

付属資料

1. ミニッツ
2. 組織制度分析、問題分析ワークショップ
3. 参考資料リスト
4. 収集資料リスト

MINUTES OF MEETING
BETWEEN
THE JAPANESE PREPARATORY STUDY TEAM
AND
THE AUTHORITIES CONCERNED OF
THE GOVERNMENT OF THE KINGDOM OF NEPAL
ON
THE JAPANESE TECHNICAL COOPERATION
FOR
THE COMMUNITY -BASED ALTERNAIVE SCHOOLING PROJECT

The Japanese Preparatory Study Team (hereinafter referred to as the Team) organized by the Japan International Cooperation Agency (hereinafter referred to as JICA), headed by Mutsumi TSUBOUCHI visited the Kingdom of Nepal from May 26th to July 2nd, 2003, for the purpose of studying on the Project for the Community -Based Alternative Schooling Project (hereinafter referred to as the Project).

During its stay in the Kingdom of Nepal, the Team had a series of discussions with the authorities concerned of the Kingdom of Nepal

The major points of the discussions are summarized in the document attached hereto.

Kathmandu, July 8th, 2003



Mr. Fumio IMAI
Deputy-Resident Representative
JICA Nepal Office



Mr. Hari Bol Khanal
Director
Non-Formal Education Center
Ministry of Education and Sports

THE ATTACHED DOCUMENT

Major Results of Discussions

1. Tentative Framework of the Project

- 1.1 Both the Nepalese side and the Team (hereinafter referred to as "both sides") shared an understanding that it is important to promote the community involvement to the existing Alternative Schooling Program (ASP) through institutional / organizational strengthening. The results of the workshop on Organizational / Institutional and Problem Analysis on Implementation of ASP, which was conducted on June 3-4 2003, are in support to the above understanding.
- 1.2 Based on the discussions, both sides agreed upon the tentative framework of the Project. The Team (Japanese side) proposed the preliminary draft of Project Design Matrix (PDM) attached in Annex 1 and the preliminary draft of Plan of Operation (PO) attached in Annex 2.
- 1.3 Both sides will revise these preliminary drafts of PDM and PO by the end of August in 2003. Following that, both sides will discuss them in detail and finalize the framework of the Project during the Secondary Preparatory Study for the Community-based Alternative Schooling Project supposed to be conducted in September 2003.

2. Project Management and Organization

- 2.1 Ministry of Education and Sports (MoES) will be the responsible organization. Non-Formal Education Center (NFEC) will be the implementing organization of the Project at the central level. District Education Offices (DEOs) in the target districts take a leading role in managing the Pilot Activities. Local bodies/ Community Based Organization (CBO) will be responsible for implementing the Pilot Activities.
- 2.2 Considering Local bodies/CBO have insufficient capacity of operating ASP, the Team proposed that Local NGOs be contracted to implement the Pilot Activities as a collaborator in order to provide technical assistance to Local bodies/CBO. Since it is consistent with the current implementation

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- strategies of the ASP that not only Local bodies/CBO but also NGOs are involved in implementing ASP, the Nepalese side agreed upon the involvement of Local NGOs in the Pilot Activities under the Project.
- 2.3 It was also confirmed by both sides that the Department of Education (DoE) giving the instructions to DEOs would be a counterpart organization at the central level. Since some of the proposed activities in the Project such as improvement of School Outreach Program (SOP) are related to formal education, it is important to collaborate with DoE that has a critical role in bridging between Formal Education (FE) and Non-Formal Education (NFE). The organizational charts of MoES, NFEC, DoE and DEO are attached in Annex 3. The stakeholders of the Project are illustrated in Annex 4.
- 2.4 A Joint Coordination Committee will be established for the administrative responsibility of the Project as a Nepal-Japan bilateral project. Both sides have agreed upon the functions and tentative members of the Joint Coordination Committee (See Annex 5).
- 2.5 The Team proposed that a Working Group be established in the target districts respectively at the initial stage of the implementation of the Project. It is considered to be more effective to establish such a Working Group in order to confirm the achievement and progress of Pilot Activities, identify the problems and take necessary actions among the stakeholders through monitoring, supervision and coordination. It is also essential to give feedback of the Pilot Activities from the community/district level to central level to strengthen the existing institution and organization related to the ASP. The Working Group will comprise each representative from the NFEC, DEO, Local NGO contracted to implement the Pilot Activities and Local bodies/CBO as well as the JICA Project Team. The counterpart personnel of DEO are expected to take a leading role in conducting Working Group meetings on the regular basis. The Nepalese side considered creation of Working Groups practical and agreed upon this proposal.



3. Inputs from Both Sides

- 3.1 Inputs from the Japanese side may include dispatch of experts, provision of training, provision of equipment and materials, and appropriate assistance to operational cost expenditure based on the needs. Tentative Terms of Reference of experts is attached in Annex 6.
- 3.2 Inputs from Nepalese side will include the assignment of counterpart personnel and other necessary staff, arrangement of office space and facilities, and other operational costs. The list of counterpart personnel is attached in Annex 7.

4. Selection of Target District for the Pilot Activities

- 4.1 The candidate districts proposed by the Nepalese side are Bardiya, Dhading, Siraha and Sindhupalchowk. The location of each district is illustrated in Annex 8. The Nepalese side selected them based on the following criteria.
- 1) Low literacy rate in 6+ years population in 2001 (below 44% or are in red category in literacy situation analysis report)
 - 2) Low women literacy rate (below the national average –35.6%)
 - 3) Low school enrollment rate by gender
 - 4) Low income status (low HDI) districts below the national average (0.444)
 - 5) Districts where less donors have been involved in the sector and the sub sector

The Nepalese side also emphasized that the target areas of the Pilot Activities need to represent the geographical diversity such as terai and hill areas.

- 4.2 Besides the above criteria, the Team adopted the following indicators to be added as the criteria.
- A. Districts where government's Out of School Program (OSP) and SOP have been already conducted or are planned to be carried out in 2003/2004.
 - B. Low literacy rate in 6-10 years population group (below average: 50-59.9% or low: 30-49%) in 2001
 - C. Low literacy rate in 11-14 years population group (below average: 66-80% or low: < 66%) in 2001



- 4.3 It was confirmed that all the candidate districts meet the above criteria. Although the Team considered that the proposed districts by the Nepalese side based on their long-term experience might be relevant for the target areas, it was felt that these districts need to be further assessed in terms of a) accessibility, b) security and c) coverage by other similar interventions (by not only donors but also NGOs). The detailed assessment of four districts will be conducted by the local consultant in July. The final decision on the selection of target districts will be made based on the results of assessment and geographical diversity (terai and hills area). The Japanese side will inform the Nepalese side on this matter by the end of August.
- 4.4 The number of both districts and Village Development Committees (VDCs) to be covered by the Pilot Activities under the Project will be finalized following the above assessment.

5. Title of the Project

- 5.1 Based on the discussions between both sides, it was agreed that the title of the Project would be "Community-based Alternative Schooling Project (CASP)".

Annex 1: Tentative Framework of the Project (inc. Preliminary Draft of Project Design Matrix)

Annex 2: Preliminary Draft of Plan of Operation

Annex 3: Organizational Charts of Counterpart Organizations

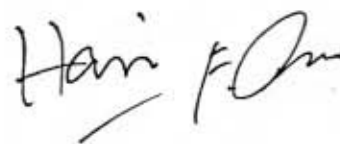
Annex 4: Stakeholders in the Project

Annex 5: Joint Coordination Committee

Annex 6: Tentative Terms of Reference of Experts

Annex 7: Tentative List of Counterpart Personnel

Annex 8: Candidate Districts for the Pilot Activities



Tentative Framework of the Project

1. Background of the Project

In Nepal, various projects have been launched to change the courses and to accelerate educational development since the World Declaration on Education for All.

The government of Nepal has developed a National Action Plan for "Education For All" (based on the Dakar Framework for Action 2000) aiming at a goal ensuring that by 2015 all children have access to and complete primary education. The government has also been targeting at the disadvantaged groups having limited access to school education and the Non-Formal Education Center (NFEC) has conducted a variety of programs including Alternative Schooling Program (ASP) targeting 8-14 aged children in order to eliminate gender and caste disparity in educational opportunity. The government of Nepal requested Japan to assist those existing programs and to promote Non-Formal Education (NFE).

Japan International Cooperation Agency (JICA) dispatched the Basic Study Team in April 2003 to confirm the background of the Project as well as to discuss the request submitted by the Nepalese side and the counterproposal prepared by the Japanese side.

Following the last mission, the preparatory study team was dispatched from the end of May to the beginning of July to collect complementary information and to formulate/appraise the project. The Nepalese side and the study team commenced discussing the design and feasibility of the Project.

2. Basic Information of the Project

Project period	5 years (tentatively from January 2004)
Approach	The project focuses on technical assistance of Organizational /Institutional Strengthening of governmental channels by developing a model of Alternative Schooling Program with community involvement
Project Beneficiaries	-Children who have no access to education system aged 6-14 - Local community
Target Group of the pilot activities	-Children who have no access to education system aged 6-14, primarily girls and disadvantaged group in the target areas -Local community in the target areas

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Basic concept

Ownership/partnership

- HMG/JICA must share experiences and collaborate to build up and execute Pilot Activities
- The Project makes effective use of the lessons learnt from experiences and practices of relevant NFE projects and programs in Nepal
- The Project involves Nepalese concerned line-agencies for decision making process

Combination of demand creation/service delivery improvement activities

- The Project mobilizes the concerned community to enable the environment for children to go to school
- The Project improves quality of educational service (teaching material/methods, Institutional/organizational development, Information service)

Networking

- The Project networks the stakeholders from central level to community level by strengthening the institutional structure of NFE

Linkage between NFE and FE

- The Project focuses on NFE and FE linkage in order to make educational development efforts sustainable

Community-driven Pilot Activities

- Community is a main actor and initiates Pilot Activities

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Annex 1

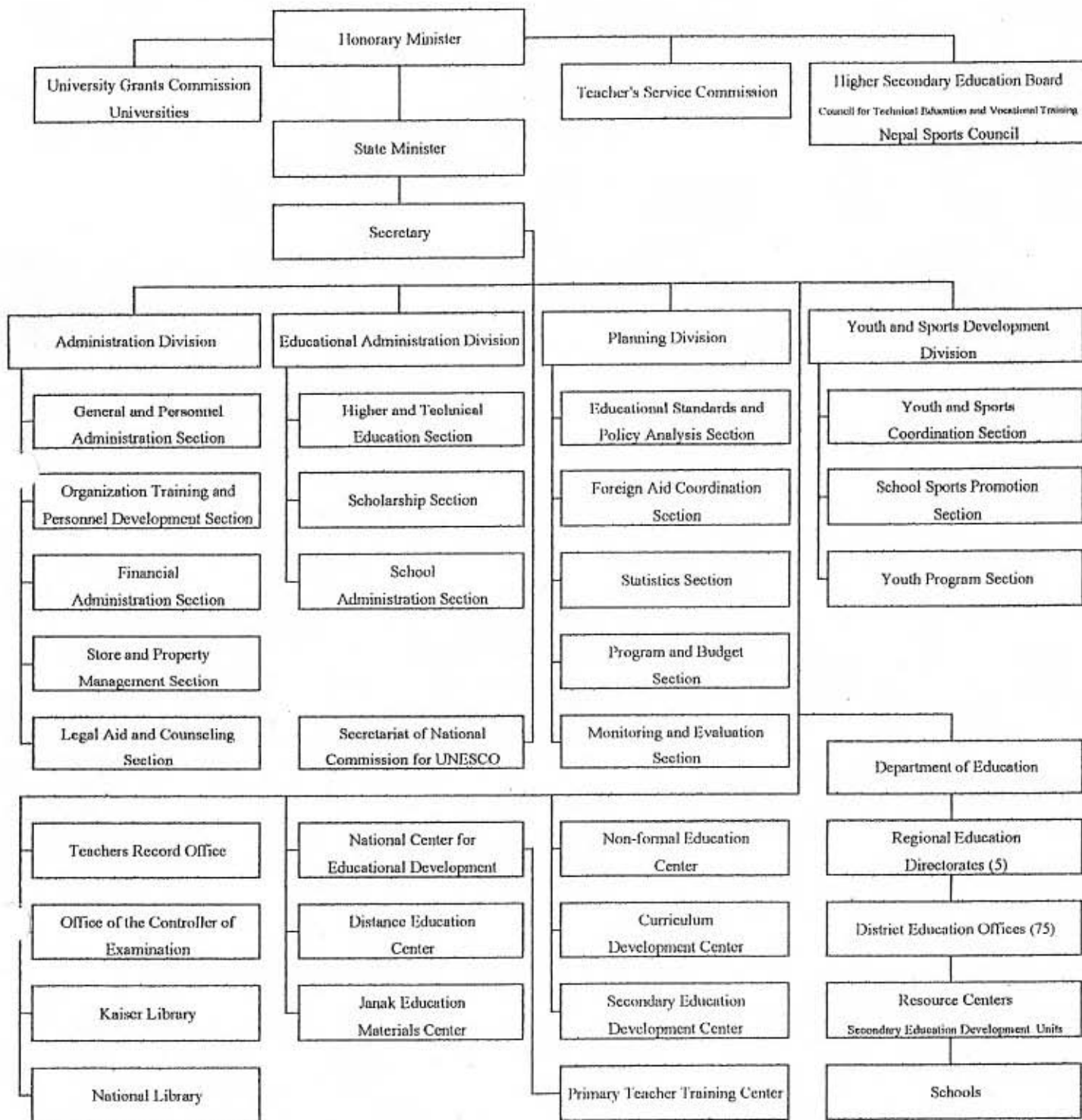
Preliminary Draft of Project Design Matrix (PDM) of Community-based Alternative Schooling Project (CASAP)

PDM Version 0 (Date: June 26, 2003)

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Important Assumption
Super Goal Enrollment ratio of formal education for children who have no access to education system aged 6 -14 is improved	Net Enrollment Rate and Gross Enrollment Rate are increased	Report and statistics of DEO, DoE, MoES, Education for ALL 2004-2009	HMG continues to promote the policy for "Education for All"
Overall Goal A model of Alternative Schooling Program (ASP) with the community involvement is adopted in other areas in Nepal	Number of ASP in which the model of community involvement developed by the Project is adopted by DEONFEC	Reports and records of ASP at DEONFEC	HMG continues to promote the policy for "Education for All"
Project Purpose The community involvement in Alternative Schooling Program is promoted by institutional development / organizational strengthening	"Operational Guideline for the Alternative Schooling Program" based on the Pilot Activities is developed by the end of the Project	"Operational Guideline for the Alternative Schooling Program"	NFEC continues to promote the model of community involvement into ASP developed by the Project
Output 1. Necessary actions are put into practice to strengthen institutions/organization of NFEC and DEO in the target districts	1. Actions related to institutional /organization strengthening of NFEC and DEO (e.g. Assignment of one staff in charge of non-formal education at DEO is officially recommended by NFEC, etc.)	1. Project documents, Minutes of Working Group meetings, Results of ID/OS Workshop	Frequent transfer of counterparts personnel is not occurred NFEC continues to promote the policy and strategy of community involvement in ASP
2. Children who participated in Out of School Program and School Outreach Program in the Pilot Activities can get access to formal education through community mobilization and support	2-1. Net Enrollment Rate by primary level in the target areas is improved 2-2. Awareness of children's schooling among parents and communities is enhanced	2-1. Records of NER before and after the interventions 2-2. Results of baseline and exit KAP (Knowledge, Attitude and Practice) Survey	
3. Network among stakeholders of NFE is strengthened	3. NFEC take the initiative in planning and conducting the workshop from the perspective of strengthening network among NFE stakeholders	3. Plan and reports of the workshop prepared by NFEC	
Project Activities 1. Organizational strengthening / institutional development of governmental channels for Alternative Schooling Program 2. Making a model to strengthen community mobilization in ASP on pilot basis 3. Networking the stakeholders from community / district level to central level through regular Workshops, Meetings etc.	Inputs <Nepal side>HMG 1. Counterparts and administrative personnel 2. Office Space and Facilities 3. Operational costs necessary for implementation	<Japanese Side>JICA 1. Experts (Project manager, Institutional Development/Organizational Strengthening, Information Education and Communication, Community Development, Monitoring /Evaluation, Project Coordinator) 2. C/P Training 3. Equipment provision 4. Operational cost expenditure	Security condition in the target districts is not worsen Current government structure related to ASP and ASP itself are not dramatically changed Target communities understand and actively collaborate with the pilot activities Election for local government bodies does not greatly affect the implementation of the Pilot Activities Pre-condition DEO, Local bodies, CBO and community people in the target areas accept the Pilot Activities



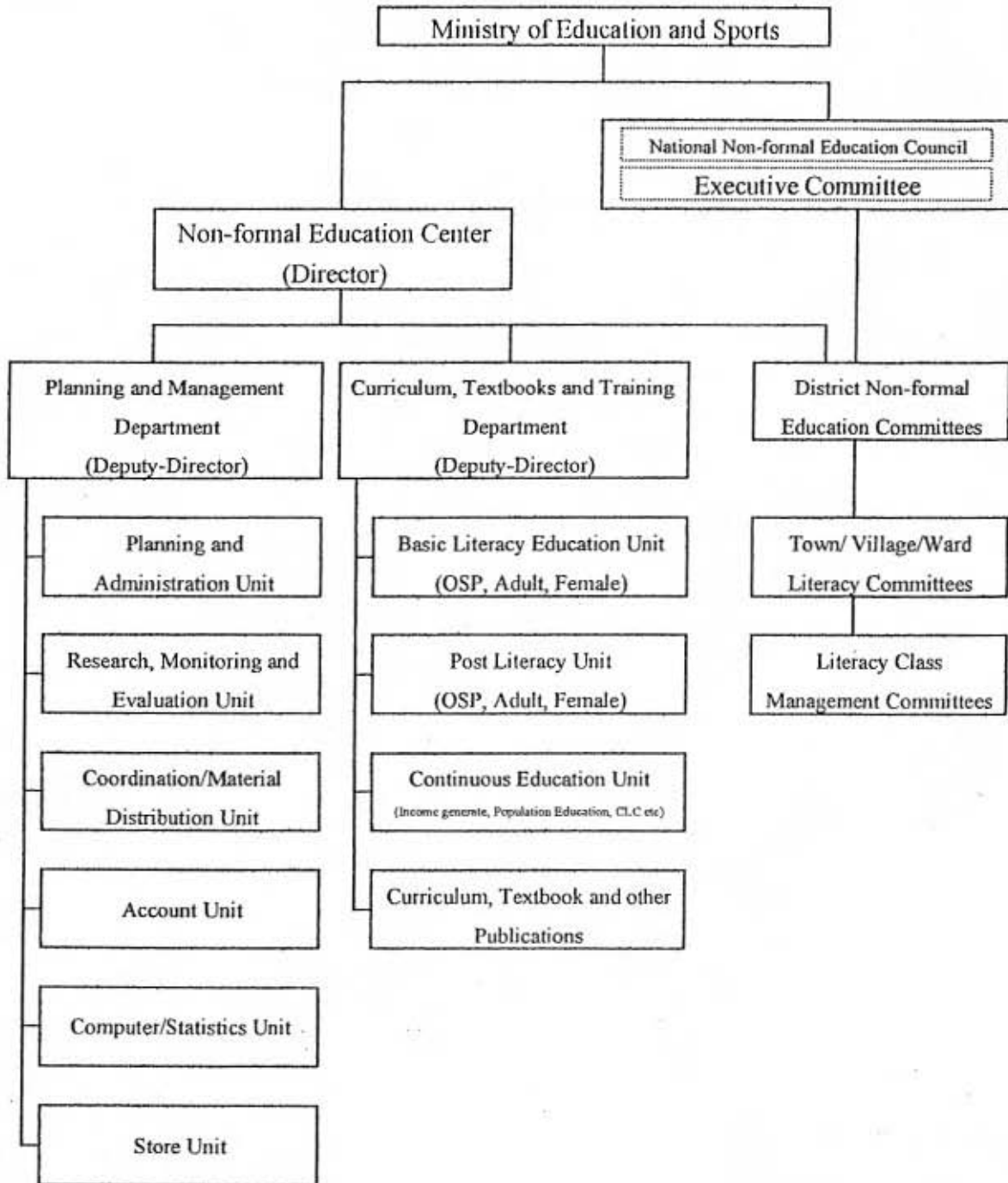
Organization Chart of the Ministry of Education and Sports



Source : 2002 Human Resource Development Annexes

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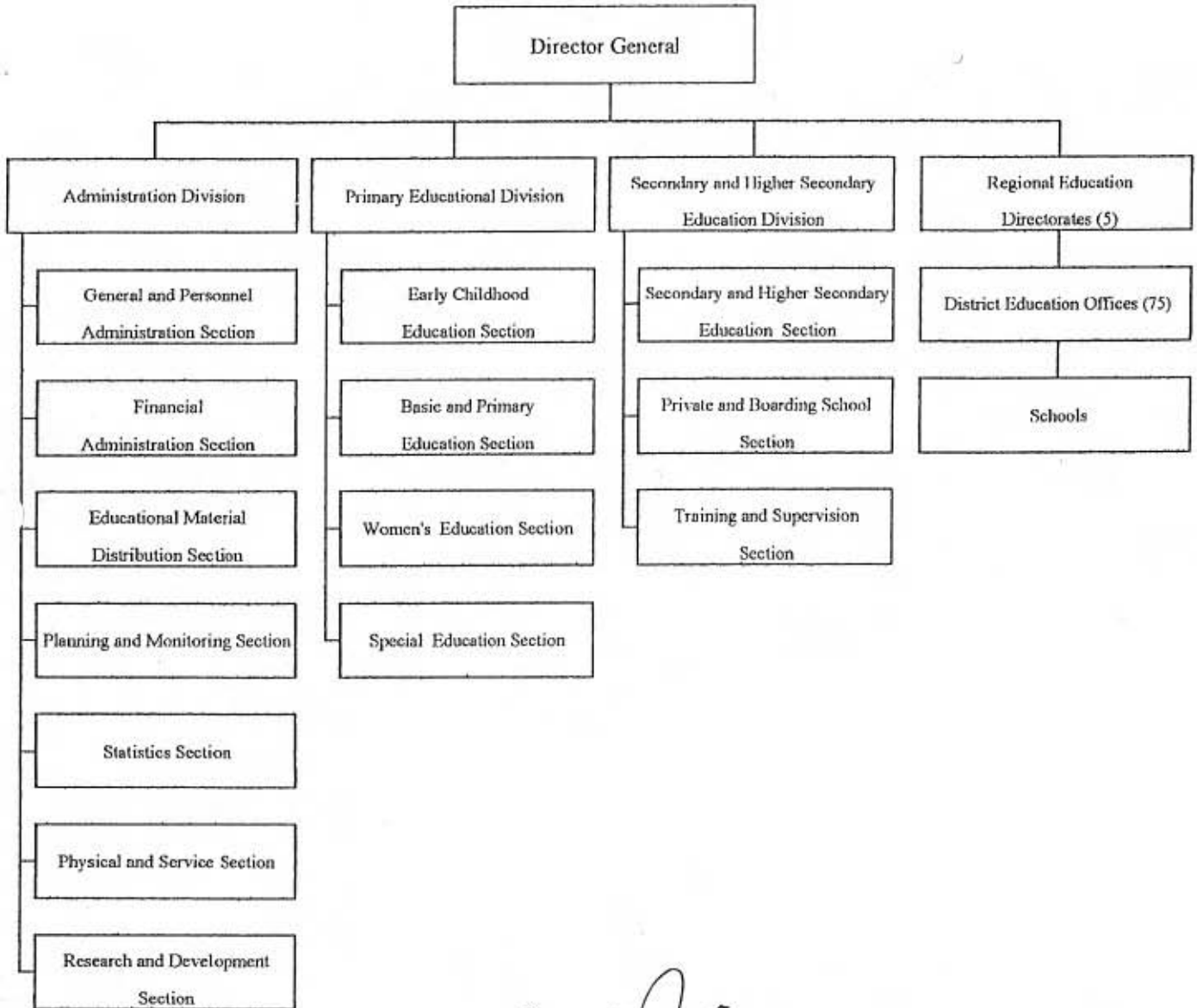
Organization Chart of Non-formal Education Center



Source : NFEC An Introduction 2002

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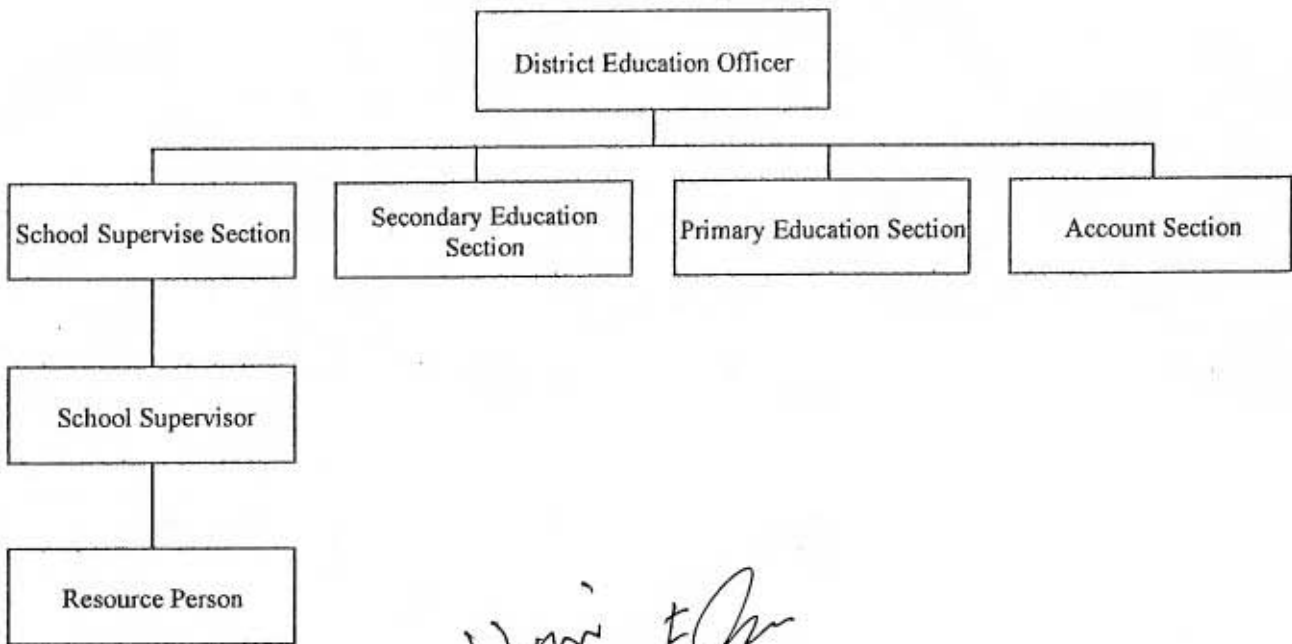
Organization Chart of Department of Education



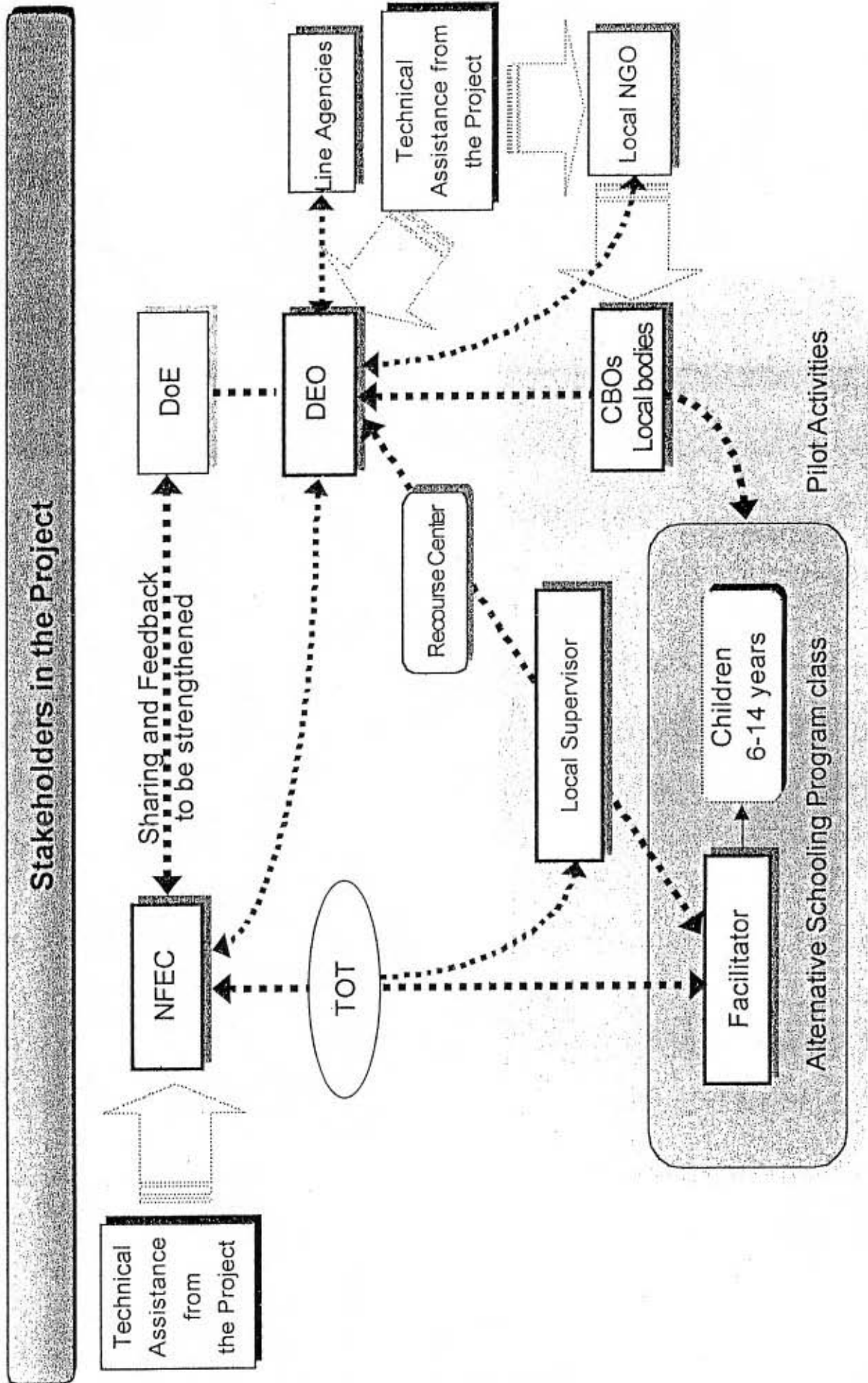
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Source : 2002 Human Resource Development Annexes

Organization Chart of District Education Office



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Abbreviation

DEO: District Education Office, DoE: Department of Education, NFEC: Non-Formal Education Center, TOT: Training of Trainers

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Annex 5

Joint Coordination Committee

A Joint Committee will be established for the administrative responsibility of the Project as a Nepal-Japan bilateral project.

1. Functions

The Joint Coordinating Committee will meet at least once a year and whenever necessity arises, and work:

- (a) To approve the Annual Plan of Operation to be formulated by the Project in accordance with the Record of Discussion
- (b) To review overall progress of the technical cooperation project, in particular, activities carried out based on the above Annual Plan of Operation
- (c) To review and exchange views on major issues arising from or in connection with the technical cooperation program
- (d) To review the status of coordination and problems if exist in networking between the Project and line-agencies at district level

2. Members

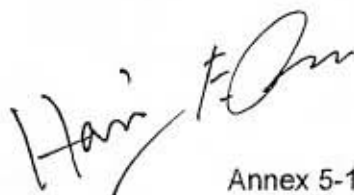
- (a) Chairperson: Joint Secretary of Ministry of Education and Sports (MoES)
- (b) Vice chairperson: Director General, Department of Education (DoE)
- (c) Member Secretary: Director, Non-Formal Education Center (NFEC)
- (d) Members:

Nepalese side

- Under Secretary, Foreign Aid Coordination Section of MoES
- Under Secretary, Monitoring and Evaluation Section of MoES
- Representative, National Planning Commission
- Representative, Ministry of Finance
- Representative, Ministry of Local Development
- District Education Officers in the target districts DEO, MoES

Japanese side

- Resident Representative, JICA Nepal Office
- Project Manager
- Coordinator
- Other Experts



Annex 5-1

Tentative Terms of Reference of Experts

The Project will be comprised of the following experts.

- **Project Manager / Educational Plan** will be responsible for the overall performance of the Project and the Project Team. Technical advice on teaching methods, evaluation, and communication is also within his/her scope of work. Coordination with all the stakeholders at central and district levels is under his/her responsibilities.
- **Expert on Institutional Development / Organization Strengthening** will be responsible for developing an Operational Manual for the Pilot Activities as well as an Operational Guideline for the Alternative Schooling Program. Coordination/Networking with the concerned stakeholders who are engaged in the Project at the central and district/community level and technical support for existing ASP in terms of institution and organization are also within his/her scope of work.
- **Expert on Information, Communication and Education** will be responsible for strengthening TOT and facilitator training of ASP. Coordination/Networking with the concerned stakeholders who are engaged in the Project at the central and district/community levels and production of Information, Education and Materials required for the Project activities are also within his/her scope or work.
- **Expert on Community Development** will be responsible for preparation and monitoring/supervision of the Pilot Activities in the target areas including the selection of VDC and Local NGOs, conduction of the survey regarding knowledge attitude and practice to child education and of school mapping. Coordination with the Local NGO, Local bodies/CBO is also his/her scope of the work.
- **Expert on Monitoring / Evaluation** will be responsible for monitoring and evaluation of overall Project activities. The coordination with all the concerned stakeholders and recording documentation for above purpose are under his/her responsibilities.
- **Project Coordinator** will be responsible for administration work including accounting, logistic support and coordination with the relevant stakeholders.
- **Local Staff, Local Experts and Short-term Japanese Experts** will be assigned when necessary for smooth and effective implementation of the Project.


Annex 6-1

Tentative List of Counterpart Personnel

Central Level

1. Director, Non-Formal Education Center (NFEC)- Project Director
2. Director, Basic and Primary Education Section, Department of Education (DoE)
3. Deputy Director, NFEC
4. Section Officer, Planning Section, NFEC
5. Section Officer, Alternative Schooling Program, NFEC

District Level

1. District Education Officer, District Education Office (DEO)- Project Manager
2. Section Officer, in charge of Non-Formal Education, DEO
3. Technical Assistant, DEO
4. Resource Person, DEO
5. School Supervisor, DEO

A handwritten signature in black ink, appearing to read "Hani F. Q.", is written over the list of District Level personnel.

Products of Workshop on
Organizational /Institutional &
Problem Analysis
about
'Implementation of Alternative Schooling
Programme'

(June 3rd – 4th 2003)

Jointly Organized
By

Non-Formal Education Centre
&
Japan International Cooperation Agency

Introduction

Responding to the request of the government of Nepal to assist and promote Non-Formal Education, Japan International Cooperation Agency (JICA) sent the first mission in April 2003 for the basic study. Following that, the second mission was sent in the end of May for the purpose of collecting complementary information and data to formulate/appraise the project.

According to the mission purpose, the workshop on Organizational / Institutional and Problem Analysis about Implementation of Alternative Schooling Program was jointly conducted by Non-Formal Education Centre (NFEC) and JICA at the Hotel Orchid on June 2 –3 in 2003.

Objectives

- To identify the problems of existing Alternative Schooling Programs and effective strategies to improve implementation of Alternative Schooling Programs
- To identify the organizational/institutional characteristic of NFEC and possible strategies for future activities

Workshop Method

Problem analysis is done by making Problem tree developed from 'a core problem' to extend education among children from disadvantaged social group.

Organizational diagnosis is done by using IOM (Integrated Organizational Model) and Institutiogramme. With these methods, participants are able to identify various actors and factors and their influence with organizational performances.

Strategic Orientation is done with SWOT (Strengthening/Weakness Opportunity/Threat Analysis). This method helps participants to think strategic planning using both internal factor/actor (Strengthening/Weakness) and external factor/actor (Opportunity/Threat).

Results of all these methods can be integrated to build the comprehensive and strategic view.

Participants

Staffs of NFEC and concerned government officials from MOES, DOE, DEO, etc (See Annex 1)

Schedule of Program

<p>DAY 1</p> <p>Morning Session</p> <p>Welcome address</p> <p>Brief Introduction of mission</p> <p>Self-introduction of participants</p> <p>Closing of inaugural Session & (Tea Break)</p> <p>Part 1 Institutional Analysis</p> <ul style="list-style-type: none"> Introduction of the Tool of Institutional Diagnosis (Institutiogramme) <p>(Lunch Break)</p> <p>Afternoon Session</p> <ul style="list-style-type: none"> Group Work (Making Institutiogramme) <p>(Tea Break)</p> <ul style="list-style-type: none"> Presentation/Q&A <p>Remarks</p>	<p>Hari Bol Khanal (NFEC) Haruko Kamei (JICA) Krishna Lamsal (JICA)</p> <p>Mutsumi Tsubouchi</p> <p>Kedar Chandra Khanal</p>	<p>Time</p> <p>10:00-10:30</p> <p>10:30-10:45</p> <p>10:45-11:00</p> <p>11:00-11:15</p> <p>11:15-12:30</p> <p>12:30-13:30</p> <p>13:30-15:25</p> <p>15:25-15:35</p> <p>15:35-16:00</p> <p>16:00-16:15</p>
<p>DAY 2</p> <p>Programme</p> <p>Morning Session</p> <p>Reception with breakfast</p> <p>Part 2 Problem Analysis of Alternative Schooling Program (ASP)</p> <ul style="list-style-type: none"> Introduction of the Tool of Problem Analysis and setting a core problem Group work <p>(Break)</p> <ul style="list-style-type: none"> Presentation/Q&A Remarks <p>Part 3 IOM (Integrated Organizational Model)</p> <ul style="list-style-type: none"> Introduction Making IOM <p>(Lunch Break)</p> <p>Part 4 Strategic Orientation</p> <ul style="list-style-type: none"> Introduction Voting to choose each 5 Strength, Weakness, Opportunity and Threat Group discussion Presentation and Q/A <p>Diagnosis remark from JICA Study Team</p> <p>Closing remark</p>	<p>Toshiko Shimada</p> <p>Kedar Chandra Khanal</p> <p>Mutsumi Tsubouchi</p> <p>Mutsumi Tsubouchi</p> <p>Toshiko Shimada Mutsumi Tsubouchi</p> <p>Kedar Chandra Khanal</p>	<p>Time</p> <p>8:30-9:00</p> <p>9:00-9:15</p> <p>9:05-9:35</p> <p>9:35-11:00</p> <p>11:00-11:10</p> <p>11:10-11:40</p> <p>11:40-11:45</p> <p>11:45-13:15</p> <p>13:15-14:00</p> <p>14:00-16:30</p> <p>16:30-16:40</p> <p>16:40-16:45</p>

Part 1: Institutional Analysis

In the beginning, the basic question for analysis was identified as follows: “How to improve Alternative Schooling Program (ASP)?” The participants of the workshop were divided as two groups and identified what kinds of external organizations exist, and what the relationship between NFEC and those organizations is. The participants visualized the institutional setting of the intervention for ASP by allocating the cards on which each name of relevant organizations. The result of visualization is called an institutiogramme indicated below. In an institutiogramme, the participants identified different relations as follows:

- hierarchical lines: who gives orders to whom
- cooperation: who cooperates with whom,
- operational: who provides inputs/services to whom and
- financial: who finances/pays who.

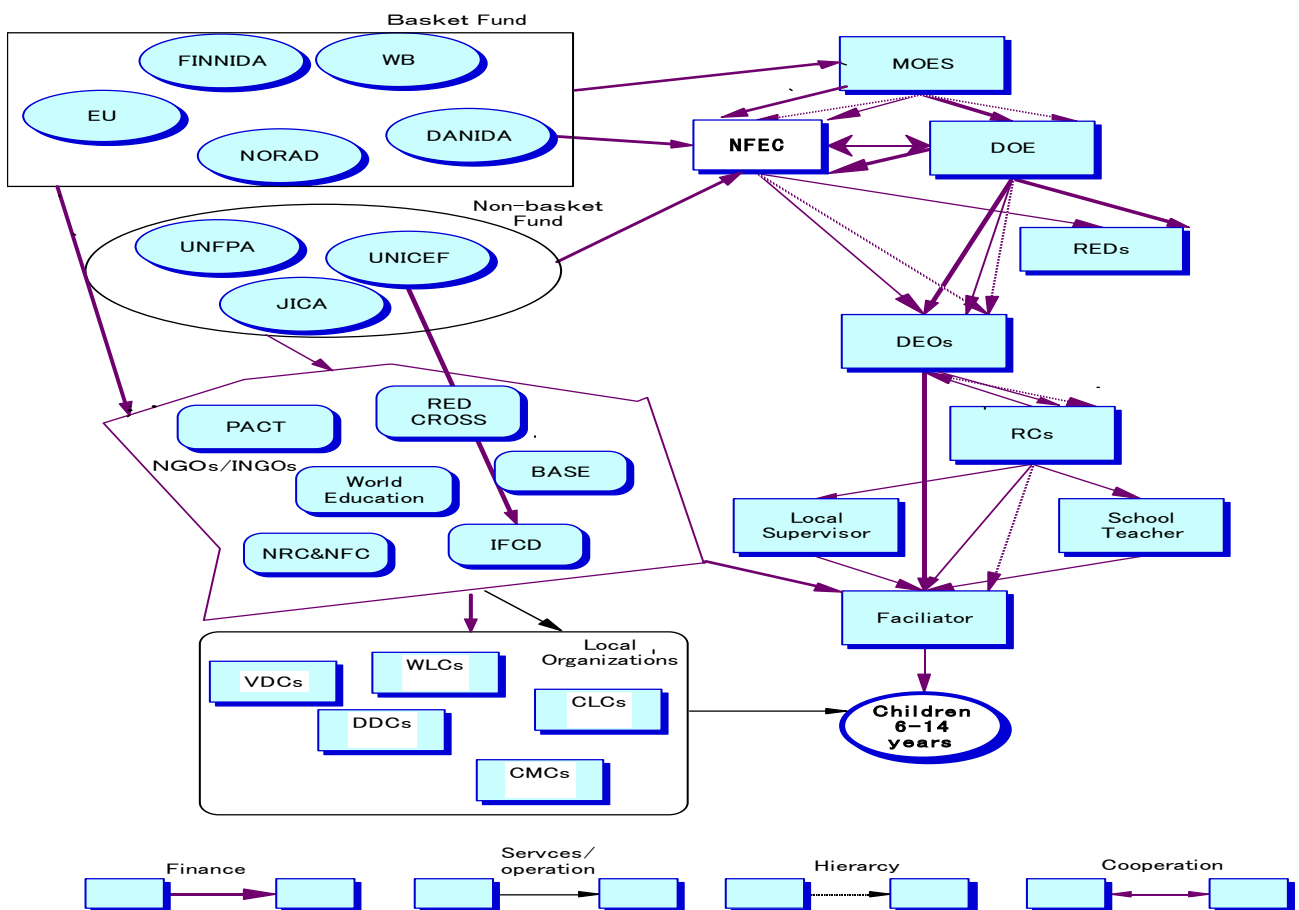


Figure 1: Institutiogramme¹

¹ In the workshop, the participants were divided into two groups and made each an institutiogramme respectively. Since the participants discussed based on this institutiogramme, it is presented in this report.

Further, the participants discussed each relation from the positive and negative aspects in order to improve ASP. The results of discussions are summarized below.

Financial Relation

- The basket fund from donors to MOES/NFEC is so important and needed for the basic question. However, it is complicated and creates dependency to some extent.
- The direct fund from donors to NFEC is less complicated and appropriate in terms of timing of provision. On the other hand, it may also lead to the fact that NFEC depends on such external resources.
- The financial flow from DOE to NFEC is negatively identified. It is a longer process than before. The amount of allocated budget is sometimes uncertain.
- The financial flow from NFEC to DEO is considered as a well-known and controlled process for NFEC. However, it is sometimes delayed, which may negatively affect ASP.
- The financial flow from DEO to facilitators is the provision of remuneration. It is in time and transparent. However, it can be insufficient in terms of amount of remuneration for facilitators, which may negatively affect ASP.

Operational Relation:

- The inputs/services provide from the facilitators to beneficiaries are negatively considered in terms of quality of program.
- The inputs/services from local supervisors to facilitators vary from place to place.
- The inputs/services from Resource Center (RC) to local supervisors also vary from place to place.
- The inputs/services from RC to school are characterized by less active, less creative and less progressive.
- The inputs/services from DEO to RC are not fully utilized.
- The inputs/services from DEO to NFEC are feedback about relevant information and data regarding ASP at different districts and suggestions extracted from the field experience, which can be useful for policy making of ASP. On the other hand, NFEC has less influence on DEO program.
- The inputs/services from Regional Education Directorates (RED) are comprehensive information and data of ASP, which enables NFEC to monitor them easily. On the other hand, these data and information provided by RED are not fully utilized in NFEC.
- The inputs/services from NFEC to MoES are also feedback and suggestions extracted from the field practice of ASP, which can be helpful for policy making of ASP.

Part 2: Problem Analysis

Problem analysis began by selecting a core problem i.e. *Children (aged 6-14 years) cannot go to school*. The participants of the workshop were divided into two groups and visually organized “cause and effect” relationships of the existing problems related to the above core problem. Group 1 analysed the problems the children and their family face while Group 2 focused on the problems of the supply side.

The major discussions were presented below.

- The problems the children who cannot go to school and their family face can be classified as economic, educational, social/cultural, and physical/geographical causes.
- The problems of the supply side are mainly identified as follows: facilitator’ training/selection, management/operation of program, facilities/materials and programming.
- In particular, inadequate quality of training of facilitators, insufficient coordination among the relevant stakeholders of ASP, and inappropriate selection of target areas/target groups of ASP are pointed out. These issues can be target of institutional development in the future intervention.

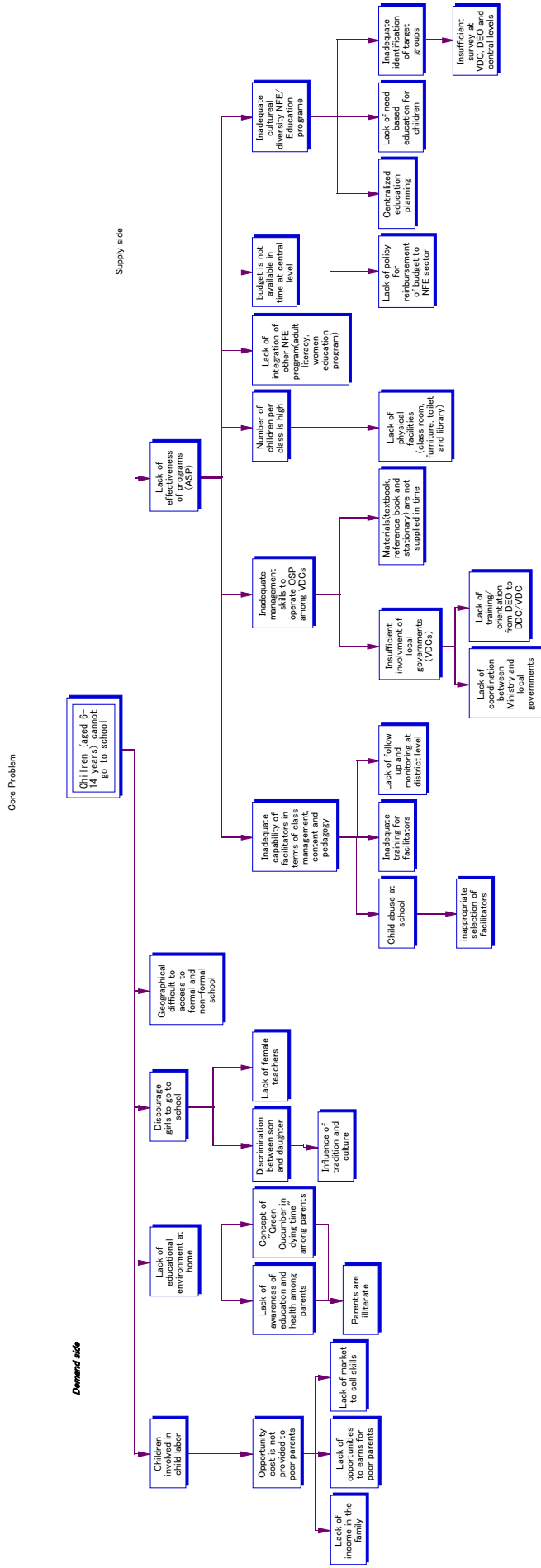


Figure 2: Problem Tree

Part 3: Integrated Organizational Model (IOM)

In the beginning, the basic question for analysis was identified as follows: "How to improve Alternative Schooling Program (ASP)?" as same as Institutional Analysis.

The participants of the workshop identified 5 external components: mission, output, input (these three are internal factors but strongly related to external components), general environment (Factor-indirectly related to the programme) and specific environment (Actor- directly involved in the programme) and 6 internal components: strategy, system, management style, structure, personnel and culture for Integrated Organizational Model (IOM) of NFEC. Both positive and negative aspects were considered and allocated.

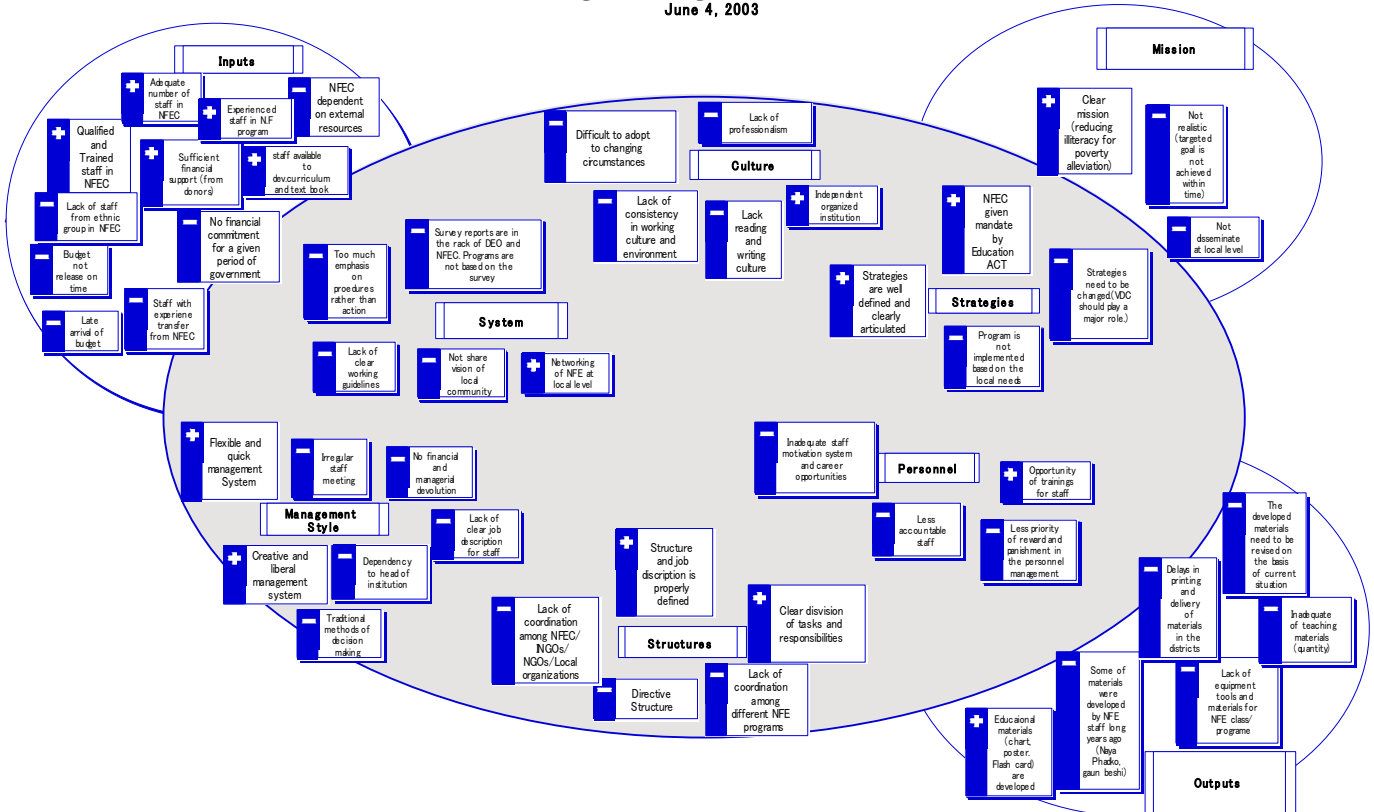
The major findings are indicated below.

- Regarding Mission, Inputs and general environment (Factors), positive cards are identified. In other words, there is high legitimacy of NFEC.
- However, these positive cards are not currently utilized by NFEC to produce positive outputs. Particularly, the outputs produced by NFEC are less likely to meet the needs of target groups.
- Compared to general environmental components (Factors), a number of problems are identified in 6 internal components and the specific environmental components (Actors).
- The specific environment (Actors) is characterized by many difficulties, which may influence the performance of organization for this programme.
- With regard to structures, lack of coordination among different NFE programs as well as different actors is particularly pointed out.
- Although the strategies are well defined and clearly articulated, they do not fit with the local (In fact the part of 'Actors') needs.
- The style of management is recognized as flexible and quick. At the same time, the traditional and directive decision-making style is identified.
- There are staff training opportunities in NFEC. However, staff motivation systems are far from satisfactory.
- Organizational culture of NFEC is considered to be rigid somehow. On the other hand, the working culture within the organization is pointed to be inconsistent.
- Problems with systems in NFEC are too much emphasis on procedures and difficult to share and adopt the vision of local communities as well as the local reality at the field level. These problems are shared in 'strategy' and may hinder efficiency of the activities of NFEC.

General Environment (Factors)



NFEC Integrated Organization Model
June 4, 2003



Specific environmental (Actors)



Figure 3: NFEC integrated Organization Model (IOM)

Part 4: Strategic Orientation (SOR)

Based on the IOM, the participants of the workshop voted to choose 3 strengths and 4 weaknesses from mission, input, output, and 6 internal components, and 4 opportunities and 5 threats from external factors and actors². The participants selected these elements from the perspective of improving ASP and visualized them in the Matrix of Strategic Orientation (SOR). SOR is a way to combine strengths, weaknesses, opportunities and threats in order to make a number of strategies from which a choice can be made. Two different strategies can be made as follows:

1. To grab an opportunity by utilizing strengths and by removing weaknesses
2. To reduce a threat by utilizing strengths and by removing weaknesses

The participants used the SOR Matrix and voted each five options in which strengths can be used in order to grab which opportunities or to remove which threats, and which weaknesses should be reduced in order to grab which opportunities or to remove which threats. The SOR Matrix is shown below.

The highest scores of strengths or weaknesses were selected. Since 'networking of NFE at local level' and 'coordination among different NFE programs' were similar, both cards were combined as one strategy of strengthening coordination among NFE programs. For making other two strategies, 'weak monitoring mechanism' and 'experienced staff in NFEC' were selected.

² For a SWOT analysis, each 5 strength, weakness, opportunity, and threat is selected. Since weaknesses and threats were more identified than strengths and opportunities in the process of developing IMO, more weaknesses and threats were selected than strengths and opportunities for the SWOT analysis in the workshop.

	Opportunities					Threats					
	Attraction of getting education in short period	Political commitment on increasing the literacy (EFA 2015)	Willing to implement program by stakeholders	NFE council for policy quick decision making	Implementing and planning policy needs to be reformed	not shared vision of local community	Lack of coordination among stakeholders (DDC, VDC, parents, etc.)	Programs are conducted in short time to send report to donors in time (Report oriented donors)	Less aware of stakeholders (Local)		
			7			11	10		9	40	
Networking of NFE at local level		3								24	
Experienced staff in NFEC	5				11		1	7		6	
NFEC given mandate by Education ACT		3			3						
Inadequate staff motivation and system and career opportunities	3				14					17	
Weak monitoring mechanism			20					7	7	34	
Budget not release on time		6								9	
Lack of coordination among different NFE programs		3	4		12	7	1			27	
	8	15	31	3	40	18	12	14	16	157	

Table 1 : Strategic Orientation Matrix

The participants were divided into three groups and formulated tentative strategies. The results of tentative strategies were presented below.

Group 1: Strengthen Coordination among NFE programs		
	Activities	Operational level
Option 1	➤ Orientation program for personnel (targeting different stakeholders)	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
	➤ Organize short courses on NFE personnel	NFEC, DEO
	➤ Organize activity for sharing experience	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
	➤ Organize annual program review meeting	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
	➤ National workshop to be conducted at central and regional level	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
Option 2	➤ Develop "Information Kit Bag" for personnel involved in NFE	NFEC
	➤ Production and dissemination of annual report	NFEC
	➤ Develop annual plan and guideline	NFEC
Option 3	➤ Organize combined exposure visits of NFE programs	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
	➤ Regular visiting to lower level for sharing experiences	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
Option 4	➤ Form coordination committee from central level to district/grass root levels	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator

Group 2: Strengthening Monitoring Mechanism	
Activities	Operational level
➤ Clarifying job specification	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
➤ Dissemination of job specification	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
➤ Capacity building to perform the specified job	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
➤ Provide necessary materials for monitoring	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
➤ Reporting and report analysis	NFEC, DEO, RED, RC, School, Local supervisor, Facilitator
➤ Develop monitoring plan	NFEC, DEO, RED, RC, School, Local supervisor

Group 3: Utilizing Experienced Staff in NFEC	
Activities	Operational level
➤ Develop policies for planning and implementing	NFEC, DEO
➤ Develop strategies based on policies	NFEC, DEO, RED
➤ Review existing policies and strategies in a national workshop	NFEC, DEO
➤ NFEC to prepare a report for policy and strategies	NFEC, DEO
➤ Initiate in reforms of policy and strategy through MoES decision	NFEC, DEO
➤ Develop package for training and orientation	NFEC, DEO
➤ Provide orientation and training of need assessment of target group to DEO staffs	NFEC, DEO, RC
➤ Prepare master trainers by NFEC	NFEC, DEO
➤ Conduct training for trainers (Improve the existing training in terms of frequency and duration)	NFEC, RED
➤ Strengthen existing training for facilitators	NFEC, RED
➤ Initiate involvement of local government and DEO staff for selection of centres	DEO, RC, local supervisors
➤ Develop monitoring and evaluation guidelines for local supervisors	RC, local supervisors
➤ Conduct workshops for local supervisors	RC, local supervisors
➤ Make monitoring visit to Alternative Schooling Program	RC, local supervisors
➤ Make evaluation reports for the program	RC, local supervisors, Facilitator

Comments

1. The two-day workshop on Organizational /Institutional & Problem Analysis about 'Implementation of Alternative Schooling Programme' successfully came to an end. The participants actively discussed the existing problems regarding implementation of Alternative Schooling Programme by focusing on organizational and institutional aspects, which might contribute to providing a good basis for further implementation.
2. Although the participatory workshop tends to be subjective analysis, it is sure that this workshop assisted in generating consensus among the stakeholders and promoting a sense of ownership of the government's Alternative Schooling Programmes among the key stakeholders such as the staff of NFEC. At the same time, the findings of this workshop will help to design the framework of the coming project to be implemented by NFEC in collaboration with JICA and ensure the educational opportunities to children who, for various reasons have difficulty in attending formal schooling.
3. Organizational/Institutional Analysis workshop would be also useful at DEO level to build their ownership for this programme. Therefore it is recommended that such a workshop be carried at DEO during the implementation of the ASP programme or the future project in collaboration with JICA.
4. The organizational/institutional situation tends to change by time. It is recommended that the organizational/institutional analysis be used as monitoring/evaluation tool from time to time and be adjusted to the further ASP programme to make its operation effective.



Mr. Choman Singh Basnyat (Secretary of MoES) expressing his expectation for the workshop in the Inaugural Session.



Participants actively discussing and making an Institutiogramme



.Participants visualizing an Institutiogramme based on the group discussion



NFEC Integrated Organizational Model



During SWOT analysis, participants voting most important cards to make effective strategies



Participant making a presentation of the strategies the group formulated

Annex 1

Workshop on Organizational / Institutional and Problem Analysis about Implementation of Alternative
Schooling Program
Attendant List

No	Name	Organization	Title	1st Day Signature
1	HARIBOLE	NFEC	DIRECTOR	Harish
2	Maheshwar Sharma	"	Section officer	
3	Ram prd Panday	"	"	
4	GAJENDRA LAL PRADHAN	RED KTM	Director	B. Pradhan
5	Kedar C. Khanal	NFEC	Deputy Director	
6	Devina Pradhan	DOE	Dept Dir	
7	P.S. Adhikari	NFEC	Consultant	
8	Saty B. Shrestha	Jointy Educ	D.G.	
9	T. HAKDRAKI	NFEC	SN	
10	KENICHI TANAKA	DOE	JICA EXPERT	
11	Sangita Regmi	NFEC	Section officer	Regmi
12	BIKASH SHARMA	NFEC	Program officer	
13	Hem Raj Lokhal	MOES	Under Sec	Khhal
14	Madhav Dahal	NFEC	Section officer	Madhav Dahal
15	Bhim Lal Gurung	MOES	Under Sec	
16	Kamleshwar Simha	NFEC	Deputy Dir	Simha
17	Madhav Timalsina	RED	Section Officer	
18	Meena Thapa	NFEC	Section officer	Thapa
19	Baliram P. Singh	D. EDO. OFF. Lalitpur	D. E. O.	
20	RAJYA LAXMI	FACS/MOES	Section Officer	Rajya
21	Bala Ram U C	D.E.O office	D. E. O.	
22	Tejendra B. Bansk	SBDC	Director	Tejendra B. Bansk
23	LOK BILAS PANT	MOES	Under Secretary	Pant
24	LAVAD AWASTHI	FACS/MOES	Under sec	Awasthi
25	Ram S. Dubey	MOES	Joint Sec	Dubey
26				
27	Toshiko Shimada	JICA Study Team	Member	Toshiko Shimada
28	Mitsumi Kubouchi	JICA Study Team	Team Leader	Mitsumi Kubouchi
29				
30				

Annex 1

Workshop on Organizational / Institutional and Problem Analysis about Implementation of Alternative Schooling Program
Attendant List

No	Name	Organization	Title	2nd Day Signature
1	BIKASH SHARMA	NFEC	Proj. Coordinator	
2	MEENA THAPA	" "	Section Officer	
3	Rampal Panday	" "	" "	
4	Madhav Prasad Debat	" "	Section Officer	
5	Kamleshwar Singh	" "	Deputy Dir	
6	Baliram P.d Singh	D.E.O. Lalitpur	D.E.O.	
7	Maheshwar Shakma	N.F.E.C.	Section Officer	
8	P.S. Adhikari	NFEC	TA	
9	Sangita Regmi	NFEC	Section Officer	
10	Kedar Khanal	" "	Deputy Director	
11	LOK BILAS DANT	MOES	Under Secretary	
12	Bhim Lal Gurun	MOES	" "	
13	Rajya Laxmi Nakarmi	MOES	Section Officer	
14	Harka Prasad Shrestha	CDI	Deputy Director	
15	Neera Shakya	DOE	" "	
16	T. Upadhyay	NFEC	SV	
17	Lalit Shrestha	DOE	Director	
18	Devina Pradhan	DOE	Deputy Director	
19	HARI BOLLEKHANNA	NFEC	Director	
20	Laba Prasad Tripathi	MOES	Joint Secretary	
21	Hem Raj Lekhan	MOES	Under Sec.	
22				
23	Toshiko Shimada	JICA Study team	member	
24	Mutsumi Tsubouchi	JICA Study team	Team Leader	
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