi | Chief | WEP/MOE, Keshar Mahal |
| 10 | Mr. Ganesh Lama | Expert | Action Aid/Nepal, Lazimpat |
| 11 | Mr. Gyanendra Niraula | Programme Officer | Special Education Unit Council, BPEP/MOE |
| 12 | Mr. Homnath Aryal | Chief | Association for Blind, Tripureshwor |
| 13 | Ms. Indira Shrestha | Director | Strishakti |
| 14 | Ms. Ishwari Bhattarai | Under Secretary | Ministry of Social Welfare, Lainchour |
| 15 | Mr. Jayaram Giri | Special Secretary | MOE, Keshar Mahal |
| 16 | Mr. JB Thapa | Programme Officer | DANIDA/BPEP |
| 17 | Mr. Keshav Thapaligya | Programme Officer | PACT/Nepal, Bhatbateni |
| 18 | Mr. Kishor Shrestha | Lecturer | CERID, Tripureshwor, Kathmandu |
| 19 | Mr. Komal Badan Malla | Reader | FOE, Kirtipur Campus |
| 20 | Mr. Krishnaram Khatri | Reader | Special Education Department, FOE, Kritipur |
| 21 | Mr. Lekhnath Belbase | Eductionist | Pulchowk, Lalitpur |
| 22 | Ms. Lila Devi KC | Professor | Padma Kanya Campus, Bagbazar |
| 23 | Dr. Mahendra Prasad | Chief | Association for Mentally Retarded Children, Sankhamul |
| 24 | Mr. Man Bahadur Biswakarma | | Nepal Dalit Samaj Utthan Manch |
| 25 | Mr. Mukesh Malla | Programme Officer | Plan International, Tripureshwor |
| 26 | Ms. Muna Regmi | A. Specialist | NFE Unit, Sanothimi |
| 27 | Mr. Padma Lal Biswakarma | Chief | Nepal Utpidit Dalit Jatiya Mukti Samaj, Putalisadak |
| 28 | Mr. Pashupati Parajuli | Teacher | Disabled Organization, Jorpati |
| 29 | Mr. Prakash Singh Adhikari | Director | Innovative Forum for community Development |
| 30 | Mr. Pratap Ram Lohar | Chief | Nepal Rastriya Dalit Bikash Parishad, Ranmukteshwor |
| 31 | Dr. Radha Krishna Joshi | Consultant | CEC, Sanothimi |
| 32 | Ms. Saloni Singh | | Didi Bahini, Babarmahal |
| 33 | Dr. S.B. Malla | Dean | FOE, Kirtipur Campus |
| 34 | Mr. Satya Bahadur Shrestha | Chief | NFE Council, Keshar Mahal |
| 35 | Dr. Shiva Raj Lohani | | Chabahil, Kathmandu |
| 36 | Mr. Shreebhakta Subasi | | United Mission To Nepal, Thapathali |
| 37 | Dr. Shreeram Lamichhane | Research Officer | HSEC, Sanothimi |
| 38 | Mr. Surya Bahadur Shrestha | Researcher | CERID, Tripureshwor, Kathmandu |
| 39 | Mr. Thakur Man Shakya | Chairperson | Non-formal Resource Center, Sanothimi |
| 40 | Mr. Udaya Manandhar | Deputy-Director | Tulsi Mehar, UNESCO Club, Kumaripati |
| | | | Save the Children (US), Maharajgunj |