

Training Programme on Methodology of District Planning in Education for the Planning Teams of Pilot Districts of Nepal

(Sanothime, Nepal: September 08-20, 2003)

1. Introduction

Over the last four and half decades of planned interventions, Nepal has made remarkable progress towards development of basic and primary education. Literacy rate in Nepal has steadily increased from 5 per cent in early 1950s to around 48 per cent in late 1990s. However, low enrolment of girls and children from disadvantaged groups, high dropout rate, especially in grade I, high repetition rate, and low internal efficiency of the primary education system still continue to be some of the major development concerns. For example, in the late 1990s, approximately 10 out of hundred children enrolled in grade I could complete primary cycle without repeating at least one grade.

By the end of the Ninth Five-Year Plan (1998-2002), the targets, therefore, were to raise the literacy rate to 70 per cent (60 per cent for women and 80 per cent for men); to enroll 0.78 million out-of school children; and to reduce the dropout rate at primary level (grades I-V) to below 25 per cent. Towards the development of basic and primary education, the Government of Nepal also implemented a major externally aided project called the Basic and Primary Education Programme (BPEP) in 1991. The Phase I of this project continued up to 1997. The BPEP (Phase II) was then implemented in 1998, which aimed at addressing many development issues of basic education. Decentralized planning and governance, which was adopted as a major strategy to implement the education reform programmes in the 1990s, became a major strategy of the BPEP. Implementing community-based school improvement planning was in fact a major challenge at the beginning of the BPEP (Phase II).

Since 1980s, the Government of Nepal has been emphasizing on the growth-augmentation role of the education. Development of basic and primary education is considered critical for eradication of human poverty in Nepal. Accordingly, development of basic and primary education was one of the priority areas for intervention during the Eighth and Ninth Five-Year Plan period. The Tenth Five-Year Plan (2003-2007) also confirms the renewed commitment of the government towards poverty reduction, and to bring about reforms in the education sector. Decentralization of planning and management has been adopted as one of the major strategies to implement economic and education sector reforms. Several enabling conditions to facilitate decentralization in planning and management of reform programmes have been created since early 1990s. These initiatives have been made to create and strengthen local level governments, including Village Development Committees (VDCs), District Development Councils (DDCs), School Management Committees (SMCs), etc. In fact, the Decentralization Act of 1982 gave the basis for designing reform

programmes in the economic and social sectors in Nepal. Most importantly, the Decentralization Act (1982) gave decision-making authority to District Education Councils (DECs) and School Management Committees. However, the Decentralization Act remained a mere rhetoric, and could not be effectively implemented till the early 1990s. The Local Self-Government (LSG) Act (1999) and the 7th Amendment of the Education Act (2002) gave further impetus to the process of decentralization in Nepal. The LSG Act, 1999 provides for constitution of local bodies for the development of local systems of self-governance, and the 7th Amendment of the Education Act, 2002 places emphasis on empowering the School Management Committees, thereby facilitating the process of bottom-up planning and management of education.

In the above context, during the BPEP (Phase I), efforts were made to delegate more responsibility to the District Education Offices to initiate decentralized community-based planning and management exercises. Unfortunately, decentralized planning did not happen during this period. Therefore, BPEP (Phase II) called for community capacity-building and the creation of around 4,000 Village Education Committees. The basic objective was to make the efforts towards decentralization in the education sector more meaningful and sustainable. However, lack of capacity to plan and implement reform programmes in a decentralized mode (i.e. taking district as the lowest viable unit for planning in the basic and primary education sub-sector) was recognized as a major constraint. Later, as one of the institutional arrangements to facilitate capacity building in decentralized planning and management, a Working Group for Decentralization (WGD) was constituted. One of the primary responsibilities of the WGD is to create and sustain the necessary planning and management capacity at various decentralized levels.

Over the years, the National Institute of Educational Planning and Administration (NIEPA) has been focusing its attention on creating and strengthening planning and management capacity at the sub-national, national and international levels. The Institute has played a significant role in facilitating decentralized planning and management in general, and planning and management of some of the major externally funded basic education development programmes in India like the District Primary Education Programme (DPEP), the Uttar Pradesh Basic Education Project (UPBEP), the Bihar Primary Education Project (BPEP), the Andhra Pradesh Primary education Project (APEP), etc in particular. Currently, the Institute is also playing an important role in facilitating development and appraisal of the district level elementary education plans under the *Sarva Shiksha Abhiyan* (SSA) of the Government of India.

Keeping in view the experiences of the Institute, and as part of the efforts towards capacity building in decentralized planning and management of basic and primary education, the MOES (DOE), Government of Nepal and DANIDA signed a Memorandum of Understanding (MoU) with the National Institute of Educational Planning and Administration (NIEPA) in May 2003. The MoU was in fact an outcome of the findings of several Missions of the NIEPA Team to Nepal to understand the process of decentralization, and to identify the areas for

capacity building in order to facilitate decentralized planning in education. After May 2003, this is the third in the series of training programmes being conducted by NIEPA as part of the capacity building activities in Nepal. This two-week training programme focuses on the capacity building of the members of the Planning Teams of the five pilot districts of Nepal, namely Chitwan, Syangja, Jhapa, Bardiya, and Darchula in the area of planning and management, who in turn are supposed to act as Master Trainers, and also develop perspective primary education plans at the district level.

2. Expected Outcomes

It is expected that, at the end of this two-week training programme, the members of the Planning Teams of the five pilot districts of Nepal will:

- (i) Have a better understanding of the current educational reform initiatives, institutional arrangements, processes and constraints for decentralized planning and management of education in general and basic and primary education in particular in Nepal;
- (ii) Have a threshold level of skills required for analysis of educational and related data and information available at various decentralized levels (i.e. diagnosis of the existing educational situation) in Nepal, and the use of education development indicators in formulating district primary education plans; and
- (iii) Become familiar with the methodology for developing the district level perspective plans for primary education, and acquire other necessary technical skills for formulating district education plans in Nepal.

3. Themes

At the beginning of the training programme, emphasis will be on sharing experiences on decentralized planning and management in education, particularly in Nepal and India. The discussions in the initial sessions will also focus on conceptual clarifications, and contextualisation of these concepts in the light of the existing level of decentralization in Nepal. However, keeping in view the expected outcomes, the following themes will be covered in the training programme:

- (i) Concepts and forms of decentralized planning in education;
- (ii) Decentralised planning and management of education in Nepal;
- (iii) School Improvement planning in Nepal;
- (iv) Developing EMIS in Nepal and its use in the formulation of DEP;
- (v) Norms and financial parameters for developing DEP in Nepal;
- (vi) District planning in education: An Indian experience;
- (vii) Information needs for developing district primary education plans;

- (viii) Diagnosis of educational situation at the district and sub-district levels and the use of indicators of educational development;
- (ix) Setting plan targets: Techniques of population and enrolment projections;
- (x) Methodology of plan formulation at the district level;
- (xi) Planning for implementation;
- (xii) Computer applications in educational planning;
- (xiii) Concept and methodology of micro planning; and
- (xiv) Concept and methodology of school mapping.

4. Session Briefs

Session 02: Decentralised planning in education: Concept and scope

Broadly, this session will focus on the theoretical discussions on the concept and approaches to decentralized planning in education. The concept and types of decentralization; the enabling conditions for implementing a decentralized policy; and some of the critical issues of decentralized planning and management in education will be covered in this session.

The expected outcomes of this session are a clear understanding of the concept and forms of decentralization in general and decentralized planning and management of education in particular.

Session 03: Decentralised planning of education in Nepal

The experiences of the bottom-up planning and management of education in Nepal will be shared in the 3rd session. Specifically, the discussions will focus on the existing structures/institutional arrangements and the processes of decentralized planning and management in education with special emphasis on DEP, VEP and SIP; identification of important actors and factors that influence decentralization process in Nepal; clarification about the lowest viable unit for collection, collation, analysis and formulation of plans; definition of the scope and functions of DEP, VEP and SIP; relationship between DEP, VEP and SIP; and the regulatory framework defining and delineating responsibility, authority and relationship between and among functionaries at various decentralized levels, i.e. central, regional, district, sub-district and village level. The focus of the discussions will be more on identifying constraints of decentralized district planning in education in Nepal, and to learn lessons from the past.

The expected outcome of these sessions are: (i) a critical assessment of the decentralized planning and management structures and practices in Nepal; and (ii) identification of the constraints and lessons learnt from the past planning exercises in the basic education sub-sector in Nepal.

Session 04: District planning in education: An Indian experience

The major focus of this session will briefly discuss the decentralized planning and management practices in the education sector. Specifically, the techniques and process of plan formulation at the district level in India will be discussed in the session.

The expected outcomes of this session are: (i) a better understanding of the concept and process of participatory planning in education; and (ii) an assessment of the current level of decentralizations in India; (iii) identification of factors/constraints, which influence planning and management of education.

Session 05: Information needs for developing district primary education plans

To undertake the diagnosis exercise, a variety of information concerning different components of UPE is required. In this session, the participating officers will be exposed to all such variables and indicators. In addition, types of statistics that would be required for planning exercise would also be discussed by taking into account the existing educational management information in Nepal.

The expected outcomes of this session are: (i) identification of the data and information required estimating various basic education development indicators; and (ii) a better understanding of the limitations in the existing database in Nepal.

Session 06: Diagnosis of the educational development at district and sub-district levels and indicators of educational development

The focus of the session will be on the first important step in planning known as diagnosis. The diagnosis in the field of education is done with the help of certain indicators. Participants will be oriented about the concept and application of these indicators for diagnosing the educational development at not only the district level but even at the sub-district levels. The discussions will focus on development and application of indicators relating to access, enrolment, retention and achievement, which are four important components of UPE. The indicators of efficiency of education system and their use in district level planning of education will be discussed. Specifically, as far as possible, the role of diagnosis of educational development in the formulation of DEP, VEP and SIP will be discussed in this session.

The expected outcomes of this session are; (i) familiarity with various techniques of diagnosis the education situation in a district or sub-district level unit; and (ii) necessary analytical skills acquired to estimate and use various indicators of development of basic education in Nepal.

Session 07: Use of projection techniques in educational planning

Perhaps the most significant activity in developing a district primary education plan is the projection of clientele population and enrolment. In this session, the participating officers will be exposed to various demographic and enrolment projection techniques/methods.

It is expected outcomes of this session are that the participating officers will acquire skills necessary to project clientele population at the primary and elementary levels of education and to estimate enrolment targets while developing as well as enrolment over time by taking data of their own districts at disaggregated levels.

Sessions 08-09: Methodology of plan formulation

The session is relatively more technical, and it will focus on the steps and techniques involved in developing an education plan in general and primary educations plan in particular at the district level. The steps are diagnosis of the educational situation, setting targets to be achieved during plan period, identifying problems and issues, strategies to be followed for achieving the set targets, translating strategies into programmes, activities and tasks, costing and developing implementation schedule. Detailed discussions on all these steps will be undertaken by taking examples from India and Nepal.

The expected outcomes of these sessions are: (i) a clear understanding of the methodology of plan formulation; and (ii) the necessary skills acquired to implement various steps involved in the plan formulation process.

Session 10: Norms and financial parameters for developing DEP in Nepal

The session will briefly discuss various norms relating to creation of schooling provisions, teacher requirements, incentives, management, interventions for focus groups such as girls, Dalits, working children and other deprived children, and financial parameters for developing District Education Plans (DEPs) in Nepal.

The expected outcome of this session is a fairly good understanding and familiarity with the existing government norms and financial parameters for developing DEP in Nepal.

Session 11: Planning for implementation

Planning for implementation of various interventions proposed in a district education plan is extremely important not only for successful execution of different activities but also for monitoring and evaluation. This session will focus on different aspects of planning for implementation, and discuss in detail how to translate a programme or project plan into an operating timetable, i.e. an implementation schedule. The use of the network-based techniques such as the Project Evaluation and Review Technique (PERT) in scheduling a programme/project plan will be discussed in this session.

The expected outcome of this session is that the participants will have the skills to apply PERT in scheduling planned interventions and activities.

Session 12: Computer applications in educational planning

In this session, attempts will be made to introduce to the participating officers various computer applications in educational planning. This is an orientation session.

Session 13: School mapping: Concept and methodology

This is an orientation session on school mapping. The session will attempt to clarify concepts relating to school mapping and briefly discuss the steps involved in operationalising school mapping exercises. In this session, approaches to school mapping; the distance matrix methodology for undertaking school mapping exercises (developed by NIEPA); linkages between school mapping and district education plan formulation exercise; distinctions between the concepts of school mapping and micro planning will be briefly discussed in this session.

The expected outcomes of this session are (i) conceptual clarification of school mapping; and familiarity with the distance matrix methodology for operationalising school mapping exercises.

Session 14: Concept and methodology of micro planning in education

In a multi-level planning framework, decisions are expected to be taken at various hierarchical units in a coordinated fashion. Planning exercise carried out at the lowest possible unit in a country may be termed as micro planning. The session will cover the concept and meaning of micro-planning; how to decide about the unit of micro-planning; linkages of micro-planning with higher levels of planning as well as with institutional planning/school improvement plan; methodology and process of micro-planning; and the importance of micro-planning exercise to achieve the goal of universalization of primary education.

The expected outcome of the session is orientation of the concept and methodology of micro planning in education. The session will also help equip the participants to undertake capacity building of district and sub-district level officials, and the grassroots level stakeholders in operationalising micro-planning exercises.

Session 15: School improvement planning in Nepal

In this session, discussions will focus on the concept, objectives, scope and steps involved in the school improvement planning in Nepal. The session will particularly discuss the process and implications of developing School Improvement Plans in Nepal. The lessons learnt from developing and implementing SIP in Nepal will also be discussed in the session.

The expected outcome of this session is a critical understanding of the SIP, and its impact on quality of primary education in Nepal.

Session 16: Developing EMIS in Nepal and its use in district plan formulation

This session will discuss the existing system of EMIS in Nepal, including the scope of the EMIS. Various issues and constraints in the process of developing EMIS in Nepal will be discussed in the session. Specifically, the use of the database created through the EMIS in the plan formulation process at the district level will also be discussed in this session. The expected outcome of this session

is a better understanding of the EMIS in Nepal and the scope for using the existing database for developing the DEP.

Sessions 17-34: Group work/simulation exercise on developing a primary education plan

A “*Simulation Exercise on District Planning in Education*” focusing on various steps and techniques involved in developing a primary education plan at the district level has been developed. The exercise is based on a minimum set of data collected from one of the districts in India. This will be used for group work on district planning in education. Broadly, the group work will focus of diagnosis of the education system; identification of issues and constraints relating to universalization of primary education in the district, including data limitations; projection of school age population and enrolment; setting enrolment targets; specification of intervention strategies and translation of these strategies into programmes and projects; estimation of schooling requirements, and teacher requirements; planning for incentives to disadvantaged groups; costing the plan interventions; planning for implementation; designing specific intervention programmes (viz., in-service teacher training programme).

The expected outcomes from the group work are: (i) capacity to apply various skills and knowledge (acquired in the previous sessions) at various stages of plan formulation; and (iii) a brief group report focusing on the methodology applied in developing the distinct primary education plan in Poorvistan, lessons learnt from the exercise, and a brief summery of the plan.

Sessions 35-36: Presentation and discussion of the group reports

These sessions will focus on the presentation and discussion of the group reports on plan formulation in Poorvistan district. The discussions will specifically focus on lessons and skills learnt from the exercise, and the same can be applied in the context of Nepal. In other words, attempts will be made to draw inferences from the group work for district education plan formulation in Nepal

The expected outcomes of these sessions and internalization of the skills and knowledge for decentralized district planning through group work, and an ability to apply the skills and knowledge for formulating education plans using available data in Nepal.

Sessions 37-43: Group work on diagnosis of the existing educational situation and prioritization of areas for intervention in five pilot districts of Nepal

The district level participants will work in groups to diagnose the educational situation in their respective districts based on the available data of their districts. The outcome of the group work will be the estimation of key development/performance indicators in the basic and primary education sub-sector, and identification of priority areas for intervention. This will be the starting point for initiating the plan formulation process in the pilot districts. The tentative timeframe to prepare the draft perspective plans in the pilot districts will also be finalized in the final session.

5. Training Methodology

The training methodology will consist of classroom lectures and discussions, followed by group work and practical exercises. Besides a couple of introductory sessions on decentralized planning in education, discussions on the status and issues of decentralization in Nepal, and participatory process in educational planning, the classroom lecture–discussions will focus on the technical aspects of plan formulation at the district level. As the programme is mainly skill-oriented, a major share of the time will be spent on group work.

The tentative training schedule is given in Annexure I.

6. Participants

This training programme is being organized for the officials of five pilot districts of Nepal. It is expected that around 30 officers from regional and district levels, who are member of the planning team at the district level, will participate in the programme.

The list of participants is given in Annexure II.

7. Resource Persons

The Resource Persons will be mainly drawn from NIEPA and DOE/MOES, Nepal. Mostly, the faculty of the Educational Administration, Sub-National Systems, Educational Planning, and ORSM Units of the NIEPA will interact with the participating officers. The Members of the WGD, Nepal will also be interacting with the participants.

The list of the Resource Persons is given in Annexure III.

8. Reading Materials

A set of reading materials covering all themes of the training programme will be supplied to the participants. At least one reading material will support each lecture-discussion session. Besides, materials for practical exercises and group works will also be provided.

The list of the reading materials is given in Annexure IV.

9. Programme Management

The National Institute of Educational Planning and Administration (NIEPA), New Delhi is organizing this training programme. A taskforce under the Chairmanship of Prof. B. P. Khandelwal, Director, NIEPA provides the overall guidance for the conduct of the programme. A Programme Advisory Committee consisting of Professor B. P. Khandelwal, Professor Marmar Mukhopadhyay, and Professor R. Govinda provides necessary academic guidance for the conduct of the training programme.

A Programme Management Team consisting of Dr. Najma Akhtar (Team Leader), Dr. S.M.I.A. Zaidi, Dr. Arun Mehta, and Dr. K. Biswal from NIEPA and the DOE/MOES, Nepal representative carries out the day-to-day management of the programme.

For any assistance, you can contact any one of the members of the Programme Management Team or the officials of the DOE/MOES, Nepal.

10. Venue and Date

The programme will be organized at Technical Instructors' Training Institute (TITI), Sanothime, Nepal from 8th to 19th September 2003. The opening session will be held at 0930 hrs on 8th September 2003.

Annexure I

Training Programme on Methodology of District Planning in Education for the Planning Teams of Five Pilot Districts of Nepal (Sanothime, Nepal: September 08-19, 2003)

Tentative Training Schedule¹

| Session N ^o | Time (In hrs) | Theme/ Speaker/Facilitator |
|---------------------------------------|---------------|---|
| September 08, 2003 (Monday) | | |
| 1. | 0930-1100 | Opening session |
| 2. | 1130-1300 | Decentralized planning in education: Concept and scope <i>S. M. I. A. Zaidi</i> |
| 3. | 1400-1530 | Decentralized planning of education in Nepal <i>Member(s) of the WGD, Nepal</i> |
| 4. | 1600-1730 | District planning in education: An Indian experience <i>S. M. I. A. Zaidi</i> |
| September 09, 2003 (Tuesday) | | |
| 5. | 0930-1100 | Information needs for developing district primary education plans <i>Arun C. Mehta</i> |
| 6. | 1130-1300 | Diagnosis of educational development at district and sub-district levels and indicators of educational development <i>S.M.I.A. Zaidi</i> |
| 7. | 1400-1530 | Use of projection techniques in educational planning <i>Arun C. Mehta</i> |
| 8. | 1600-1730 | Methodology of plan formulation <i>K. Biswal</i> |
| September 10, 2003 (Wednesday) | | |
| 9. | 0930-1100 | Methodology of plan formulation <i>S.M.I.A. Zaidi and K. Biswal</i> |

¹ Tea breaks will be from 1100 to 1130 hrs and 1530 to 1600 hrs respectively in all programme days. The lunch break will be from 1300 to 1400 hrs every day.

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|--------------------------------------|-----------|---|
| 10. | 1130-1300 | Norms and financial parameters for developing DEP in Nepal <i>Member(s) of WGD, Nepal</i> |
| 11. | 1400-1530 | Planning for implementation <i>K. Biswal</i> |
| 12. | 1600-1730 | Computer applications in educational planning <i>Arun C. Mehta</i> |
| September 11, 2003 (Thursday) | | |
| 13. | 0930-1100 | School mapping: Concept and techniques <i>K. Biswal</i> |
| 14. | 1130-1300 | Concept and methodology of micro planning in education <i>S.M.I.A. Zaidi</i> |
| 15. | 1400-1530 | School improvement planning in Nepal <i>Member(s) of WGD, Nepal</i> |
| 16. | 1600-1730 | Developing EMIS in Nepal and its use in district plan formulation <i>Member(s) of WGD, Nepal</i> |
| September 12, 2003 (Friday) | | |
| 17. | 0930-1100 | Introduction to the simulation exercise/group work on district planning in education <i>K. Biswal</i> |
| 18. | 1130-1300 | Group work on district planning in education (Diagnosis of educational development) <i>K. Biswal, A.C. Mehta. S.M.I.A. Zaidi, Najma Akhtar</i> |
| 19. | 1400-1530 | Group work on district planning in education (Diagnosis of educational development) <i>K. Biswal, A.C. Mehta. S.M.I.A. Zaidi, Najma Akhtar</i> |
| 20. | 1600-1730 | Group work on district planning in education (Diagnosis of educational development) <i>K. Biswal, A.C. Mehta. S.M.I.A. Zaidi, Najma Akhtar</i> |
| September 13, 2003 (Saturday) | | |
| 21. | 0930-1100 | Group work on district planning in education (Population and enrolment projections) <i>K. Biswal, A.C. Mehta. S.M.I.A. Zaidi, Najma Akhtar</i> |

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| 22. | 1130-1300 | Group work on district planning in education (Population and enrolment projections) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 23. | 1400-1530 | Group work on district planning in education (Target setting and evolving strategies and interventions) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 24. | 1600-1730 | Group work on district planning in education (Target setting and evolving strategies and interventions) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| September 14, 2003 (Sunday) | | Holiday |
| September 15, 2003 (Monday) | | |
| 25. | 0930-1100 | Group work on district planning in education (Estimation of schooling provisions and teacher requirements) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 26. | 1130-1300 | Group work on district planning in education (Estimation of schooling provisions and teacher requirements) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 27. | 1400-1530 | Group work on district planning in education (Cost estimates) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 28. | 1600-1730 | Group work on district planning in education (Cost estimates) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| September 16, 2003 (Tuesday) | | |
| 29. | 0930-1100 | Group work on district planning in education (Cost estimates) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 30. | 1130-1300 | Group work on district planning in education (Cost estimates) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 31. | 1400-1530 | Group work on planning for implementation (Planning for in-service teachers' training) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 32. | 1600-1730 | Group work on planning for implementation (Planning for implementation of in-service teachers' training) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |

| September 17, 2003 (Wednesday) | | |
|---------------------------------------|------------------|--|
| 33. | 0930-1100 | Preparation of group reports <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 34. | 1130-1300 | Preparation of group reports <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 35. | 1400-1530 | Presentation and discussion of group reports <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 36. | 1600-1730 | Presentation and discussion of group reports <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| September 18,2003 (Thursday) | | |
| 37. | 0930-1100 | Group work on diagnosis of educational situation in the pilot districts <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 38. | 1130-1300 | Group work on diagnosis of educational situation in the pilot districts <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 39. | 1400-1530 | Group work on district specific interventions in the primary education sub-sector (i.e. prioritization of areas for intervention) of the pilot districts <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 40. | 1600-1730 | Group work on district specific interventions in the primary education sub-sector (i.e. prioritization of areas for intervention) <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| September 19,2003 (Friday) | | |
| 41. | 0930-1100 | Preparation of group report on district specific diagnosis and interventions <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 42. | 1130-1300 | Preparation of group report on district specific diagnosis and interventions <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 43. | 1400-1530 | Presentation and discussion on group reports and deciding about the timeframe for developing the draft DEP in five pilot districts <i>K. Biswal, A.C. Mehta, S.M.I.A. Zaidi, Najma Akhtar</i> |
| 44. | 1600-1730 | Closing session (Programme evaluation and valediction) |

Annexure II

List of Participants

| S.NO. | Name of the Participant | Organization/District | Post/Designation |
|-------|----------------------------|-----------------------|---------------------|
| 1. | Mr. Indra Bahadur Kunwar | School Supervisor | DEO, Dadeldhura |
| 2. | Mr. Pushkar Prasad Bhatta | School Supervisor | DEO, Dadeldhura |
| 3. | Mr. Prem Singh Ayer | Resource Person | DEO, Dadeldhura |
| 4. | Mr. Ratan Bahadur Sharki | Representative | NGO/DEO, Dadeldhura |
| 5. | Mr. Maha Dev Bhatta | Resource Person | DEO, Dadeldhura |
| 6. | Ms. Bimala Kumari Gurung | Resource Person | DEO, Bardiya |
| 7. | Mr. Jaymal Tiruwa | Representative | NNDSWO/DEO, Bardiya |
| 8. | Mr. Suresh Kumar Joshi | School Supervisor | DEO, Bardiya |
| 9. | Mr. Krishna Prasad Sigdel | School Supervisor | DEO, Bardiya |
| 10. | Mr. Ishwori Prasad Subedi | Section Officer | DEO, Bardiya |
| 11. | Mr. Hem Narayan Chapagain | School Supervisor | DEO, Syangja |
| 12. | Mr. Bishnu Prasad Koirala | School Supervisor | DEO, Syangja |
| 13. | Mr. Ghan Bdr. Basnet | Resource Person | DEO, Syangja |
| 14. | Ms. Nirmla Pandey | Resource Person | DEO, Syangja |
| 15. | Mr. Bikram Thapa | Resource Person | DEO, Syangja |
| 16. | Mr. Gopal Prasad Kandel | Section Officer | DEO, Chitawan |
| 17. | Mr. Chandra Bdr. Khadka | School Supervisor | DEO, Chitawan |
| 18. | Mr. Krishna Bdr. Rana Bhat | Resource Person | DEO, Chitawan |
| 19. | Ms. Kaushila Adhikari | Teacher | DEO, Chitawan |
| 20. | Mr. Mukti Nath Bhandari | Ex. Head Teacher | DEO, Chitawan |
| 21. | Mr. Surya Prasad Subedi | School Supervisor | DEO, Jhapa |
| 22. | Mr. Harihar Ghimire | School Supervisor | DEO, Jhapa |
| 23. | Mr. Dinesh Kumar Neupane | School Supervisor | DEO, Jhapa |
| 24. | Mr. Mohan Prasad Oli | Resource Person | DEO, Jhapa |
| 25. | Ms. Kamala Basnet | Resource Person | DEO, Jhapa |
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Annexure III

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9. Mr. Janardan Nepal, Director, DOE/MOES
10. Mr. Karsten Jensen, CTA, ESAT/DANIDA, Kathmandu Office
11. Mr. Ram Balak Singh, Deputy Director, DOE/MOES
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Annexure IV

List of Reading Materials

- Behrman, Jere R. et al. (2002) *Conceptual issues in the role of education decentralization in promoting effective schooling in Asian developing countries*. ERD Working Paper No 22, Asian development Bank, Manila, Philippines.
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Annexure V

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[Education for All in India](#)

[Developing EMIS in Nepal & its use in district plan formulation \(NIEPA-Nepal Project\)](#)

[NIEPA-NEPAL Project on District Level Planning](#)

[NIEPA-NEPAL Cooperation on Decentralised District Level Planning of Education](#)

Readers are advised to refer original report and give reference of the material used of any form.