

**United Nations Peace Fund for Nepal**

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**Project Status Update**

***For the period of [July – September 2014]***

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| **1. Project Information** | | | | |
| **Project Title:** | | **Project Numbers:** | | |
| Planning Effective Delivery of Education in a Future Federal State | | ***UNPFN / PBF:*** | UNPFN/B-4 | |
| ***MPTF Office:*** | 00085974 | |
| **Name of PUNO(s):** | | **PBF Result *(if applicable)*:** | | |
| United National Educational, Scientific and Cultural Organization (UNESCO) | |  | | |
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| **Primary Project Contact Person:** | | **UNPFN Funding Round Strategic Outcome(s):** | | |
| **Mr. Tap Raj Pant**  National Programme Officer (Education)  UNESCO Office In Kathmandu  P.O. Box 14391  Sanepa‐2, Lalitpur  Tel.: + 977 1 5554396 Ext. 14  Fax: + 977 1 5554450  Email: [tr.pant@unesco.org](mailto:tr.pant@unesco.org) | | Outcome 3: Constructive dialogue and planning leading to progress on constitution making | | |
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| **UNPFN Cluster:** | | |
| B: Election/Governance/Mediation | | |
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| **National Partners(s):** | | **NPTF Cluster:** | | |
| * Ministry of Education (MoE) * Nepal Teachers' Union * School of Education, Kathmandu University * Faculty of Education, Tribhuvan University * Research Centre for Educational Innovation and Development * Education Journalists' Group * Association of Community Radio Broadcasters (ACORAB) * Aasaman Nepal | | 4: CA/Peacebuilding Initiatives on National and Local Levels | | |
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| **Total UNPFN Funding:** | US$ 378,000 | **Project Start Date:** | | 1 April 2013 |
| **Original End Date:** | | 30 March 2015 |
| **Funds spent to-date by the project:** | US$ 225,023 | **Revised End Date *(if applicable)*:** | | N/A |
| **Funds spent as percentage of budget:** | 59.5% | **Total Project Duration:** | | 2 years |

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| **2. Project Executive Summary** |
| The project aims to contribute to Nepal’s peace and development process by fostering a constructive dialogue and planning leading to progress in constitution making by focusing on effective delivery of inclusive quality education services in the future federal structure. It provides technical assistance for analysis and planning needed by the new federal government bodies involved, to guarantee quality basic education services based on human rights, social inclusion and non-discrimination. |

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| **3. Overview of project results, achievements and challenges during this quarter** | |
| **Project Outcome(s)** | **Progress delivered and/or challenges during this quarter** |
| Government has capacity to plan and deliver inclusive and quality education services for all under the federal structure | Major progress made during this quarter (July – September 2014) under the project are as follows:   1. Project implementation has been expedited jointly with the MoE and in partnership with other national level institutes and organizations. MoE has showed ownership of the project and they have been involved actively in all the dialogues, discourses and interactions with various stakeholders such as CA members, School Management Committee (SMC), I/NGOs, Head Teachers and CSOs. Participants of the meetings, workshops, and seminars held have actively participated and expressed their commitment to further debate these issues and use lessons in their own work to ensure quality inclusive education service delivery for all in a future federal system. 2. An interaction program was organized among /with CA members, and the Secretary and Joint Secretaries from MoE, journalists and Education and Federalism Support Group (EFSG) members to share and discuss related thematic papers. CA members felt that the key highlights and discussion points of the workshop will further help the Constitutional Dialogue Committee’s work if discussed in a CA meeting. So, as suggested by the CA members, a paper summarising the key discussions points was submitted to the Constitutional Dialogue Committee by the MoE. These points were more focused on ensuring quality and inclusive education for all children, youths and adults. 3. The thematic discussion and debate organized with support of national experts/educationists and academician who are the members of the Education and Federalism Support Group contributed to increase understanding among education officials, CA Members, I/NGOs and local level stakeholders on education and federalism. Research based thematic papers prepared under the project that have been widely used for further debate and discussions at various levels. 4. Lessons learned from the exposure visit have been used through different forums within MOE. For example, a session on education and federalism has been introduced in the training organized by the National Centre for Educational Development (NCED) in its training for the Officers and Under-Secretaries working in/under the MoE. Findings of the exposure visit were also shared among EFSG and other MOE officials. 5. Some I/NGOs in the Western region and the District Education Office have initiated further dialogues and debates on education and federalism after participating in the workshop ‘Education in Federalism’. Resource materials on education and federalism were also helpful for increased understanding on education and federalism. 6. Community radio in eastern and western region are also delivering messages, dialogues and interviews for enhancing understanding of local people on 'Education in Federalism' after participating in a training organized in coordination with the NGO Association of Community Radio Broadcasters (ACORAB). Journalists working in print media have been publishing articles and delivering news on education in federalism. This initiative has been very instrumental in delivering the messages and disseminating information with wider coverage and reaching out to the larger population. 7. A Resource Material booklet has been published compiling relevant thematic papers which were used during the capacity building workshop of I/NGOs and CSOs. This material helped the participants to enhance their understanding on education and federalism. |
| **Project Management: key activities and/or challenges during this quarter** | |
| 1. After the departure of the previous project officer, a national consultant was hired in August 2014 to support, manage and coordinate all the project activities. 2. Project steering committee has been reformulated and the first meeting of the expanded committed was held in August 2014.   The following were major challenges faced by the project during the quarter:   1. UNESCO's Daily UNESCO Operations (DUO) system wasn't functioning properly and it took time to enable the system. This was due to changes in leadership in UNESCO which resulted in some delays in some of the planned activities. 2. The previous Project coordinator left and the position was vacant for a few months. | |

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| **4. Progress against key indicators in the UNPFN Results Framework** |

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| ***PBF Level*** | | | | | |
| ***UNPBF PMP Result(s) (if applicable):*** | | … | | | |
| ***UNPBF PMP Result Indicator(s) (if applicable):*** | | **Baseline** | | **Target** | **Current / Final Status** |
| … | | … | | … | … |
| ***UNPFN Level*** | | | | | |
| ***UNPFN Strategic Outcome:*** | | Outcome 3: Constructive dialogue and planning leading to progress on constitution making | | | |
| ***Project Peace-Building Impact:*** | | Greater shared understanding of how to deliver inclusive, non-discriminatory, and efficient public services within a future federal state restructuring process in line with the Comprehensive Peace Agreement | | | |
| **Impact Indicator(s)** | | **Baseline** | | **Target** | **Current / Final Status** |
| Two ministries have initiated drafting models for service provision in a federal state based on the education experience | | No government sector has initiated development of models on service delivery in the future federal state | | 2 ministries | Project updates have been shared with the Secretary of Ministry of Federal Affairs and Local Development. Meeting planned with the Ministry of Health and Agriculture for November 2nd week. |
| Evidence of continuity of provision of inclusive and non-discriminatory services as part of the dialogue on state restructuring | | Provision of services has not been planned in discussions on federalism | | Different models of service delivery are debated in the Constituent Assembly and discussed in CA committee meetings | An interaction with the CA members was organized and a paper summarising the key discussions points was submitted to the Constitutional Dialogue Committee by the MoE. |
| ***Project Level*** | | | | | |
| **OUTCOME 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 | | | | |
| **Outcome Indicator(s)** | **Baseline** | | **Target** | | **Current / Final Status** |
| # MoE officials participate in the elaboration of models for an inclusive and accessible education system in a future federal state. | Ministry officials have no preparation for planning suitable model for an inclusive education system in a future federal state | | 10 officials of MoE participate in the elaboration of models of the education system | | 4-day residential training on Education Planning and Management for a Federal Nepal has been conducted with education officials and strategic planners from the central and district level in coordination with the Ministry of Education’s “Education and Federalism Support Desk”. A total of 22 officials (7 female) from the MoE have participated. The training helped them to enhance their understanding on Education and Federalism. Then after MoE officials has also initiated dialogues and debates on various national level forums. |
| The MoE prepares different models of education system for effective service delivery and shares it with other ministries | No models, plans and coordination mechanism are in place to address the systemic challenges of state restructuring | | MoE officials have developed at least two draft models for effective delivery of education system in a future federal state | | UNESCO’s international consultant has finished his 1st mission who is working for developing options and possible models that will be submitted to the MoE. MoE will consider and analyse the options and models submitted by the consultant. |
| Mechanisms for effective planning, implementation and monitoring for the continuity in education services during a future state restructuring process in function | No dedicated institutional setting in MoE to deal with issues related to education and federalism | | 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 | | Education and Federalism Support Desk has been established, regularly supported by Education and Federalism Support Group (EFSG). Meetings with EFSG organized regularly. |