**TEMPLATE 4.4**

## PEACEBUILDING FUND (PBF)
## ANNUAL PROJECT PROGRESS REPORT

### COUNTRY: Nepal
### REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2013

| Programme Title & Project Number |
|---|
| Programme Title:  Planning Effective Delivery of Education in a Future Federal State |
| Programme Number *(if applicable)* UNPFN/B-4 |
| MPTF Office Project Reference Number:[1] 00085974 |

| Recipient UN Organizations | Implementing Partners |
|---|---|
| List the organizations that have received direct funding from the MPTF Office under this programme:  UNESCO | List the national counterparts (government, private, NGOs & others) and other International Organizations:   Ministry of Education<br>Nepal Teachers' Union<br>School of Education, Kathmandu University<br>Faculty of Education, Tribhuvan University<br>Research Centre for Educational Innovation and Development<br>Education Journalists' Group<br>Association of Community Radio Broadcasters (ACORAB) |

| Programme/Project Budget (US$) | Programme Duration |
|---|---|
| PBF contribution (by RUNO)<br>**378,000** | Overall Duration *(months)*  24 |
| | Start Date[2] *(dd.mm.yyyy)* 1 April 2013 |
| Government Contribution<br>*(if applicable)* | Original End Date[3] *(dd.mm.yyyy)*     30 March 2015 |
| Other Contributions (donors)<br>*(if applicable)*<br>**10000** | Current End date[4]*(dd.mm.yyyy)* 30 March 2015 |
| **TOTAL:**                                   388,000 | |

---

[1] The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to "Project ID" on the MPTF Office GATEWAY

[2] The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the MPTF Office GATEWAY

[3] As per approval of the original project document by the relevant decision-making body/Steering Committee.

[4] If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed.

| Programme Assessment/Review/Mid-Term Eval. | Report Submitted By |
|---|---|
| Assessment/Review - if applicable *please attach*<br>☐ Yes ☒ No Date:<br>Mid-Term Evaluation Report – *if applicable please attach*<br>☐ Yes ☒ No Date: | Name: Tap Raj Pant<br><br>Title: National Programme Officer (Education)<br>Participating Organization (Lead): UNESCO<br>Email address: tr.pant@unesco.org |

**PART 1 – RESULTS PROGRESS**

**1.1 Assessment of the current project implementation status and results**

**For PRF projects, please identify Priority Plan outcome and indicators to which this project is contributing:**

| |
|---|
| *Priority Plan Outcome to which the project is contributing.* Constructive dialogue and planning leading to progress on constitution making |
| *Priority Plan Outcome indicator(s) to which project is contributing.*<br>a. Two ministries have initiated drafting models for service provision in a federal state based on the education experience<br><br>b. Evidence of continuity of provision of inclusive and non-discriminatory services as part of the dialogue on state restructuring |

**For both IRF and PRF projects, please rate this project's overall achievement of results to date:** on track

**For both IRF and PRF projects, outline progress against each project outcome, using the format below. The space in the template allows for up to four project outcomes.**

**Outcome Statement 1:** Ministry of Education is prepared to develop and implement needed education sector reforms to ensure access to inclusive and quality education in a future federal state

**Rate the current status of the outcome: on track**

| | |
|---|---|
| Indicator 1:<br><br>MoE officials participate in the elaboration of models for an inclusive and accessible education system in a future federal state<br><br><br><br><br><br><br><br><br><br>Indicator 2:<br>The MoE prepares different models of education system for effective service delivery and shares it with other ministries | Baseline: Ministry officials have no preparation for planning suitable model for an inclusive education system in a future federal state<br>Target: 10 officials of MoE participate in the elaboration of models of the education system<br>Progress:Different consultations held with the secretary and under-secretary of the planning division of MoE to disucss education scenarios in a future federal structure. Ministry officials have participated in different discourses on alternative models of education service delivery in a future federal state. The gap analysis carried out to determine the required capacities in planning and the current capabilities has been shared with the MoE<br><br>Baseline: Models, plans and coordination mechanism are not in place to address the systemic challenges of state restructuring |

| | |
|---|---|
| Indicator 3:<br>Mechanisms for effective planning, implementation and monitoring for the continuity in education services during a future state restructuring process in function | Target: MoE officials have developed at least two draft models for effective delivery of education system in a future federal state<br>Progress:Information on how education systems function in other federal countries has been shared with the MoE<br><br>Baseline: No dedicated institutional setting in MoE to deal with issues related to education and federalism<br>Target: . Education and federalism support desk including education and federalism support and reference groups within MoE budgeted and functioning as the coordination mechanisms related to the development of the new education system<br>Progress:Education and federalism support desk has been established within MoE. A focal person has been designated for the desk to coordinate with the UNESCO Office in Kathmandu and to carry out the project activities when required. The desk has organized project steering committee meetings and different workshops and consultative meetings when required. The desk has also established the roles and responsibilities (ToR) of the Education and Federalism Support Group. |

**Output progress**

*List the key outputs achieved under this Outcome in the reporting period (1000 character limit).Outputs are the immediate deliverables for a project.*

*A mapping on the initiatives of education and federalism in Nepal has given a clear context of where different stakeholders including the political parties stand on the issue of the provision of education services in a future federal structure.
*A report on education systems of other federal countries (Bangladesh, Pakistan, India, South Africa, Australia, Canada, the USA) prepared and shared with MoE officials and other stakeholders thus increasing their access to information on the functioning of education services in those countries.
*Education and federalism support desk has been established in the MoE and one focal person has also been appointed. The desk has been conducting steering committee meetings, organizing consultative workshops and is carrying out other project activities. As per the agreed ToR between the MoE and UNESCO, the desk is also responsible for ensuring continuation of the partnership and sustainability of the project once the project period ended.

**Outcome progress**

*Describe progress made during the reporting period toward the achievement of this outcome. This analysis should reflect the above indicator progress and the output achievement. Is there evidence of the outcome contributing to peacebuilding and to the specific conflict triggers (3000 character limit)?*

When the project was initiated, people were unsure of the peacebuilding relevance of the project. The UN was accused of imposing a federal model for Nepal while the people of Nepal were still divided on the future federal structure of the country. Once the objectives of the project were explained, the MoE and other stakeholders such as teacher's union, KU, TU understood the importance of the initiative and the need to support the preparedness of education service delivery in a future federal state. While the forms of state restructuring and models of federalism remain undecided, activities such as steering committee meetings, consultative meetings and workshops have contributed to identify the elements for developing options and models for Nepal's future education system.

This contribution emphasised the need to ensure a continuation of service delivery during state restructuring, the importance to consider how the education system will be designed in a future federal state; identify how far thinking about what the education system would or could look like in a federal structure has gone; identify areas of convergence namely between the agendas of political parties and civil society; and where the gaps are in planning for future service delivery.

The establishment of the Education and federalism support desk at the MoE shows the ministry's committment to engage in the issue and work on developing different options and strategies to be implemented once the federal structure of the country has been defined by the Constituent Assembly (CA).

Since the government has just been formed after the second CA election and the lawmakers are gathering to draft a new constitution, future engagement with CA members will be important for the project to contributing to designing an inclusive, non-discriminatory and effective education system in the country. Initiating discussions on education provision is important due to the many links between education and stability, and can serve as a model for similar thinking processes in other ministries and sectors.

The project has also been able to bring on board the media in initiating debate and dialogue on how the education system should be designed in a future federal state. Through workshops involving key education experts and media experts, journalists have been sensitized on the different aspects of the delivery of education services that need to be addressed in the future federal state and the role media should play to promote Education for All. The role of media will be particularly crucial in raising this issue in conjunction with the CA proceedings and contstitution drafting. This can contribute to a shared understanding among CA members on how to deliver inclusive, non-discriminatory, and efficient public services within a future federal state restructuring process in line with the Comprehensive Peace Agreement.

**Reasons for low achievement and rectifying measures**

*If sufficient progress is not being made, what are the key reasons, bottlenecks and challenges? Were these foreseen in the risk matrix? How are they being addressed and what will be the rectifying measures (1500 character limit)?*

*The dissolvement of the first CA resulted in low confidence of stakeholders in the success of state restructuring, leading to low level of willingness to engage in the project. Some stakeholders (such as TU and KU to name a few) did not want to be the part of the project activities citing the scenario of the federalism unclear and that it was the responsibility of the CA to come up with federal model. It took time making them understand the objectives and bring them on board. Now, the establishment of second CA has brought more optimism on the formulation of new constitution and stakeholders seem keen on engaging on the project

activities for providing the government and CA with different options and scenarios for the education in the future federal state.

*The frequent changes in the government posed challenges for the smooth implementation of the project. For example, since inception of this project in April 2013, three persons have resumed the resanbility of secretary in the Ministry of Education. Each time the secretary needs to be briefed about the project and its activities to bring him/her on board. The same happened with the frequent changes and transfer of the senior MoE officials. This also delayed the finalization of the ToR of the Education and Federalism desk to be established within the MoE and conducting the steering committee meetings for carrying out project activities.

*The risks were well forseen in the risk matrix.

## Outcome Statement 2:

**Rate the current status of the outcome: on track**

| Indicator 1: | Baseline:<br>Target:<br>Progress: |
|---|---|
| Indicator 2: | Baseline:<br>Target:<br>Progress: |
| Indicator 3: | Baseline:<br>Target:<br>Progress: |

**Output progress**

*List the key outputs achieved under this Outcome in the reporting period (1000 character limit).Outputs are the immediate deliverables for a project.*

**Outcome progress**

*Describe progress made during the reporting period toward the achievement of this outcome. This analysis should reflect the above indicator progress and the output achievement. Is there evidence of the outcome contributing to peacebuilding and to the specific conflict triggers (3000 character limit)?*

**Reasons for low achievement and rectifying measures**

*If sufficient progress is not being made, what are the key reasons, bottlenecks and challenges? Were these foreseen in the risk matrix? How are they being addressed and what will be the rectifying measures (1500 character limit)?*

## Outcome Statement 3:

**Rate the current status of the outcome: on track**

| Indicator 1: | Baseline:<br>Target:<br>Progress: |
| --- | --- |
| Indicator 2: | Baseline:<br>Target:<br>Progress: |
| Indicator 3: | Baseline:<br>Target:<br>Progress: |

**Output progress**

*List the key outputs achieved under this Outcome in the reporting period (1000 character limit).Outputs are the immediate deliverables for a project.*

**Outcome progress**

*Describe progress made during the reporting period toward the achievement of this outcome. This analysis should reflect the above indicator progress and the output achievement. Is there evidence of the outcome contributing to peacebuilding and to the specific conflict triggers (3000 character limit)?*

**Reasons for low achievement and rectifying measures**

*If sufficient progress is not being made, what are the key reasons, bottlenecks and challenges? Were these foreseen in the risk matrix? How are they being addressed and what will be the rectifying measures (1500 character limit)?*

## Outcome Statement 4:

**Rate the current status of the outcome: on track**

| Indicator 1: | Baseline:<br>Target:<br>Progress: |
| --- | --- |
| Indicator 2: | Baseline:<br>Target:<br>Progress: |
| Indicator 3: | Baseline:<br>Target:<br>Progress: |

**Output progress**

*List the key outputs achieved under this Outcome in the reporting period (1000 character limit).Outputs are the immediate deliverables for a project.*

**Outcome progress**

*Describe progress made during the reporting period toward the achievement of this outcome. This analysis should reflect the above indicator progress and the output achievement. Is there evidence of the outcome contributing to peacebuilding and to the specific conflict triggers (3000 character limit)?*

**Reasons for low achievement and rectifying measures**

*If sufficient progress is not being made, what are the key reasons, bottlenecks and challenges? Were these foreseen in the risk matrix? How are they being addressed and what will be the rectifying measures (1500 character limit)?*

## 1.2 Assessment of project evidence base, risk, catalytic effects, gender in the reporting period

| | |
|---|---|
| Evidence base: What is the evidence base for this report and for project progress? What consultation/validation process has taken place on this report *(1000 character limit)*? | The establishment of the Education and Federalism Support Desk within the Ministry is a clear evidence to the progress made in the project. Similarly, the reports produced during the course of time by different consultants also serve as evidence for the project progress. Besides having discussion with other project implementing partners, the E&F Support desk was consulted and feedback was incorporated while preparing this report. |
| Funding gaps: Did the project fill critical funding gaps in peacebuilding in the country? Briefly describe. *(1500 character limit)* | Much of the debate on federalism in Nepal has concerned highly politicised issues of identity-based state restructuring. This project aims to address the equally important issues related to the options for the continuation of services and the division of responsibilities and resources for ensuring quality education in different models of federalism. To address root causes of conflict related to access and equity among vulnerable groups, this is an essential discussion to advance. |
| Catalytic effects: Did the project achieve any catalytic effects, either through attracting additional funding commitments or creating immediate conditions to unblock/ accelerate peace relevant processes? Briefly describe. *(1500 character limit)* | NA |
| Risk taking/ innovation: Did the project support any innovative or risky activities to achieve | NA |

| | |
|---|---|
| peacebuilding results? What were they and what was the result? *(1500 character limit)* | |
| <u>Gender marker</u>: Is the original gender marker for the project still the right one? Have gender considerations been mainstreamed in the project to the extent possible? Briefly justify. *(1500 character limit)* | It has been important for the project to address gender specific issues both in the design and implementation of the project and in addressing the substantive issues related to education in a future federal state. The latter, for example, requires the reflection of the specific needs and challenges of women and girls in relation to accesss to education in all future plans. In order to ensure that gender issues are efficiently and effectively mainstreamed throughout the project, both in its implementation modalities and its outputs, a detailed contextual gender analysis is under way as part of project activities. From the outset, project management has strived to ensure women's equal participation in the recruitment of project staff. Two female were recruited as project staff for the project. Similarly, the ToR of the project steering committee also calls for the equal women representation in the committee. As the pursuit of gender equality is one of UNESCO's global priorities, equal participation of women and men are ensured in all the consultative meetings and workshops. Moreover, the project has considered the gender sensitivity of all materials developed and produced during the project period. |

## PART 2: LESSONS LEARNED AND SUCCESS STORY

### 2.1 Lessons learned

*Provide at least three key lessons learned from the implementation of the project. These can include lessons on the themes supported by the project or the project processes and management.*

| | |
|---|---|
| Lesson 1 *(1000 character limit)* | When UNESCO Office in Kathmandu announced the start of the project on Twitter, one of the followers tweeted back: "Interesting that the UN knows all about Nepal's future federal state when Nepalis themselves are undecided about it". The project did not intend to presume to know which federal system Nepal should adopt, but the UN saw an opportunity to provide expertise and options from a technical point of view, and thereby contribute to education and federalism related dialogue and planning. This shows that we should be very sensitive in our work and how we communicate about the objectives of our work. Many times it can be politicised especially in a post-conflict situation. Messages about project objectives and the work of the UN should be clearly communicated and adopting a Do-No-Harm approach. |
| Lesson 2 *(1000 character limit)* | |
| Lesson 3 *(1000 character limit)* | |

| Lesson 4 *(1000 character limit)* | |
|---|---|
| Lesson 5 *(1000 character limit)* | |

## 2.2 Success story (OPTIONAL)

*Provide one success story from the project implementation which can be shared on the PBSO website and Newsletter as well as the Annual Report on Fund performance. Please include key facts and figures and any citations (3000 character limit).*

## PART 3 – FINANCIAL PROGRESS AND MANAGEMENT ARRANGEMENTS

### 3.1    Comments on the overall state of financial expenditure

*Please rate whether project financial expenditures are on track, slightly delayed, or off track:  delayed*

If expenditure is delayed or off track, please provide a brief explanation (500 characters maximum):

Since most of the project activities have been postponded due to the changes in the political environment of the country, the financial expenditure has been delayed. However, with the formation and functioning of the new government and the CA, the project activities are expected to be expedited, thus bringing the financial expenditure on track.

### 3.2    Comments on management and implementation arrangements

*Please comment on the management and implementation arrangements for the project, such as: the effectiveness of the implementation partnerships, coordination/coherence with other projects, any South-South cooperation, the modalities of support, any capacity building aspect, the use of partner country systems if any, the support by the PBF Secretariat and oversight by the Joint Steering Committee (for PRF only). Please also mention if there have been any changes to the project (what kind and when); or whether any changes are envisaged in the near future (2000 character maximum):*

The management and implementation arrangements for the project have been fair. Implementing partners including Ministry of Education, Tribhuvan University, and Kathmandu University have responded well and have actively participated in different project activities.
A steering committee has been formed to contribute to monitoring the progress of the project through monitoring missions, reviewing project reports, and holding stakeholders' consultations. The committee assess whether the objectives and activities for achieving the expected results remain valid or need adjustment, and provides suggestions and recommendations to materials developed for training education officials and other stakeholders on effective planning. In addition, the committee contributes to defining the project's exit strategy.
In addition to the Education and Federalism Support Desk, an "Education and Federalism Support Group" has been established to support on identifying different thematic issues related to education provision and conducting reviews and research. The ToR of the group

has been approved and the group will in the future help on smooth operation of the project activities.

Similarly, the project has been coordinating with the UNDP project "Support for Participatory Constitution Building in Nepal", who have been mostly supporting the CA members on formulating the new constitution. The support of the SPCBN will be very crucial to work with the CA members in conjunction with the CA proceedings and contstitution drafting. Their expertise can contribute to a shared understanding among CA members on how to deliver inclusive, non-discriminatory, and efficient education service in a future federal state.