

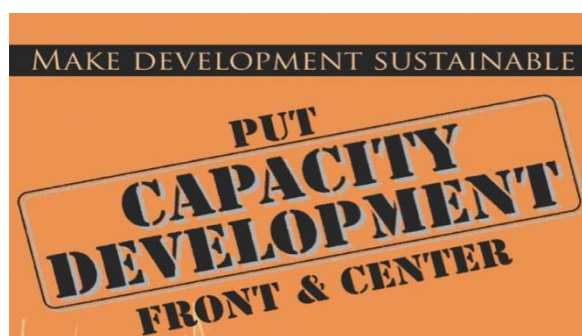
Capacity Development in the Education Sector in Nepal

14-18 September 2009

Final Report



TRAIN 4 DEV.NET
JOINT DONORS' COMPETENCE DEVELOPMENT NETWORK



Learning Network on Capacity Development

Capacity Development in the Education Sector in Nepal

Five days for Capacity Development in the Education Sector in Nepal – Highlights

Nepal has despite unruly times, achieved considerable progress in offering access to education. Quality is, however, far from good enough. How can the education sector and its development partners help the sector to develop capacity to make schools perform, thereby achieving better learning achievements?

This was the challenge discussed during a five days action learning process hold in Kathmandu from 14-18th September 2009. After a half-day session for a broad stakeholder group, a small group worked intensively for three days to shape a conceptual framework for CD in the sector, outline an action plan for making the framework operational, and form a core team that can carry the process forward. On the last day, the small group presented the results for endorsement by the wider stakeholder group.

A number of important key messages emerged during the week:

- CD is not something apart, but closely linked to the wider School Sector Reform Plan. It is a perspective and approach that must be mainstreamed when the reform is made operational at all levels.
- CD should – as the reform is doing it – focus on the school level performance
- Ownership is crucial not only at ministry and central level, but at all levels. CD is mainly an internal process, where external partners can facilitate.
- The role of a central level CD framework and core team will be to facilitate and support CD processes, not to control and steer according to a blueprint
- CD should adopt a constant learning perspective, sharing lessons and building on previous successful experiences.

At the end of the learning event, there was a broad consensus and a team ready to take the next steps. Much more needs to be clarified and detailed, but the process empowered the core team that will – provided continued backing and commitment from senior leadership and support from development partners – be able to engage in a creative and demanding process of getting capacity development right in the centre of the SSRP implementation.

1. Introduction

In July 2009, the European Commission (EC) delegation in Nepal agreed with government and development partners to request support to organize a joint learning event on capacity development in the education sector. The request was made to EC's head office EuropeAid/AIDCO in Brussels who had pledged to fund such an event under the auspices of the Learning Network on Capacity Development (LenCD, see www.lencd.org) and the donor network for competency development, Train4Dev (see www.train4dev.net).

The event took place in Kathmandu from 14-18th September 2009. This report was prepared by the facilitators of the event, Mr. Nils Boesen and Dr. Mahesh Nash Parajuli, with kind support from Ms. Silvia Guizzardi, policy

analyst in the OECD/DAC who participated as observer in the event. The report briefly explains the background for the workshop (section 2), the workshop process (section 3), the results (section 4) and the key lessons learned as perceived by the facilitators (section 5). The annexes include a brief summary of the evaluations made by participants and the presentation made in the concluding workshop. A fuller set of materials, including the programme, the initial presentations offered and the key government strategy document is available at www.lencd.org and www.train4dev.net, as well as on the EC's www.capacity4dev.eu website.

2. Background and Workshop Rationale

2.1 The Education Sector in Nepal

Strong demand, expansion of access, but challenges with quality: In Nepal, the recent peace and relative political stability, combined with a growing awareness of the value of education have contributed to a significant increase in the demand for and expectations from public educational services. In spite of the significant improvements in access and enrolment over a decade or so, many children and young people leave schools without acquiring the basic skills deemed necessary for raising their standards of living. While the Net Enrolment Rate in primary school is 92%, only half of school entrants obtain the School Leaving Certificate, and the adult literacy rate was 48% in 2001.

The School Sector Reform Plan: To address the situation, the Ministry of Education (MoE) has introduced a School Sector Reform Plan (SSRP) covering the five years from 2009-2013. The plan covers Early Childhood Education, basic education, secondary and vocational education as well as non-formal education. The broad aim of the School Sector Reform is to improve quality and relevance of education, with a strong focus on the school level. The main emphasis of the SSRP is on Basic Education, to which about 75% of overall funding (approximately US\$ 2.6 billion) is targeted. The plan is not fully funded, the funding gap of US\$ 254m is expected to be closed by a contribution from the Catalytic Fund of the Fast Track Initiative (FTI). Development partners are expected to fund around 24% of the plan.

Long-time harmonization and alignment efforts in the sector: Key development partners to the sector have pursued harmonization and alignment through a sector-wide approach for several years. Many agencies have chosen sector budget support as a key funding modality, organised around a Joint Finance Agreement and including joint reviews and a structured sector policy dialogue. However, technical assistance support is still somewhat fragmented and delivered by individual agencies.

The Approach to Capacity Development in the School Sector Reform Plan

"The strategic interventions described here focus on securing a guiding results-based management framework for the facilitation of the new and for the update as well as the alignment of the existing CD plans. This means that on-going CD activities under the MOE will continue as planned until this CD framework has been finalized and approved. (...)

MOE will develop a broad framework for capacity development based on which concerned agencies will prepare annual implementation plan covering capacity needs at the implementation levels and is reflected in the ASIP.

The preparation and implementation of capacity development plans will be centrally coordinated and facilitated to ensure that processes and final plans meet minimum technical quality standards, to achieve alignment with overall MOE goals and to pursue synergies between different levels of the service delivery system.

All organizational units will be setup and made responsible for the preparation and implementation of CD plans based on the indicative plan stated below. The primary role of the MOE CD coordination mechanism will facilitate the preparation and updating of individual CD plans of the concerned agencies...

2.2 Capacity Development Efforts

CD is not a new ambition: There have been several previous efforts to strengthen capacity in the education sector, dating back to the Institutional Linkage Programme launched in 1997. In 2001, a comprehensive Institutional Analysis of MoE was conducted by external consultants, leading to a Human Resource development programme which, however, had mixed results. Government staff referred to the introduction of Information and Communication Technologies (ICT) as an area of successful, sector wide capacity development over the last decade, and mentioned the CD plan of the National Centre for Education Development (NCED) as a front-runner in this area.

SSRP section on Capacity Development: The SSRP includes a separate section on capacity development in the sector. The objective of the CD efforts is to improve the performance of the MOE service delivery system and develop capacity to implement critical reforms. The section underlines that “this process of establishing a baseline for capacity development, conducting a performance-gap analysis, and designing a results-oriented capacity development plan aimed at closing these performance gaps is time-consuming and requires full resourcing and commitment throughout the system, from teachers at the end of the service delivery chain to the top management”. There is thus a keen awareness that CD is a comprehensive and long term effort. The section also outlines a strategic approach to CD, displayed in the box.

Challenges to CD: The SSRP mentions that “the current discourse on the state restructuring gives rise to a considerable uncertainty as it is expected to redefine and redistribute authorities, roles and functions across state bureaucracy at all levels. Until the governance and management structure is defined and is fully functional, assessment of capacity development needs becomes impractical”.

Preparing a CD plan: The authorities have committed to prepare a sector wide CD plan by July 2010. The existence of such a plan is furthermore a condition for the release of a part of the sector budget support from the EC. This was the backdrop against which the LenCD workshop was organised.

3 The Capacity Development Workshop – objectives and process

3.1 Workshop Objectives

“Making an action plan for making a CD plan”: The objectives of the workshop were defined during the preparation process. The overall objective was to enable national stakeholders in the education sector to prepare a sector-level capacity development (CD) framework, with support as required from development partners, by 15 July 2010. There were three results to be achieved at the end of the workshop:

1. A conceptual framework for moving forward with focus on specific, tangible results in the sector, and building on the



- authorities' leadership and management of the CD processes.
2. An action plan to produce a costed, funded and realistic CD plan (or plans, as relevant), including possible diagnostic work
 3. A government led change team formed that is able and motivated to take the process onwards, backed by senior level officials and other important sector stakeholders



3.2 The preparation process

Compressed preparation process:

While the idea of the workshop was endorsed two months in advance, it proved difficult to get the preparation process going until three weeks before the workshop. At that point in time, a small organising group was formed composed of government officials and two development partners (DP), the EC as funding agency, and Denmark as current donor focal point. The government would take care of content matters, with the DPs mainly helping with logistics. The dialogue with the facilitators

included video-conferencing, but even so it was difficult to reach a common understanding of what the workshops could achieve and what it would take to organise it.

Agreement on main parameters, but many unresolved issues: There was a quick buy-in to the idea of having first a short session for the wider group of stakeholders, then work in a smaller group for three days after which this smaller group would report to the wider group and ask for endorsement of subsequent steps in the CD work. Following this basic agreement, it was difficult to have an in-depth dialogue about participation (eventually, only government and development partners participated, with clear overweight of central level government officials), and about the convenience of having presentations by domestic stakeholders (no such presentations materialised in the end). It was also difficult for the government to identify and forward basic documentation to the facilitators, thus making their background preparation less than satisfactory.

Identifying “case” topics for the small-group sessions proved difficult: Despite repeated efforts, it did not prove possible to identify on beforehand specific priority sub-areas for CD which could serve to “bring CD down to Earth” during the event. The proposal was to work on such specific topics in the small working group and bring in specialist knowledge on the issues to get to some level of detail.

Hesitant ownership – but ownership: The limitations of the preparation process may reflect a certain hesitation by the authorities towards the idea of bringing CD to the fore in an intense and highly visible process. During the preparatory discussions, several exchanges revolved around what a CD plan would be, and whether it would focus on agencies, sub-sector or themes – questions to which the facilitators could provide no answer since these would come out of the process. This uncertainty about both the work process and the possible outputs may have contributed to the less than optimal preparation process where the government stuck to what it could actually commit to and take charge of.

Satisfactory logistics and venue: The logistics worked well in bringing invited participants to the right place at the right time during the days. The government had produced a useful dossier of a few key documents for

members of the smaller working group, while generic CD materials was sent by pouch from Brussels. The chosen venue was a spacey, but rather dark room.

3.3 The Workshops

First big group event – setting the stage: The first half-day workshop (21 education officials, 11 DPs) aimed at getting to a shared basic concept about CD and tapping the insights and experiences of the participants as an input to the subsequent days' work. The work took place around three basic building blocks of CD processes: 1) analysing the situation; 2) framing the vision and the plan; 3) organising the change process and team. Participants worked in buzz groups around the two first of these topics. Time only allowed a brief plenary discussion of the third topic. In all areas, there was a consistent focus on participants' experiences, both successful and less successful, as a source of learning about what works and what does not work.

Focus on school performance, but difficult to prioritize: It came strongly out that: 1) CD should focus on the school level and on school performance, and 2) CD – and a CD framework or plan – is an integrated part of the implementation of the SSRP, not a separate endeavour with a parallel implementation structure. There was general acceptance that implementation should be strictly prioritised and sequenced, but it was difficult to get

clear directions as to which sub-areas to start with – and which not.



Not so small a working group – day 2-4: The working group ended up having 13 members, excluding facilitators and the observer from OECD/DAC, and was thus a rather big group. There was excellent meeting and work discipline. The group stayed together the first morning, split in three (situation, vision/plan, change process/team) the first afternoon, and came together the second morning to take stock. It split up again on the second day (afternoon) in three groups to work on the

“deliverables” for the last big workshop: one group worked on a conceptual framework, another on the short term action plan for producing a sector wide CD framework, and the third on the team, organisation and resources required to produce the comprehensive framework. Finally, on the third day, the group decided to stay together and prepare, collectively, the presentation for the final day big group workshop.

Two topics used to illustrate the approach to CD: The working group decided first to work on the challenge of “improving school management” as a concrete sub-area. The situation analysis started with a stakeholder analysis with focus on formal and informal mechanisms, incentives and drivers, including the political aspects of school and education management. The situation analysis continued looking at the functions actually performed under the heading of “school management” – both those directed at the daily management of the school and those directed at keeping relations with external stakeholders. From there, the group turned to the capacities that the actors would need (skills, tools, support, incentives etc.) and the possible delivery mechanism for CD support at school level. The potential role of the School Improvement Plan as vehicle for a focus on “soft” CD aspects was mentioned. The group recognised that it might require more evidence – for example from piloting exercises - to learn how a school level focus on CD could be supported.

Resourcing of schools – how does it work: The second topic centred on how to make the budget allocation to schools more effective and equitable. Participants discussed how the current system based on “objective” per capita criteria for budget allocation introduces incentives to manipulate numbers. The informal and politically

influenced bargaining of resource levels between head-teachers and the district education officer was also discussed, pointing to the difficulties of operating a formal system when checks and balances are weak and informal systems strong.

Getting to results – focus on the presentation: The third day focused entirely on preparing the presentation for the last day's big group workshop. The working group had at various points in time difficulties in keeping clearly separated whether it was discussing the CD framework to be ready in July 2010 – or whether it was discussing the action plan for the rest of 2009 and up to mid-2010 that would result in the wider CD framework. However, despite the difficulties there was a growing consensus both on the conceptual framework, the action plan and the team and organisation needed to carry the process onwards. At a certain stage this translated into a sense of accomplishment that on the one hand seemed to express a genuine consensus and ownership, and on the other hand also led to a rather quick conclusion of the work.

A team built – strong enough? There was an evident shared understanding of how a useful approach to CD should be conceived, and about the facilitating role of a core team. The facilitators played on purpose a very limited role during the last day, handing over the torch to the senior staff in the group. They took strong leadership in the group, which demonstrated its ability to carry the process forward in conceptual and managerial terms. The proof will as always be in the pudding: will this continue to be a priority backed by the top management in the Ministry and the agencies who will be responsible for follow-up?

The final workshop – selling the results: Nearly 40 stakeholders (24 from the sector, the rest DPs) participated in the final workshop. The emerging “core CD team” presented the process and the results – and discovered that participants did not immediately capture the messages and the richness of discussions that were beneath the slides presented. Fortunately, the subsequent discussion allowed adding some flesh to the bones. It also raised unresolved issues regarding the short term funding of the immediate next steps up to July 2010, where government officials and DPs had very diverging perceptions regarding the availability of funds.

4. Workshop Results

Conceptual framework, action plan, team: The presentation of the final day (see Annex 1) outlined the three results that the whole process set out to deliver. The guiding principles identified by the working group are shown in the box. Below, a brief summary of the results of the workshop is offered as interpreted by the facilitators.

Results-based - CD is not something apart: The SSRP and its results – particularly focusing on the school level performance – is driving the CD efforts. The CD efforts will effectively be *the* implementation framework of the SSRP in the areas where “softer” capacity is fundamental to produce and sustain performance and service delivery. “Results-based CD” means effectively integrating CD in the sector strategy – rather than creating a parallel work stream.

SSRP objectives first – agencies second: Another important consequence of the results-focus is that CD efforts will focus first on their impact on school performance – and then, working backwards from this

Twelve Guiding Principles for CD in the Education Sector

1. *Needs based and demand based*
2. *Process: consultative, participatory building on stakeholders' ownership*
3. *Focused on improving school performance*
4. *Prioritized - to address the most pressing needs*
5. *Flexibility and adaptability to incorporate expectations and changes in the environment*
6. *Adequate resource back up*
7. *Aligned with the existing policies and legal framework*
8. *Results-based*
9. *Support for effective implementation of SSRP*
10. *Minimizing separate units and parallel systems*
11. *Documenting and utilizing the success stories in the CD processes*
12. *Realistic*

objective, identify the organisations and actors that eventually will have to be involved. This results-driven approach also implies certain resilience if the institutional set-up in the sector changes as a result of macro-political processes in the country: Any new system has to work in function of school performance targets, and the present system will in any case have to be modified to achieve the ambitious SSRP goals.

Mainstreaming a CD perspective: The challenge that a CD framework has to meet is thus to ensure that a CD perspective is integrated in all relevant areas – for example when it comes to making social audits work, or making school management more effective, or ensure that local curriculum element increase relevance of teaching.

Ownership at all levels: The workgroup members were strongly underlining that CD efforts have to be owned at all levels –the central ministry, or the Department of Education, or the district officers, can only support the CD process, while those who develop their capacity- e.g. head teachers, school management committees, teachers and parents – must own their process and prepare their own CD strategies. CD is and remains mainly an internal affair that can be stimulated, but not imposed from the outside

“Who is responsible for teacher capacity development?
The District Education Officer? The Resource Center? The headteacher? Or – the teacher him- or herself? It must be the teacher!”
Head-teacher present in the final workshop

Including political dimensions and incentives: CD is (much) more than training and overseas travel – it must, both in the situation analysis and in its actions, focus on formal and informal political dimensions and incentives that shape present capacity and options for future CD. Functional approaches and gap analysis have to be put in the context of the drivers and constraints shaped by societal factors and stakeholders’ interests.

A learning approach, not a blueprint: Evidence-based CD in the sector must build on experience from what has worked and not worked in earlier occasions in the sector, the country or at regional or international level. It was recognised that evidence of good approaches is not always available, and that piloting with the explicit purpose of learning might be necessary. It was also underlined that a learning approach implies a focus on collecting and sharing lessons learnt from the beginning.

A CD framework, not a plan: The points above led to a clear recognition that the CD challenge is not about making a “Sector Wide Capacity Development Plan”. Instead, it is about creating a CD framework consisting of a facilitating core team, guided by principles, assisted by simple tools, and focusing on key results priorities. This framework would help agencies and individuals at all levels to take charge of their CD processes, while addressing the system-wide factors of a regulatory or political nature which constrain capacity development.

Commitment from the top? The senior officials present during the process (Joint Secretaries from the MoE, the Director-General of the Department of Education) expressed strong commitment to the CD agenda outlined by the working group. Whether and how this commitment translates into active daily leadership and support to the core team and the specific activities that will be developed over the next months depends on multiple contextual factors in and beyond the sector – but the core team will have to find effective ways that make it both attractive and relatively easy for senior management to lead and support the process.

Support from DPs: The DPs were very active in the discussions in the various workshops. They saw their role as merely

Capacity explained

C – Committed to own job
A – Aware of own responsibility and accountability
P – Professionally confident and competent
A – Action oriented
C – Curious
I – Innovative
T – Tactful, effective, efficient
Y – Younger always in knowledge, skills and attitude

Comment in Evaluation Sheet

accompanying the process, with little need for more direct interventions beyond sharing ideas and viewpoints. This role is appropriate. It will be important that the national stakeholders and the DPs find ways of ensuring that future CD support from the DPs (e.g. through technical assistance) become fully aligned to the evolving SSRP/CD, and that such donor support be fully harmonized, eventually through joint delivery mechanisms.

Evaluation by participants: The members of the working group and some of the participants in the big group events completed evaluation forms (see details in annex 2), and the work group held a brief evaluation session after the end of the last workshop. While most expressed overall satisfaction, some felt that a more structured approach to the three days with the working group would have made work more effective. The outputs of the whole process should also have been made clearer, particular regarding whether the focus was on “the plan to make the plan” – or on the CD plan itself.

5. Lessons Learnt

LenCD learning events can be helpful, and are demanding: The learning process in Nepal helped stakeholders come to grips with their future task of promoting a consistent and strong CD perspective as they strive to implement the sector strategy. However, taking full advantage of a concentrated process like this demands a lot of all parties both before and during the event, and realism about what can be expected is important.

Good basic format: The basic format – starting with a half-day workshop for a broad range of stakeholders, then working with a smaller group for three days and finally going back to the bigger group – is good and economical. The small group should be small, not exceeding 8-10 persons.

More time and energy in the preparation process: The late and somewhat erratic preparation process made it difficult to shape the event in details before it began. Premised on ownership by country stakeholders, it is difficult and potentially counter-productive to push the preparation process further from the outside. However, a longer time frame (1,5-2 months) is still recommended, and a scoping visit of 2-3 days some weeks before the event itself should be considered.

Sharper agenda, without losing flexibility: The facilitators had chosen a rather open agenda for the three small-group days, not least because it had not been possible to identify and get information about specific priority topics that could serve as examples for a CD action learning process. However, a somewhat more structured approach should be considered, with a more clearly structured agenda and clearer/earlier agreement on the specifications of final outputs.

Ownership builds gradually: The event confirmed that ownership and engagement build up gradually. The government engaged initially and during the preparation with some hesitation – on the last day of the workshop the core team stood strongly articulated and presented their plan and their vision for moving the process ahead. A momentum had definitely been created – and the real work of the core team lies ahead. In this sense, the less tangible outcomes of the process are as or more important than the tangible results.

Ground the process in specific topics and past lessons: CD discourse can be elusive, conceptual and vague. It proved valuable to focus on specific areas, and to focus on experiences of actors. Getting as close as possible to an experiential learning mode (reflect on experiences, interpret them, and from there identify directions and actions) is an effective way of anchoring the learning both in the context and in the persons participating in the process.

Sector-wide approaches to CD are necessary, but they are not blueprints: As described in section 4 above, the workshop confirmed a flexible, learning oriented *approach* to mainstream CD in the implementation of sector

policies and plans, deriving results from clear and realistic service delivery performance targets. In Nepal, the fundamental task is to support around 30.000 schools in developing their own capacity to offer a conducive learning environment and good quality teaching. This requires a focus on making the administrative, managerial and governance system in the sector responsive to this endeavour, eventually translating into concrete action plans made and implemented by organisations at national and district level, by units and schools. It is more an attitude and a system than it is a plan. Calling it a sector framework for CD seems an appropriate term, and it is neither short or medium term – it should be a constant focus incorporated in the myriad of short, medium and long term plans that education sector actors have to make.

Annex 1: Summary of Evaluations (n= 19)

How well did the 5-days process achieve its objectives and results?

Completely	1
Well	17
Partly	1
Not very well	0
Not at all	0

Comments to the achievements:

- A concept framework was developed and shared as well as an action plan for CD
- More concrete results were expected in order to have a clear understanding about who will be doing what, and when and how
- We discussed a lot, we draw the CD framework from lots of views, ideas and experiences of participants and some literature as well
- More interaction took place than we could put into words
- The process followed worked – some specific template was also expected, that was not possible to develop
- Only few local stakeholders are participants the CD workshop
- Need to work together for broad based commitments
- Good to see the CD framework in place. Slightly confused with the GON's remarks on the availability of resources to prepare the plan by July 2010.
- Basis for CD plan well formulated, clear understanding of CD being a component of regular ASIP and SSRP, focus on school and feeding a learning process
- The materials presented in the workshop are extremely useful and effective. Examples from other countries could be more useful.
- I am sure the workshop will have the effect of a catalyst for bringing CD at the centre stage

What was particularly good about the process?

- It was inclusive. Nepali stakeholders drove it and provided most inputs. DP contributed but hopefully in a supportive way.
- It was seen as a process which would begin thinking about CD as a means to support the SSRP and not to complete an isolated CD plan
- Good leadership/ownership of the MoE
- Process of drawing conclusion from the participants' views and experiences who have real field experience
- Was extremely flexible, open and participatory
- Inputs in the beginning, interaction in the middle and results in the end
- Interaction
- Rich experience was brought in, active engagement of all
- Local level – DEO, school, SMC, PTA and RC level have been emphasized
- Agreement that the process should be participatory and school and classroom focused
- Sharing and making consensus
- The process was very interactive and participatory
- Very much participatory
- Workshop was participatory and the participants fully active
- It has initiated the plan process and it will lead to a successful outcome
- Conceptual clarity about the CD process

- The opportunity to hear how different perceptions are and develop a broader perspective
- Participation, discussion, debate
- Clear path developed about the CD plan which used the SSRP; guiding principles

What could be improved?

In the preparation of the event:

- Little was known before by participants – I did not see a concept note
- More clear directions from the MoE in order to have more concrete results
- Participants should have been called from the real stakeholder such as parents, SMC members, teachers, some of students as well
- A template to guide the discourse
- Developing detailed plan
- Deciding sample exercise beforehand
- CD action plan and national CD plan should be emphasized locally
- Cross fertilisation and lessons learned from other agencies/ministries
- Presence of district and school level participant would have increased value
- Detailed plan should be prepared focusing the grassroot level stakeholders
- Some of the examples from other countries
- Definition of the expected workshop output
- More wider stakeholders for preparation
- More interaction with stakeholders

During the week:

- The time was short but was a good impetus to begin the process
- Final presentation to be more explicit and clear
- It is ok, however, confusion created to some extent in the beginning
- Set output for every day
- Focus on specific areas
- More suggestions should be collected from local level
- It was a productive week
- Formation of steering committee and task force
- Providing template or examples from other countries about the process
- Better logistic arrangement
- Prepared TOR for team-building

Would you recommend an event like this to other sectors in the country or to colleagues working in other countries?

Yes	12
Maybe	5
No	
Don't know	1

Other comments:

- "CD is a process and comes from within". This is really important and came out well. The challenge is to educate all levels on this. Also, the presentation on "bureaucratic" and "feudocratic2 – so important to situate such change management within the existing bureaucratic and cultural systems – not donor-driven management systems. Please build on this and take note of specific needs of women leadership.

- Structure of the sessions – one day, three days, one day – was useful. Need to manage the last day's expectations
- Our CD should be always guided by the demand base, participatory, transparent, utilizing local level resources including human resources. Our vision must put the “students' achievement” first. It would be fruitful if CD will contribute to change the actors' attitude and intention to bring them as committed professionals, with transparent policy for incentives, rewards and punishment that should be interlinked with the performance of the students. CD needs to include various formula that help to make actors more accountable and responsible for their performance.
- Implementation part is important, and is the CD part
-

Capacity Development Framework and Action Plan

Ministry of Education, Nepal

Sept 14-18, 2009

Kathmandu

Framework Contents

1. Guiding principles
2. Results by July 2010
3. Key Result Areas (CD oriented from SSRP)
4. Action Plan
5. Framework for the Plan

1. Guiding principles

1. Needs based and demand based;
2. Process: consultative, participatory; building on stakeholders' ownership;
3. Focused on improving school performance;
4. Prioritized - to address the most pressing needs;
5. Flexibility and adaptability to incorporate expectations and changes in the environment;
6. Adequate resource back up;
7. Realistic;

1. Guiding principles.. contd..

8. Aligned with the existing policies and legal framework;
9. Results-based;
10. Support for effective implementation of SSRP;
11. Minimizing separate units and parallel systems; and
12. Documenting and utilizing the success stories in the CD processes.

2. Results by 2010

1. Core CD team formed and mobilized
 1. TOR of the Core Team
 2. A national level core team capable of facilitating CD development
2. CD plans for specific result areas: (2 or 3)
(e.g. Local curriculum, CAS, Social audit, examination, enabling school environment, SIP, targeting low performing school)
3. Tools guidelines specific to results

2. Results by 2010

4. Active senior management support for CD process
5. Allocation of resource for CD
6. National CD Framework

4. Action Plan

Results	What	When
Result 1 1.1 Core team leading the process	Formation of a core team (5-6 people at the most, this will require approximately 30-40 hours a month) a. MOE and its line agencies b. Technical experts (pooled and regular) c. logistic arrangements for the core team	Sept 20, 2009

4. Action Plan

Results	What	When
Result 1: TOR of the Core Team (clear mandate)	1. Drafting and approval of TOR	Oct. 15, 2009
A national level core team capable of facilitating CD devt.	1. Team building / learning and focussed discussion	3rd week of Oct and ongoing

4. Action Plan

Results	What	When
Result 2: CD plans for specific result areas: e.g., (from SSRP) Local curriculum, CAS, Social audit, Examination, Enabling school environment, SIP, targeting low performing schools	1. Identify key CD areas based on SSRP results	Sept.
	2. Form sub-teams in each of the key areas;	Oct.
	3. Initiate CD plan preparation in identified areas	November, 2009
	4. Piloting in appropriate areas; consolidate lessons learned and share it.	Jan, 2010
	5. Prepare plans by July 2010	July 2010

4. Action Plan

Results	What	When
Result 3: Tools, guidelines specific to results	1. Condensing available materials to short, user-friendly formats; (draft 1)	Nov. 2009
	2. revise and update	July, 2010

4. Action Plan

Results	What	When
Result 4: Active senior management support for CD process	1. Forming a Steering Committee 2. Meet regularly (at least monthly) 3. Provide guidelines, facilitates, and oversees functioning of Task Force 4. Sharing with relevant stakeholders	2009

4. Action Plan

Results	What	When
Result 5: Allocation of resources for CD	1. Develop budget for the CD preparation activities [USD 150,000] 2. Develop budgets for implementing the identified activities; [USD XXX] 3. Identifying sources of funding	October 2009

4. Action Plan

Results	What	When
Result 6: Framework	1. An outline 2. Draft costed plan 3. Final Plan approved by Steering Committee	2009 March April

5. CD Framework

