

**Higher Secondary Education
Perspective Plan Framework
2006-2020**

**Higher Secondary Education Board
Sanothimi, Bhaktapur
2005**

Working Team

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Table of Contents

Background	1
Context	2
Vision, Mission and Goals	4
Equitable Access	7
Curriculum	9
Assessment and Evaluation	12
Financing	14
Human Resource Development	17
Distance Education and Open Learning	18
Monitoring and Supervision	21
Regulatory Framework	23
Operationalization Plan	24

Background

Higher secondary education in Nepal has seen a decade. Moreover, the government commitment towards this was initiated in 1989 through the Higher Secondary Education Act. The preparation for launching higher secondary education took almost 3 years and in 1992 some 38 higher secondary schools came into existence. The Eighth Five-Year Plan had envisaged 125 higher secondary schools by 1997. Today the number of higher secondary schools today is 1018. After the introduction of higher secondary education several exercises were done to make this sub-sector more quality-oriented and a more unified. To streamline the process Tribhuvan University and the Ministry of Education issued a joint statement in September 1993, which reads 'Higher Secondary Education will be the only vehicle for delivering the program. The perceived timing and modalities of phasing in and phasing out as well as the overlap period will depend on the transition plan being developed'. A transition plan was developed in 1994 by the World Bank, which suggested total phase-in of higher secondary education and phase-out of proficiency certificate level by 2000 AD. The transition plan proposed the phase-out PCL from all the campuses in a gradual manner so that by 2001 AD no campuses will have the PCL program. Accordingly, TU stopped providing new affiliations for proficiency certificate level. However, the process of phasing-in and phasing-out is still in dilemma and the 'phasing-in' goal has not been achieved.

In this way Nepal runs two parallel systems of Plus Two education, one from the university campuses and the other from higher secondary schools. Both the systems have separate curricula, although the goal of both the programs are similar. Both the programs envisage that their activities would help the products to go through higher education and/or to find job in the market.

Context

The higher secondary stage of education assumes great significance as students, after ten years of general education, move toward diversification. By now the students, start developing their own thinking and independence of mind. They are better placed to exercise a choice of course, keeping in view their needs, interests, capabilities and aptitude, which would enable them to cope with the challenges of future. They may, therefore, choose either specialized academic courses or job-oriented vocational courses. For a majority of students, the higher secondary stage may be the end of their formal education leading to the world of work. For others, it would be a bridge to the tertiary stage of education — academic or professional courses.

Higher Secondary: The Stage of Maximum Challenge

Students of this age group pass through a critical phase of their lives. They take important decisions about their future career by selecting appropriate curricula. It is this awareness and performance that leads them to determine their future. At this stage the students and their parents would be thinking about what kind of job to enter in future and what to select for that purpose. All these critical phases may cause them anxiety and stress, which, however can be repelled by careful planning and strategies adopted for designing curricula courses/programs to that are appropriate.

Not all get through the exam and not all that do join higher education. Thus, only a few would get the opportunity to be educated to lead the country in future. Thus, their leadership quality depends upon the educational quality we are providing them in the preset context, especially at the higher secondary stage. The products will be contributing to the developmental effort, in agriculture, industry, business and other social sector services in future. It is therefore very important to equip students at the higher secondary stage with basic knowledge, skills and entrepreneurship so that they would also qualify for self-employment opportunities.

The higher secondary stage of education is crucial because it is this stage that counts for the process of both mental and physical maturity. Here, the students begin to develop thinking logically. Moreover, students start thinking of setting their goals and stabilizing their interests and aptitudes, indicating personal preferences and choices and other important decisions for their life. Basically, change is the watchword at this stage. To empower them to cope up with all these, higher secondary education needs to be strengthened by providing learning experiences for diversity and flexibility.

Equity and excellence are other parameters which cannot be overlooked while talking about diversity and flexibility. The Nepali constitution also provides for positive discrimination to see that the neglected and the weaker sections are enabled and brought into the mainstream of national life.

In the present world context with challenges and competitions, it has been more essential to set national standards of education which are comparable to the international quality than ever before. Based on all these principles, the vision and mission of higher secondary education have been worked out for the coming 15 years.

Vision, Mission and Goals

VISION

Promote knowledge skills of country's youths to make them able to live and compete with others in the 21st century.

MISSION

Enable students to cope with the ever-advancing world of knowledge by involving them in the dynamics of learning characterized by a frontline curricular system.

GOAL Statement

- To expose students to higher levels of knowledge in different disciplines.
- To promote problem solving and creative thinking abilities in the citizens of tomorrow to cope with the changing demands of a society committed to use science, technology and informatics to alleviate poverty and to raise quality of life of general masses.
- To assist students to explore their interests and aptitudes so that they can choose appropriate careers to shape their future.
- To expose students to different ways of collecting and processing data and information under specific disciplines and help them arrive at conclusions and generate new insights and knowledge in the process.

Major policy directions for future HSE

Acceleration of technological innovation essentially influences all spheres of existence, more so in the education sector. Therefore, enabling education to cope with such acceleration of change is indisputable. To this end, visioning educational policies and programs and creation of functional mechanisms and strategies for effective implementation is immensely pertinent. In keeping with this concern a 'road map' for HSEB is visualized as follows.

1. A single school exit examination board integrating the existing SLC Board and the HSEB Board will be in place because the education policy accredits 12 years' schooling. While doing so, the value assigned to the existing SLC Board as regards its credibility for a certain position in the job market, will have to be retained. The best way will be the regionalization of grade 10 examination.
2. A reformed structure of the board with the inclusion of academic professionals will be put in place. Academicians will lead the Board itself. An autonomous HSEB will be reckoned with.

3. HSEB's existing administrative system will be decentralized with more professional slant by making necessary adjustments with regional and district level units of MOES..
4. HSEB's academic and professional enrichment will be ensured by creating into its structure an academic arm with the involvement of educational experts. Subject experts, curriculum specialists and evaluation experts will be placed in charge of control the quality of HSE. A frontline curriculum system will be in place.
5. A judicious budgetary provision through a relevant policy decision will be in place, to enable the public higher secondary schools to deliver equally better quality education.
6. Sustainability measures will be developed and taken for an effective functioning of higher secondary model schools.
7. The proceeds raised by HSEB will be channelized for the physical, administrative, academic and professional capacity building of the higher secondary education system
8. Institutional linkages and building partnership with related national and international institutions will be sought to empower HSEB to catch up with the changes occurring in the knowledge world.
9. Since the production function of education stays in the frontline, it matters most, to build a comprehensive curriculum framework by involving industry, services and business sectors as well as other relevant role players.
10. The influence of corporate values in the education sector is inexorable. Hence, 'teachers' professional development will not be confined to academic and educational research concerns only. Rather, the emerging concept that 'teachers are corporate professionals' will get due credential.
11. To prevent the higher secondary schools from the chances of deviating from their due roles and functions a professionally empowering monitoring system preferably developed within the school community by forming a cluster of schools and by identifying a resource school (from among them) will be given high priority.
12. A linkage of HSE with TEVT seems essential. The future HSE will also be tied up with the TEVT sector so as to devise technical HSE and produce semi-skilled manpower needed for the national and international job market. The core subjects of HSE and accredited TEVT courses will be put together to produce technical HSE graduates having competitive marketable skills.
13. Priority will be given to upgrade the existing secondary schools to higher secondary schools rather than affiliating them to new institutions.
14. Institutional capacity building will get priority both at the central and at regional levels in order to raise the effectiveness and efficiency of HSEB management.
15. Alternative approaches to learning will be explored, piloted and implemented for those who are barred from higher secondary education either from conflict or from some other reasons. This will promote equitable access of higher secondary education to the common people.

16. Monitoring and supervision will get emphasis to promote the academic strength of the higher secondary schools.

Equitable Access

The age group of 16-20 are found enrolled for higher secondary education. The cohort of this group age compared to the overall enrollment gives a GER of 11 in 2005. As the population is increasing at a rate of 2.2 percent per annum, the total population of the age cohort will be increased from 2701253 in 2006 to 3663345 in 2020. The plan of HSEB to provide equitable access to this population will be as follows.

The rate of increase in the GER at this level is very slow. If we are also to increase the GER by one percent point each year then by 2020 about a quarter of this age cohort will enter this stream. This may be too optimistic, but programs need to be developed to hit this target.

Table 1 : GER and total number of students by 2020

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Population (16-20 yrs.)	2701253	2760681	2821416	2883487	2946923	3011756	3078014	3145731	3214937	3285665	3357950	3431825	3507325	3584486	3663345
GER %	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Total no of Students	324150	358888	394998	432523	471508	511998	554043	597689	642987	689990	738749	789320	841758	896122	952470

Table 2 : No of Schools Required by 2020

In 2005 the school student ratio was 1:300. Maintaining the same for the coming 15 years, the number of schools required by 2020 will be as follows:

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total no of Students expected (16-20yrs.)	324150	358888	394998	432523	471508	511998	554043	597689	642987	689990	738749	789320	841758	896122	952470
School	1063	1196	1317	1442	1572	1707	1847	1992	2143	2300	2462	2631	2806	2987	3175
Ratio	1:300	1:300	1:300	1:300	1:300	1:300	1:300	1:300	1:300	1:300	1:300	1:300	1:300	1:300	1:300

Table 3 : No of Teachers

To maintain an ideal ratio of teacher and students (1:40) throughout the 15 years, the number of teacher required by 2020 will be as follows:

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total no of Students expected (16-20yrs.)	324150	358888	394998	432523	471508	511998	554043	597689	642987	689990	738749	789320	841758	896122	952470
Teachers	8104	8972	9875	10813	11788	12800	13851	14942	16075	17250	18469	19733	21044	22403	23812
Ratio	1:40	1:40	1:40	1:40	1:40	1:40	1:40	1:40	1:40	1:40	1:40	1:40	1:40	1:40	1:40

Reform in curricula, enactment of research-based interactive pedagogy front line curriculum, transaction, emphasis on teacher professional development, introduction of professional management and leadership system in HSE system will be geared up which will accelerate the enrollment rate at higher secondary level.

Future directions:

1. Physical infrastructure to meet the access demand will be planned and executed.
2. Human resources, basically teachers, will be recruited and trained in advance.
3. Since more than 2000 additional schools are needed by the end of 2020, school mapping policy based on GIS data base system will be implemented. As far as possible the location of the schools in each district will be decided before calling applications for new school approval.
4. Providing equitable access to disadvantaged and poor groups would be a priority. Thus model schools will be mobilized to identify such groups, their numbers, and projection for at least 5 years.
5. Attention will be concentrated on creating environment in each school for joyful learning.
6. More emphasis will be placed on making higher secondary education inclusive.

Curriculum

Diversification and flexibility should be the major characteristics of the higher secondary curriculum. The core courses aside there should be options for students to select courses which will enable them to determine the work force they want to join in future. Opportunity to select courses from various fields will also be essential so that a student can get certified on the basis of the credits accumulated by him/her in those fields. A system of recognizing the curricula implemented by other institutions should also be introduced so that

the mix of formal courses and nonformal academic courses could lead to a meaningful certification in higher secondary education.

International experiences tell us that the courses at higher secondary level are categorized into two major areas, academic and technical/vocational. The first would make the student knowledgeable while the second would qualify them to work force in the job market. The watertight compartments of humanities, education, science and commerce need to be dismantled and the door from academic course to vocationalism and vice versa should be open within and beyond higher secondary level.

At the higher secondary stage, vocational education should aim at developing, through diversified courses, skills and knowledge required for a specific occupation or group of occupations.

Vocational education should cover areas such as agriculture, engineering and technology (including information and communication technology), business and commerce, home science, health and para-medical services, and humanities. Each area in itself comprises a large number of special courses.

The courses should be modular in nature catering to some specified competencies based on the credit system. Accumulation of a prescribed number of credits after a successful completion of the courses will be the requirement for the award of a certificate. For example, the courses offered by CTEVT can be accredited for those who complete core courses prescribed by HSEB. The vocational courses so offered should have an in-built flexibility to suit local needs and the needs of the target groups.

With the phenomenal growth of information and communication technology and development of global economy, the spectrum of areas for which competency and skills need to be developed through vocational education has become very wide. On the one hand, there is a need to develop manpower for the use of information and communication technology and its spread even over the remote areas; on the other, the vocational requirements of rural Nepal in agriculture and agriculture-based technology have to be met. In addition, one cannot forget the traditional artisans and craftsmen. Their skills and competency have to be passed on to the new generation. Formal courses in these trades and crafts will make use of modern technology to improve efficiency and quality and, at the same time, to overcome drudgery traditionally associated with these trades and crafts. These should receive adequate recognition and due certification, wherever necessary.

In 2004, a task force on the "Importance of Higher Secondary Education Board Curriculum" had concluded that the curricula should be based on the following principles.

1. Treat higher secondary education as terminal experience.
2. Introduce skill-based education.
3. Make the curriculum application-oriented and functional.
4. Improve the exam system to improve the curriculum.
5. Train the principals to handle the curriculum.
6. Coordinate with universities so as to maintain vertical integration.

The national system of education will be based on a national curricular framework containing a common core course and optional courses. The common core course will include e.g. the history democratic movement in Nepal or constitutional development essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as Nepal's common cultural heritage, egalitarianism, democracy, gender equality, protection and promotion of environment, removal of social barriers, observance of small family norms and inculcation of scientific temper. All educational programs will be carried on in strict conformity with democratic values. Nepal has always worked for peace and understanding between nations, treating the whole world as one family. True to this tradition, education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This will provide equal opportunity to all, not only in access but also in the conditions for success.

Future Directions

1. A curriculum development centre will be established within HSEB for more scientific exercises in curriculum development .
2. Curriculum transaction pedagogy will be developed to ensure that the delivery of instruction in the classroom follows the intent of the curriculum in each subject area.
3. Professional discourse will be organized at regional and national levels to revise curricula in order that these are at par with national standards and competitive internationally.
4. Use of IT will be made mandatory in curriculum transaction (as far as possible) to provide practical experience to the students. Each higher secondary class will use at least an overhead projector in teaching. Use of the multi-media projector will be encouraged.
5. Training of teachers will focus on the use of IT in classroom instruction.
6. Inter-school networking will be developed for professional discourse.
7. The curriculum will follow the vision, mission and goal statement of the HSEB.
8. Vocational stream in this sector will be stressed.
9. The recommendations of the report recently submitted by the Curriculum Task Force 2004 will be implemented.
10. The accreditation of technical and vocational education will be made to vocational higher secondary education. For example,

(300) core courses study from HSEB	+	(700) TV Ed. courses study from CTEVT	=	Certification in Vocational secondary education
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11. Based on international experiences, separate education stream is not suitable at this level. So attempts will be made to use 'Education' as a vocational subject.
12. This kind of accreditation will be possible with the courses provided by other academic institutions as well.

Assessment and Evaluation

A well-designed assessment and evaluation system, which is an integral part of the instructional process, can benefit both learners and teachers in particular and the whole educational system in general.

The current process of evaluation does not provide a complete picture of an individual's abilities or a program of expected outcomes of education because it measures a very limited range of mental faculties.

A meaningful report on the quality and extent of a student's learning needs to be comprehensive. The curriculum is supposed to provide guidelines for assessment and evaluation where creativity, innovativeness and development of a whole being is focused. These concepts will be nullified if uniform tests which only assess memorized facts and textbook based learning are put up. Assessments and evaluation must be based on valid and reliable ways of evaluating students learning. The types of questions that are set for assessment should go beyond what is given in the book. Questions that are open ended and challenging are essential to assessing the matter-of-fact real achievements of the students. A good open-book examination can be a practical test based on the curriculum.

Future Directions

1. In order to make learning lively and useful several activities within the classroom and outside will be performed. To this 25% of the total assessment weight age in all the teaching subjects will be assigned so that teachers can exercise their autonomy for the academic development of their students.
2. Once the distance mode is applied, the evaluation of students will be thought of as required. The means to develop this is to prepare HSEB to conduct the examination only when the students are ready for it. Two or three times a year may be enough for the examination of distance-mode students.
3. To avoid duplication of question items and prevent question leakage, a question banking of each subject will be established. After the establishment of the question banks the higher secondary board examination will use randomly generated questions in each subject.
4. Until all the schools are ready to handle the grade 11 exam by themselves both grade 11 exam and grade 12 exam will be continued as external or board examinations. Moreover, assurance of quality should be given demonstrated by each school before grade 11 exam becomes internally managed. For piloting, assessment of certain subjects can be made only internally.
5. Questions in the examinations will not promote rote memorization.
6. Letter grading system will be piloted, refined and implemented.
7. Pass certification will be started to help students to enter the job market even if they fail in some subjects.
8. Initiatives will be taken to establish a multiple higher secondary education board system so that healthy competition can take place for quality of education.
9. Each year a study will be commissioned to upgrade the evaluation system of HSEB.

10. In every three years, an impact study of HS education will be made to assess the performance of both HSEB and HSS.

Financing

The quantitative growth of higher secondary schools has been impressive. At present there are 1018 higher secondary schools. The number of public higher secondary schools is 569. The quality discrepancy between the private and public schools is discouraging. Mitigation this discrepancy is a major priority of HSEB. To address this priority it is pertinent, first of all, to focus on major quality indicators, which comprise the following:

- Availability of adequate physical facilities.
- Sufficiency of teaching/learning aids, instructional materials and IT facilities.
- Library with enough text and reference materials.
- Availability of qualified and trained teachers having competence and pedagogic skills that make transaction of the curriculum effective.
- Better leadership quality in the management.
- Research-based and discourse-based teaching and learning activities in the classroom.
- Performance-based evaluation aimed at boosting students' competence which can foster their employability potentials.

To comply with these indicators a well laid out financial framework is essential. Actually, two major components will be aligned in this framework: (1) funding modalities and (2) sources of funding.

Funding Modalities

The funding modalities may comprise the following:

- Needs- based funding
- Identification of priority areas and budgetary allocations to
- Allocation of budget on the basis of per student expenditure calculation.
- Providing lump sum amount to the HSS management body.

The last two are based on formula funding.

Sources of Funding

Essentially, sources of funding comprise two streams, external and internal. The external stream will consist of grants and loans to be solicited from international donors and financial institutions through bilateral and multi-lateral negotiations. A priority-based approach, rather than a donor-driven approach, will be emphasized during negotiations. Prevailing donorship supremacy will be replaced with partnership primacy.

Internal stream comprises government budget, HSEB earning, HSS earning, local contribution in the form of grants and donations.

Resources collected from this stream will form a financial support base for financing HSS, the modus operandi for which will be as follows:

- Creation of HSE development accounts at the school level.
- Creation of HSE promotion accounts at the central level

Future Directions

1. It will be crucial, in the long run to allocate a budget to the school on the basis of formula funding. This will necessitate a focus on each and every requisite for better learning achievements of the students. In order to make this funding scheme functional it will be pertinent to engage higher secondary schools in preparing school improvement plans (SIPs). To this end, HSEB will develop a model SIP and train the school level stakeholders. SIP based funding, which essentially can be considered as formula funding, will ensure accountability, transparency and responsibility.
2. The development accounts of the school will be used as a contingency funds for urgent and critical needs. This will rescue the concerned HSS from foreseeable crises, eventually facilitating them to undertake promotional activities. Once HSS become successful in their promotional efforts, they will be able to contribute additional resources to the accounts. This will create a synergy in the overall functioning of HSS.
3. The central level HSE promotion accounts will be used mainly for undertaking development activities in the HSS in low financial profile. This will focus on software development of the concerned HSS. The HSS receiving such a support will contribute afterwards to increase the size of the promotional accounts.
4. Actually the financial management of HSE both at the school and at the central level will place an increasing emphasis on materializing quality indicators as mentioned above, and addressing other equally important concerns which are as follows.
 - a) To dislodge constraints having to do with physical access of the students to HSS.
 - b) To assist public HSS to bring their performance level at par with that of private HSS. This will narrow down the hidden gap between private and public HSS.
 - c) To address the equity concern in HSE by making incentive provision for students belonging to deprived, disadvantaged and marginalized segments of the society.
 - d) To promote academic and physical environs of public HSS so as to enable them to demonstrate exemplary performance in teaching and learning.

Human Resource Development

The major human resources working for higher secondary education will be :

- Professionals
- Consultants
- Administrative Staff
- Teachers and head teachers
- Members of different organizations supporting HS education

Advocacy, workshop, seminar, symposium etc. will be regular features of HRD. Specific training packages will be developed for teacher preparation.

Future Direction

- 1 Model schools will launch advocacy programs for head teachers, SMC members, concerned NGOs and INGOs.
- 2 Professionals will be used to train administrative staffs of HSEB each year on modular packages. A mandatory modular training will be devised on policy for HRD.
- 3 The regional office of the HSEB will conduct teacher training, management training and training of trainers under the facilitation of HSEB.
- 4 A special teacher entry test will be developed which every teacher should pass in order to be qualified to teach in HSS. Part-time teachers will also be required to pass through the test. Each teacher will be required to appear on the test every five years.
- 5 Local NGOs and identified INGOs will be used for specific subject training of teachers.

Distance Education and Open Learning

The open learning system is becoming increasingly popular because of its capacity to provide education of comparable standards in a flexible and learner-friendly manner particularly to those who could not get access to the formal system of education obtaining within the country. At the higher secondary stage, the open school system may be utilized fully for both the streams, academic and vocational. It is visualized that many students would like to go in for vocational courses at this level through the open learning system as it provides freedom in the combination of subjects and in the scheme of examination. For maintaining parity of standards, the formal and open learning systems can have separate but comparable curricula in each subject. This comparability of curricula of the two systems would help learners move easily from the open learning system to the formal schooling system and vice-versa. Such a symbiotic relationship will be of great advantage to the learner.

Schooling and education are no more treated as synonyms. In this age of learning societies a new concept in “lifelong education” has come up. ‘Continuing education’ is becoming increasingly not only popular but indispensable to cope with the changing technologies and lifestyles. If the rapid advancement of science and technology has succeeded in extending the frontiers of knowledge, it has also provided new tools and techniques of learning at ease, at one’s own pace and place and at a time which is convenient. Radio, television, films, filmstrips, audio and video cassettes, taperecorders, video cassette recorders and players, computer, internet and press are only a few examples, which have tremendous potential not only for mass communication but also for individual instruction. As a result, open schools and open universities have unfolded new vistas in which to spread and provide education. This alternate system of open learning or *distance education* should not be ignored because of bias or prejudice. Through appropriate infrastructure of correspondence courses, backed with contact centres and provided with newer learning facilities, *we can ensure parity of standards between the formal and distance learning systems*. Any systematic effort to evolve curricula at the +2 stage should not preclude the possibilities of its use in this new alternate channel of education. In fact, the advocates of both the systems should come forward and work towards curriculum enrichment to mutual advantage. *Through a distance education mode a student can re-join the formal system of higher learning if there is compatibility between the open-learning curriculum and the formal learning curriculum.*

The Higher Secondary Education Board follows, basically, the following principles while implementing distance education as an alternate mode in education.

1. Design for active and effective learning

Principle: Distance learning designs consider

- specific context
- needs, learning goals, and cultural contexts of the learners
- nature of the content
- appropriate instructional strategies and technologies

- desired learning outcomes
- local learning environment

2. **Support the needs of learners**

Principle: Distance learning opportunities are effectively and flexibly supported. This should include:

- initial disclosure of information on the learning opportunities
- orientation to the process of learning at a distance, which includes the use of technologies (for learning)
- site and tutorial support
- student advising and counseling
- provision of technical support and library and information services
- problem-solving assistance

3. **Develop and maintain the technological and human infrastructure**

Principle space: The provider of distance learning opportunities has both a technology plan and a human infrastructure to ensure that

- appropriate technical requirements are established
- compatibility needs are met
- technology at origination and receive sties are maintained to ensure technical quality
- learners and learning facilitators are supported in their use of these technologies
- appropriate partnering and collaboration are explored

Sustain administrative and organizational commitment

Principle: Distance education initiatives are sustained by an administrative commitment to quality distance education, as indicated by

- integration of distance education into the mission of the organization
- financial commitment to accommodate diverse distance learning needs
- faculty development and reward structures
- training to support learners, site facilitators, and technicians
- marketing and management structures to promote and sustain distance education
- cost-effectiveness reflected through best use of fiscal, technical, and human resources

- ongoing evaluation and research

Future Directions

1. A distance education policy will be framed in such a way that everyone willing to join higher secondary education will have an equitable access.
2. Model higher secondary schools will function as resource centres for distance education. They will be equipped with educational technology software and hardware.
3. Distance education materials will be developed centrally and distributed locally. These materials can be used as student support in the face-to-face mode.
4. Piloting of higher secondary classes in the distance mode will start in some schools and with some subjects in the beginning. Assurance of quality at par with or better than that in the face-to-face mode will be made before launching distance mode higher secondary education in parallel form.
5. Selected institutions will be permitted to run higher secondary education in the distance mode to provide educational access to people of rural areas. Attention will be given to this use of the distance mode for equitable access of the poor rather than to commercialization

Monitoring and Supervision

Monitoring and supervision will basically be control functions of HSEB. The term "control" refers to steps taken to ensure that plans are properly executed. This role includes all activities undertaken to guarantee that actual operations conform to planned operations.

Control has been classically defined as verifying whether everything occurs in conformity with the plans adopted, the instructions issued, and the principles established. It therefore follows that, first of all, the plans, instructions, and principles must be clearly defined and understood by everyone. Next the standards or criteria must be set by which performance can unequivocally be measured. Lack of initial benchmarks makes control virtually impossible. The purpose of control then is to find deviations, correct them as early as possible, and prevent them from occurring in the future. The nature of supervision and control thus requires a constant flow of information so that deviations from plans may be spotted and decisions and corrective actions may be taken on time.

Managers should also recognize that a comparison of plans with performance information may not adequately measure efficiency. The words or data used in the comparison between plans and actual performance must be capable of presenting an exact picture of comparison. A great deal of knowledge about environmental, technological, and socio-psychological factors cannot, however, be defined or measured in precise terms.

Three basic conditions necessary for control are:

1. standards must be established
2. information indicating deviations between actual and standard results must be available
3. authority to correct anomalies must be invested.

The logic is clear: without standards there can be no basis for evaluating the effectiveness of actual performance, without information there can be no way of knowing the situation; without a means to correct the entire control process becomes pointless. The consequences of failure to control are time delays, waste, poor use of resources and, in emergency programs, increased suffering of the victims and even higher death rates.

Standards are derived from, and have many of the characteristics of the objectives. Standards are targets. To be effective, they must be clearly stated and logically related to the objectives of both organization and its programs. Standards are the criteria against which future, current, or past actions are compared. They are measured in

a variety of ways-in, for example, including physical, monetary, quantitative and qualitative terms.

In order to implement this measurement process, information reporting actual performance and allows evaluation of performance against standards must first be obtained. Information is most easily acquired for activities which produce specific and concrete results;

for example, field-level activities have end-products which are easily identified and about which information is readily obtainable. The performance of mid-level departments is more difficult to appraise because the outcome of the activities is difficult to measure.

When a discrepancy of whatever from or nature occurs between standards and actual performance, the authority to take corrective measures must be invested in a specific person. The person must know that he is responsible because he has the authority to take remedial measures. Unless this responsibility is clearly delegated, remedial measures will not be possible.

Finally, channels of communication must be open to people, including staffs and victims, at all levels, through which information about progress can be conveyed. It is important to ensure that communication channels are open and that a two-way flow of latest information constantly moves through the nerves of the system.

Future Directions

1. A mentoring concept to upgrade the quality of the newly appointed teachers will be developed in each higher secondary school. A newly appointed teacher will work as "intern" under senior teachers (of the same subject) for at least a week. The duration may change depending upon the capability of the intern.
2. The focus of monitoring and supervision will fall on enabling the teachers and principals professionally so that they could be involved effectively in academic interaction and sharing of ideas.
3. Lead model school will be made "hubs" for cluster supervision and monitoring. These "hubs" will devise a common forum and working together to ensure "minimum standard" in all higher secondary schools.
4. Inter-school exchange visits will be organized from time to time for sharing ideas and transferring innovation from one school to another.
5. Model schools will work as resource centres. Each model school will have a group of independent experts to devise supervision and monitoring indicators and monitor and supervise the schools based on these indicators.
6. Capacity of regional offices of HSEB will be strengthened so that they become able to co-ordinate and facilitate all monitoring and supervision activities within the region.

Regulatory Framework

To take the higher secondary education system along the systemic track it is important to establish a regulatory framework. The operation of the framework will be constituted at two levels, central and regional. The central level body will consist of representatives of NPC, HSEB, MOES, private and public higher secondary schools, this civil society and the trade and industry sector. Likewise, the regional level body will be formed with representatives of the same sectors as identified above. The Board will constitute the central level regulatory body with an immediate effect whereas all regional bodies will be established incrementally. Based on the assessment of the central level body further steps will be initiated. Actually this framework will focus on the following terms of reference for future direction.

Future Directions

1. Review the relevance of the HSEB Act, regulations and rules in relation to the emerging educational needs.
2. Make critical reflections on curricular programs and actual learning environments in the HSE schools in the emerging national and international contexts.
3. Suggest on enabling leadership style and management system for higher secondary schools.
4. Visualize strategies for unleashing student potentials so as to enable the students to learn to be, to emerge, and to succeed.
5. Suggest norms for determining financial strategies of the public and private schools and ensure the regularity of such strategies.
6. Develop school operation norms and suggest ways for their operationalization.
7. Review the existing HSE policy vis-à-vis the emerging political economy and envision measures for policy reform.
8. Set financial norms and standards to be pursued by foreign education entrepreneurs seeking permission for establishing HS schools in Nepal.
9. Suggest a specific set of terms and conditions for the approval of HS schools sponsored by non-Nepalese institutions or individuals.
10. Enforce a monitoring strategy for ensuring whether a HS school management system has duly heeded Nepal's policy, rules and regulations.
11. Enable public HS schools by building the stakeholders' capacity on the basis of the existing and emergent needs identified through constant monitoring and supervision.
12. Devise financial norms for higher secondary education in general and higher secondary schools in particular.
13. Establish a modality for public private partnership to strengthen access, equity, quality and relevance of higher secondary education.

Operationalization Plan

A strategic plan with action steps based on this framework will be developed. The strategic plan, then, will be commensurate with the annual work plan of HSEB