

**MANAGEMENT RESPONSE ON THE PROJECT PERFORMANCE AUDIT REPORT
ON THE SECONDARY EDUCATION DEVELOPMENT PROJECT IN NEPAL
(Loan 1196-NEP[SF])**

On 28 February 2005, the Director General, Operations Evaluation Department, received the following response from the Managing Director General on behalf of Management:

1. Management found the report well prepared and useful in highlighting key issues and lessons learned from the Secondary Education Development Project in Nepal. We found it particularly useful to improve the performance of the ongoing loans and technical assistance, and to design future support programs for the education sector in Nepal.

2. The PPAR found weaknesses in governance in the education sector, in the School Leaving Certificate (SLC) examination system, and the school supervision system by the District Education Offices. The governance issue is indeed a major challenge in Nepal's education sector. It is related to the absence of quality and performance standard and accountability mechanism at all levels. For the education system to improve its performance and efficiency, it is crucial that such performance standard and accountability mechanism become an integral part of the education policies and operations. The Ministry of Education and Sport (MOES) is currently looking at such policy issues within the ongoing Advisory Technical Assistance on Preparing an Education Sector Development Policy and Strategy (TA ESDPS).¹ Management agrees with the recommendations of the report that strengthening of the SLC examination system and improvement of the school supervision system should be further part of the policy dialogue with MOES, in conjunction with the ongoing Secondary Education Support Project (SESP).²

3. The PPAR emphasized the importance of developing a more detailed teacher training framework and action plan to develop an effective teacher training and deployment system. The National Center for Educational Development (NCED) is currently working on a Teacher Education Master Plan with a more detailed strategic plan for teacher training. Subsequently, it plans to develop a Human Resources Development Plan with a more holistic approach to teacher education and development.

4. The PPAR's concern for the lack of integration of higher secondary education (grades 11–12) with the core secondary education (grades 6–10) is well-founded. The Government's plan is to integrate grades 11–12 into secondary education, and ultimately to develop a fully integrated school education system from grades 1–12. ADB, together with other interested development partners in education intends to support the Government's long-term plan to develop a sector-wide education policy. It aims at consolidating key areas such as curriculum and assessment, teacher management and development, performance standards, sector and school finance from a school sector-wide perspective. In that context, the next support program from ADB will

¹ TA 4326-NEP Preparing an Education Sector Development Policy and Strategy.

² Loan 1917-NEP Secondary Education Support Project.

focus on assisting the Government in formulating a fully integrated education sector development program covering school education from grades 1–12.

5. We are pleased to note that the proposed timeframe for the recommended follow-up actions is subject to the timing of policy related actions undertaken by MOES and its line agencies in the ongoing projects and technical assistance.