

NEWSLETTER

Nepal School Sector Development Plan/ School Education Sector Plan - Budget Review Meeting 2022



BRM meeting

The School Sector Development Plan Technical Assistance (SSDP TA) provided logistics and technical support to the Ministry of Education Science and Technology (MoEST) in organizing the Budget Review Meeting (BRM) for the Nepal SSDP/School Education Sector Plan (SESP). The review meeting for the fiscal year 2021/22 was the final for the extended year of the SSDP. Reflect on the transition of the SSDP towards the upcoming SESP.

Under the reporting for the SSDP, all Global Covenants were met. The deadline for submission of the Audit Report of Fiscal Year (FY) 2020/2021 was extended till the 15th of July 2022. The unaudited financial monitoring report of F/Y 2020/21 and the first and second trimester reports of FY 2021/22 was submitted to the Joint financing Partners (JFPs). The meeting also noted the overall satisfactory progress of the SSDP against the Key Performance Indicators (KPIs) based on the presentation made by the Government. Achievement of Disbursement Linked Indicators (DLIs) against the backdrop of

the COVID-19 pandemic and associated challenges for school education was also reviewed. Of the 89 DLIs that were confirmed under the SSDP, 66 were reported to have been achieved and disbursed. Most of the remaining DLIs were also achieved and are being verified. School Education Sector Plan: The SESP which includes Early Child Education and Development (ECED), Basic Education (grade 1-8), Secondary Education (grade 9-12), and Non-Formal Education (NFE) is to be implemented from the beginning of FY 2022/23. The SESP is a five-year program plan that will run up to FY 2026/27. Among others, the first-year plan 2022/2023 includes interventions to ensure learning loss recovery. The SESP has a guiding framework for domestic and external financing for the plan. The SESP was also endorsed by the Nepal Local Education Group (LEG) and the BRM agreed to assess and revise the annexes on KPIs, program results framework, and program implementation arrangement.



BRM Meeting

Association of International NGOs (AIN) and Technical Assistance: Following up on the Joint Review Meeting (JRM) held in November 2021, the BRM agreed to explore ways to engage the AIN and Community Support Organisations (CSOs) systematically in SESP's implementation under the MoEST. The BRM confirmed that it was important to establish a guiding framework to ensure that technical support is provided across the three tiers of government. The meeting agreed that MoEST will establish a Technical Assistance (TA) facility to support capacity development at the provincial and local government levels.



Teacher Mentoring Pilot Dissemination

SSDAP TA Teacher Mentoring Pilot Dissemination

A dissemination programme for the SSDP TA supported "Teacher Mentoring" pilot as a core element of teacher professional development was held on 9th June 2022. The dissemination was organised to share the experiences and major findings of the pilot with MoEST officials and representatives of development partners. Ms. Amanda Seel, SSDP TA's International Consultant made a presentation on the background, rationale, aims, and learnings of the pilot program activities while, Mr. Shivaraj Tripathi, Education Officer, Banepa Municipality and Mr. Madhav Adhikari, Mentor (Science) from Banepa shared their experiences and reflections on undertaking teacher mentoring in Banepa municipality.

In their presentation both Mr. Adhikari and Mr. Tripathi said that there was a need for teacher mentoring, and that they had the endorsement of the local government (LG) leadership, Head teachers, teachers, and students. They also opined that it was a pragmatic approach to teachers' professional development and did not interfere with teachers' classroom time. The pilot program was implemented in 20 schools in the provinces of Bagmati and Lumbini across four LGs including Banepa municipality and covered 71 teachers (18 female, 53 male) of science, mathematics, and English in grades 6-8. Based on the pilot results, the SSDP TA will be drafting a mentoring strategy design and a rollout plan for the MoEST.



Field researchers meeting parents

Assessment/Examinations

An international vendor has started working with the National Examination Board (NEB) to create a repository of assessment items through an item bank. The vendor will be working with the item bank software to create an archive of assessment items that are subject and grade specific. The item bank repository will initially include items for grade 8 followed by grades 10 and 12 and over time will serve as a national database for the development and storage of assessment items to support standardised assessment across Nepal. The SSDP TA will coordinate with the international vendor and NEB for required software customization and operational capacity-building of the staff at NEB, Examination Review Office (ERO), provinces and LGs. The SSDP TA's support in facilitating the establishment of the item bank is part of the objectives of the SSDP to set up public examinations, certification, and accreditation functions for grades 8, 10 and 12 across local, provincial, and federal levels respectively.

Curriculum Implementation

The Curriculum Development Centre's (CDC) Help Desk Service Center which has been serving as a "go-to point" for LGs and schools completed orientation on the development and implementation of local curriculum to all 753 local governments. The SSDP TA facilitated these orientations in coordination with the CDC to help LGs understand the implementation guidelines and adaptation of curriculum to local context based on the Orientation Manual.

School-Based Assessment – Pilot Study

The piloting of the School-Based Assessment was completed in two phases. The first phase included the piloting of formative assessments in five schools for grades 1, 3, and 6 where the new curriculum was introduced. The aim of the piloting was to try simplified formative assessment guidelines and tools and draw recommendations for their wider implementation based on teachers' experiences and feedback.

Five field researchers worked with the teachers in the five pilot schools and provided them with support to implement the piloting tools, collected relevant information about the process and results of assessments, and contributed to drawing lessons and recommendations for the application of formative assessment across the schools in Nepal. In the second phase of piloting, the field researchers organized workshops and meetings with head teachers and teachers, discussing the process, progress, and problems of using formative assessment tools and guidelines during the piloting. The field researchers also sought suggestions and feedback from the teachers to make the assessments pragmatic and user-friendly. The field researchers also engaged with the parents to inform them about how teachers were providing evidence of students' learning information.

LG Capacity Building for Local Governments

The Center for Education, Human Resource Development (CEHRD) in coordination with the SSDP TA concluded the training of 335 LG officials in education planning. The training was conducted in 29 batches and started in March 2021 and was completed in the second quarter of 2022. The training process also included training for Master trainers to 46 officials. In total 630 officials (111 female, 519 male) from 335 LGs took part in the five-day training over a period of 15 months through face-to-face and virtual modes.



Last Group of LG Training for education planning

Web-based support for Local Governments

Work is underway to set up a web-based helpdesk at CEHRD to support LGs with technical and administrative information and communication support. The helpdesk will have Frequently Asked Questions (FAQs) and answers, documents, and self-learning material for LG officials as well as direct communication and responses from CEHRD officials through a time-bound protocol. The helpdesk support will go live at the start of the new fiscal year 2022-2023; a demonstration of how the web-based support will work will be made for stakeholders prior to the launch. Initial demonstration of the web-based support and design has already been made and approved by the CEHRD and SSDP TA.



EMIS training for local government officials

EMIS Capacity Building

SSDP TA in coordination with the CEHRD built the capacity of 167 local governments covering 49 districts on Integrated Education Management Information System (EMIS). A total of 215 officials were trained (40 female, 175 male). The training was conducted over eight separate training sessions. The training objective was to build the capacity of officials and Education Development and Coordination Unit (EDCU) in EMIS so that they can provide required technical backstopping to schools and teachers within their respective municipalities. Altogether four provinces were covered under this initiative, while the remaining three provinces were covered separately through direct provincial support.

EMIS Policy Guidelines

The EMIS policy guidelines were reviewed by CEHRD and MoEST in working sessions and feedback was processed. SSDP TA prepared a five-year EMIS strategic plan (2022-2027) which was presented to CEHRD and MoEST for review. Draft coding standards were also developed by the SSDP TA for education data capture in Nepal which included EMIS. The coding standards will enable all education surveys and information systems to be aligned on a common standard, thus allowing for comparability and data exchange. This will also enable the MoEST and CEHRD to undertake complex functions in the future such as tracking students through different sub-sectors of education.