

India's Development Assistance to Nepal: Case of the Education Sector



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Foreword

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Foreword

At the outset, let me congratulate ICRIER for this impressive analytical research on India's Development Assistance to Nepal and more so for focusing the research on the sector of education. I have had the privilege of delivering the inaugural address at ICRIER's event organized on the same subject in Kathmandu on 29 May 2018. The discussion and opinions expressed by the participants in the event kind of comes full-circle with this Report.

I have read this report with great interest and so did my colleagues in the Mission. India's development engagement with Nepal is old, multifaceted and need based. The sheer quantum and diversity of it always amazes me and in turn constantly reminds me of what as a country we aspire for our neighbours. Our aspirations for the people of Nepal is same as what we aspire for our people. Education, I believe, does not only make the pie bigger for everybody but also makes sure the benefits automatically percolates to the most disadvantaged and vulnerable.

Analytical research projects such as this one led by ICRIER is essential and important. Such effort, needless to say, gives all the stakeholders an opportunity to dwell upon the progress achieved so far and to explore further opportunities and evolve. I wish ICRIER good luck in its future endeavours.


(M.S. Puri)

List of Abbreviations

ADB	Asian Development Bank
ADR	Aid to Disaster Relief
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy
CSSP	Community School Support Programme
CTEVT	Council for Technical Education and Vocational Training
DAC	Development Assistance Committee
DCC	District Coordination Committee
DDC	District Development Committee
DPA	Development Partnership Administration
DPR	District Profile Report
ECD	Economic Co-ordination Division
EoI	Embassy of India
EFA	Education for All
EXIM	Export Import Bank of India
GATE	Graduate Aptitude Test in Engineering
GDP	Gross Domestic Product
GJSS	Golden Jubilee Scholarship Scheme
GoI	Government of India
HDI	Human Development Index
HDR	Human Development Report
IDEAS	India Development and Economic Assistance Scheme
IDI	Indian Development Initiative
IIDCA	India International Development Co-operation Agency
IIT	Indian Institute of Technology
IoE	Institute of Engineering
ICT	Information and communications technology
ITEC	Indian Technical and Education Cooperation
JNU	Jawaharlal Nehru University
LoC	Line of Credit
MGSS	Mahatma Gandhi Scholarship Scheme
MoE	Ministry of Education
MoF	Ministry of Finance
MoFALD	Ministry of Federal Affairs and Local Development
MoU	Memorandum of Understanding

NESP	National Education System Plan
NFEC	Non-Formal Education Centre
NGO	Non- Governmental Organization
NRA	National Reconstruction Agency
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PhD	Doctor of Philosophy
SCAAP	Special Commonwealth African Assistance Programme
SDP	Small Development Projects
SESP	Secondary Education Support Programme
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
TEP	Teacher Education Project
TCS	Technical Cooperation Scheme
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
US	United States

Deconstructing Development Assistance: India and Nepal

CASE OF THE EDUCATION SECTOR

'Foreign aid is as much about knowledge as it is about money. Helping countries and communities generate knowledge that they need for development is the prime role of assistance.'
(World Bank, 1998)

Introduction

After World War Two, developed countries and multilateral organisations made efforts to stimulate development of less developed countries through development assistance. The Charter of the United Nations (UN) released in 1945 aimed to '*promote social progress and better standards of life*' and '*employ international machinery for the promotion of the economic and social advancements of all people*'.¹ One of the first few well-documented initiatives on development co-operation was the Marshall Plan of the United States (US), to provide aid to Western Europe in 1948, which resulted in both economic and political restructuring in the region. Aid since then has been recognised as a functional tool for bringing nations out of distress and providing an even platform to countries at different levels of development.

For a long time, development aid focused on economic development and poverty alleviation. However, in 1990, the UN brought in the social dimension of development through the Human Development Report, published annually (Amsterdam University Press, 2010). Targeting aid on more specific goals rather than the prime goal of development can help in creating better opportunities for the country as a whole. These particular goals include providing better access to health, education, eliminating poverty and improving infrastructure etc., (Easterly, 2007). According to the World Bank (2002), aid can be effective if it helps the developing world to overcome its challenges both with respect to its people (in terms of human capacity building) and infrastructure (both physical and technical).

Traditionally, the burden of development assistance was shared by developed countries such as the US and multilateral organisations such as the Organisation for Economic Co-operation and Development (OECD), the World Bank, the Asian Development Bank (ADB) and the UN. Over time, the participation of developing countries in providing development assistance has grown resulting in increased South-South co-operation. One such example is of India and Nepal.

India has historically been an aid receiver; however, since independence, India has been a prominent aid donor to its neighbouring countries, Nepal being one of the earliest recipients of India's aid. The economic assistance provided by India to other countries including Nepal is described as development co-operation/partnership, not as foreign aid (Saran, 2014). Bilateral assistance has been offered to other South-Asian counterparts via two channels; the first has been in the form of direct support and the second in the form of technical assistance and training initiatives. Thus, development of human capital in the aid receiving country has been a key goal India's development assistance. Over the years, India has provided development assistance in the education sector in Nepal. Given this background, the objective of this report is to assess India's development assistance/engagement in the education sector in Nepal. The aim is to suggest measures to improve *a) the outcomes in the sector in terms of quality and access and b) India's overall assistance programme with respect to the education sector.*

The rest of the report is organised as follows.

Section 2 presents a review of the existing literature on the impact of development assistance in some developing countries. Section 3 describes the pattern of India's development assistance since independence. Section 4 examines Nepal's education sector and how it has evolved over the years both in terms of its administrative structure and overall performance. Section 5 highlights the trajectory of India's development assistance in the education sector in Nepal. This section is based on secondary information and data collected during the primary survey. Section 6 elaborates on the survey findings with respect to the access and quality of education. It is based on interactions with different survey participants. Based on the inputs received during the survey, Section 7 provides the policy recommendation and broad conclusions drawn from the study.

¹ For details see Charter of the United Nations and the Statute of the International Court of Justice, San Francisco, 1945 accessible at <https://treaties.un.org/doc/publication/ctc/uncharter.pdf> (accessed on 7 October 2017)

Literature Review

Existing literature highlights the role of aid in both the social and economic development of developing countries. Over time, social development, particularly development of human capital, has become an important agenda for aid giving nations. This is manifest in the policies and agendas of international organisations such as the UN. Education and human capital development are considered the key drivers of economic growth.² Studies have linked aid in the education sector with the Millennium Development Goals of the United Nation (see Anwar and Aman, 2010; Yogo 2017; Michaelowa and Weber, 2007). Yogo (2017) points out that since the Millennium Development Goals, a huge amount of aid has been allocated to the education sector. Moreover, education aid can be used as a policy instrument to achieve the Sustainable Development Goal of ensuring inclusive and quality education for all and promote lifelong learning (Yogo, 2017).

The impact of aid or development assistance on the education sector has been explored by various studies for different countries. In the case of some countries, it is found that aid in the education sector has been effective while in others, educational assistance has not had a significant impact. Tilak (1998) points out that the impact of aid depends on the share of aid in the total educational budget of a country. Examining the case of Africa, the paper found that aid had enabled expansion of the work and education system in Africa, where aid constituted a very high proportion of the total educational budget in the country. The paper further argues that specific and selective aid is considered better than general aid. Yogo (2017) finds that in Sub-Saharan Africa, aid in the education sector significantly increased the primary school completion rate. Asongu and Tchamyou (2015) also conclude that aid variables have positive effects on primary school enrolment and lifelong learning while the impact on secondary and tertiary school enrolments has not been significant in Africa.

In the case of Pakistan, it is pointed out that despite huge flow of resources, educational outcomes have been poor in the country since a very small portion of foreign aid given to education sector is utilised effectively and efficiently (Anwar and Aman, 2010).

Tarnoff (2016) argues that access to and quality of education continues to pose a challenge to foreign aid donors. To achieve educational development goals, the US government undertakes different types of activities such as education management and policy reforms, teachers' training, developing and distributing textbooks and learning materials, improving literacy, participant training and workforce development, and school construction.

Local and political governance plays an important role in aid effectiveness (Michaelowa and Weber, 2007). The authors highlight that along with financial resources, there is also a need for readjustments in the structural parameters of the education system to reach any of the international goals for education. The World Bank (2002) points out that better design and delivery of aid, along with support from government in the form of good policies, has caused rapid improvements in the education sector across various countries. The effectiveness of development assistance is determined by the role and local policies in recipient countries. Assistance is most effective when recipient countries are the primary drivers of their own reforms and institutional development.

India has built a strong aid mechanism, providing grant assistance to Nepal in meeting its own development goals. Capacity building and skill development has been the focal point of India's development co-operation programmes (Saran, 2014). India's assistance ranges from large infrastructural projects to small grassroots level community projects in the areas of health, water resources, education, rural and community development. However, whether aid from India to Nepal for development of education has been successful or not has not been explored. To the

2 See <https://www.un.org/press/en/2011/dsgsm540.doc.htm> (accessed on 18 October 2017)

best of our knowledge, there are hardly any studies looking at the impact of India's development assistance to Nepal in the education sector in terms of the access and quality of education. This study tries to fill the gap.

While there is some information available on the overall quantum of assistance and administrative structure of India's development assistance in Nepal through secondary sources, there is limited information on the impact of India's development assistance, in terms of quality and access to education. Thus, to fulfil the objectives of the study, a primary survey was conducted. The survey was based on ethnographic principles of research. While there are different approaches under ethnographic research, given the qualitative nature of the study, an interpretive approach was used to conduct the primary survey. This is a qualitative approach, which is largely based on unstructured interviews and participant observations. However, given the time and budget constraints, interactions with the survey participants was limited to one meeting where in-depth interviews were held. The responses were documented, and some information was cross-checked using secondary sources.

Two broad types of information were collected – one related to the amount or quantum of development assistance. District-wise data was made available by the Indian Embassy, quantifying the quantum of work that has been done by the Indian embassy in different provinces and districts of Nepal. This information was not readily available in the public domain. In addition, some archives specifying the quantum of assistance in the post independence period were collected from the Indian Embassy. Second, anecdotes and experiences of respondents were collected in order to assess the impact of India's development assistance.

Apart from these, comments and clarifications were sought on the history and administrative structure of India's development assistance. Sight visits were made to schools and hostels that have been created with Indian funding to assess the physical quality of infrastructure.

India's Development Assistance since Independence

India being a developing nation has for long been an aid recipient. However, over the decades, India has successfully established itself as a prominent donor, assisting not only developing countries but also developed countries. Within South Asia, India is considered an important regional power, making Indian assistance important for its neighbours.

In 1949, India initiated development cooperation with its neighbouring countries by establishing cultural fellowships for them (Chaturvedi, 2012), providing humanitarian aid in case of famines and extending educational scholarships on a needs basis. Over the years, the geographical spread and volume of India's development assistance has increased and thus, India has created a space for itself in the international aid architecture. India's development partnership with other countries has diversified substantially in terms of the instruments and nature of assistance. This involves providing lines of credit, grant assistance, infrastructural development, human resource development, technical consultancy, disaster relief, humanitarian aid, and fellowships and scholarships. India's development assistance programmes are spread across all sectors, be it agriculture, infrastructure development, hydroelectricity, connectivity, social sectors like education and health, and the information and communications technology (ICT) sector. Aid has also been provided in terms of capacity building programmes, which include military and civilian training programmes.³

Since the 1950s, India has actively participated in the development of South and Southeast Asian nations. This is evident from India's involvement in the Colombo Plan for Cooperative and Economic Social Development in Asia and Pacific, established in 1951.⁴ India, being one of the founders of the Colombo Plan, provides technical training and assistance for human resource development to member countries under the Technical Cooperation Scheme of the Colombo Plan (TCS of the Colombo Plan). In 1954, Nepal became the first country to receive Indian development assistance governed by an institutional framework as the first Indian Aid Mission (IAM) was launched in Kathmandu to support development projects in Nepal.⁵ Gradually, other neighbouring countries such as Bhutan and Afghanistan were offered assistance. A Joint Commission (JC) was established in Afghanistan in 1969 for reviewing and coordinating development projects, which was later extended to other countries like Ceylon, Iran and Czechoslovakia (Chaturvedi, 2012). India's active involvement in the Colombo Plan had yielded results in the developing world. This gave rise to the establishment of India's own aid programme in 1964, called the Indian Technical and Economic Cooperation (ITEC), which subsumed all ongoing training programmes under one umbrella. It was launched to share India's technical advancement as well as research and development with other nations. ITEC, along with its sister programme, the Special Commonwealth African Assistance Programme (SCAAP), provides training (civilian and defence), technical and infrastructural assistance, deputation of Indian experts abroad; study tours; gifts/donations and aid for disaster relief to several countries.

Major policy shifts regarding India's development partnership occurred over the period of 2003-04, which gave rise to a more integrated institutional framework. The India Development Initiative (IDI) was launched in 2003 with the dual objectives of managing India's grant assistance and

3 During 2015-16, over 8360 civilian training slots were offered to 161 partner countries under the Indian Technical & Economic Cooperation (ITEC)/Special Commonwealth Assistance for Africa Programme (SCAAP), over 2000 defence training slots offered to partner countries in various defence institutions in India and 500 civilian training slots were offered under the Technical Cooperation Scheme (TCS) of the Colombo Plan for Cooperative and Economic Social Development in Asia and Pacific. Further details: MEA Annual Report 2015-2016 available at https://www.mea.gov.in/Uploads/PublicationDocs/26525_26525_External_Affairs_English_AR_2015-16_Final_compressed.pdf (last accessed on 26 March 2018).

4 The Colombo Plan - one of the oldest regional development organizations - was jointly established by Australia, Canada, India, Pakistan, New Zealand, Sri Lanka and the United Kingdom for the development of its member countries (Currently, there are 27 member countries of the Colombo Plan. Nepal became a part of the Colombo Plan in 1952).

5 IAM was later renamed the Indian Cooperation Mission (ICM) in 1966, which was later recast into the Economic Cooperation Wing (ECW) of the Embassy of India, Nepal. (India-Nepal Economic Cooperation Report, Embassy of India, Kathmandu).

promoting it as a production centre and an investment destination in overseas markets. Over the same period, India Development and Economic Assistance Scheme (IDEAS) was launched to provide a line of credit (LoC) on concessional terms via the EXIM Bank, along with providing professional and technical guidance in handling loan portfolios for partner countries. LoC has emerged as one of the key instruments in promoting India's infrastructural projects and services in partner countries and is seen essential for small and medium enterprises. According to the MEA Annual Report 2015-16, India has been successful in allocating 226 LoCs (aggregating USD16,898.23 million) to different countries in various sectors. As per the same report, the guidelines on LoC provided under IDEAS have been revised to include more liberal terms of credit and measures for effective utilisation of LoCs, which are applicable from 2015-16 to 2019-20. India's actual expenditure (grants and loans) for the period 2015-2016 amounted to INR87.26 billion, with Bhutan being the largest recipient of India's aid in terms of grant and loans (total of INR53.68 billion).⁶ Among other countries receiving India's grant and loan assistance, some of the countries receiving bigger share were Afghanistan, Sri Lanka, Bangladesh and Nepal.

The policies of 2003-04 marked a turning point in India's development partnership. The two key strategies involved reducing India's aid dependence by way of prepaying bilateral loans worth USD1.6 billion and providing debt relief package to heavily indebted poor countries (HIPC) for overdue debts (Chaturvedi et al., 2014). In 2007, India International Development Cooperation Agency (IIDCA) was launched on the operational lines of the IDI, to bring all aid-related activities under one ambit, along with catering to developing countries with a greater demand for foreign aid.

India has over the years emerged as a prominent leader of South-South cooperation by co-founding, in 2006, the Global Network of Exim Banks and Development Finance Institutions, promoting the establishment of the Development Cooperation Forum in 2007 and becoming one of the largest contributors to the Commonwealth Fund for Technical Cooperation (Sridharan, 2014).

At the administrative level, Indian aid in the form of grants and loans to partner countries came under the ambit of the Ministry of External Affairs, GoI. In order to look after aid and trade related matters of trade agreements and technical cooperation schemes, a new division, the Economic and Coordination Division (ECD), was established in 1961 under the MEA. However, the affairs related to the Colombo Plan rested with the Ministry of Finance. Further, in 1995, the ECD was restructured to form a separate ITEC division to handle the affairs of the ITEC programme. The ITEC division eventually started managing the works of the SCAAP and the Aid to Disaster Relief (ADR). These affairs were later subsumed and managed by another division, the Technical Coordination Division (Chaturvedi et al., 2014). Thus, there were changes in the administrative mechanism for India's development assistance. This however, resulted in a highly fragmented institutional mechanism until the 2000s.

In order to unify multiple processes undertaken by various agencies, and to establish an official agency for development cooperation, the Development Partnership Administration (DPA) was established under the MEA in 2012. DPA was introduced to monitor India-funded development projects through the stages of formulation, launch, evaluation and implementation. At present, DPA has three divisions: DPA-I handles LoCs and grant projects in partner countries; DPA-II handles projects under ITEC/SCAAP and TCS of the Colombo Plan and is responsible for capacity building and training, and providing humanitarian aid and disaster relief; DPA-III looks after implementation of grant projects, working closely with on field departments and agencies. It is worth mentioning that despite several efforts at the national level, India is not part of the Development Assistance Committee (DAC) of the Organisation of Economic Co-operation and Development (OECD), and does not report aid statistics to the DAC.

6 Expenditure Profile (2017-18), Ministry of Finance, Government of India. Further details: <http://indiabudget.nic.in/ub2017-18/eb/stat20.pdf> (accessed on 22 August 2017).

7 The DAC sets international principles and standards for development cooperation and monitors how donors deliver on their commitments. At present, DAC has 30 member countries. Further details: <http://www.oecd.org/dac/dacmembers.htm> (last accessed on 28 March 2018).

Education Sector in Nepal: Evolution and Current Status

Prior to the 1800s, the education system in Nepal was described as an amalgamation of the religions/cultures that existed in the country. There has been a structural change in the system since then. Historically, Nepal has been a monarchy, and this has had an impact of the evolution of the education system. Nepal's first school based on the lines of western education was set up in 1853, though access was limited to a certain class of people. It was only after 1951, when the Rana dynasty ended in Nepal, that access to schools was made available to the local population⁸

Nepal's education system further evolved between 1951 and 1971, when attempts were made to make education more equitable, free of gender bias and more accessible to the rural class. With the introduction of democracy in Nepal in 1951, there was a separation of powers, the introduction of periodic five-year plans and the inauguration of the Tribhuvan village development programme under the Interim Government Act of Nepal in 1951.⁹

In 1952, the Ministry of Education was established for the development of education in the country. In 1954, the National Education Planning Commission was set up to review the education status of the country and to recommend policy changes required for forming a national education system.¹⁰ The Commission emphasised the role of the government in financing education and encouraged the development of technical education programmes. In the 1970s, the trend changed with greater demand for vocational and diverse multi-stream education. For this, the Government of Nepal laid out a more comprehensive and forward looking five-year National Education System Plan (NESP: 1971-1976). This programme aimed to incorporate vocational education in the system. In the 1970s, educational policies were aimed at reducing gender disparities in education. In the 1980s and 1990s, policies focused more on providing education to the disadvantaged sections of the society.¹¹ In rural and remote areas, gurukuls continued to play an important role in imparting formal education as there was no access to formal schools in these areas. Owing to the importance of these religious institutions in rural areas, the government focused on combining religious education with formal education in an inclusive way without interfering with the activities of these institutions.¹²

It was with the first Administrative Reform Commission in 1991 that the role of the government was transformed from that of being a mere service provider to that of a facilitator. With the onset of coalition governments in 1994, decentralisation became a central topic of contention which ultimately led to the Local Self-Governance Act of 1999 being enacted.¹³ In the last six decades, there have been seven constitutions drafted via a Constituent Assembly. The first ever Constituent Assembly was constituted in 2008 and the second Constituent Assembly was constituted in 2013, which finally came up with a Constitution in 2015. Nepal is gradually progressing towards a fully federal governance structure with a division of responsibility between the federal, state and local levels. The Constitution of Nepal (2015) defines Nepal as *"an independent, indivisible, sovereign, secular, inclusive democratic, socialism-oriented federal democratic republican state."*¹⁴ In the year 2017, the country concluded local level elections. Several projects were initiated to support the growth of the education sector. After 2000, projects like Education for All (EFA: 2001-2015),¹⁵ Teacher Education Project (TEP), Secondary Education Support Programme (SESP: 2003-2008)

8 UNESCO (1976).

9 This was replaced by the Constitution of the Kingdom of Nepal in 1959.

10 UNESCO (2015)

11 UNESCO (2015)

12 Research Centre for Educational Innovation and Development (CERID), 2007

13 Asian Development Bank (2012)

14 See Article 4 (1) of the Constitution of Nepal (2015) accessible at https://www.constituteproject.org/constitution/Nepal_2015.pdf (accessed on 5 March 2018)

and Community School Support Programme (CSSP: 2002) were some of the major projects undertaken by the Government of Nepal to improve the quality of education.¹⁶ According to the EFA National Review Report (2001-2015),¹⁷ since the Tenth Plan (2002-07), major areas of focus have been human resource development, sustainable development, poverty alleviation and reduction of regional disparities, and enhancement of the quality of education in view of the still weak and undeveloped educational provisions at all levels.

In 2009, the Ministry of Education (MoE), Nepal developed the School Sector Reform Plan (SSRP) for the seven-year period 2009-2015. This plan was further developed for 2017-2023. SSRP incorporates policy guidelines to improve the quality of basic education in Nepal with major emphasis on marginalized groups.¹⁸ Furthermore, the Council for Technical Education and Vocational Training (CTEVT) of Nepal offers vocational education programmes to produce technical human resources at the basic and medium level necessary for national development.¹⁹ Several countries are giving aid to Nepal under the SSRP to support the growth of education in Nepal. As part of India's development cooperation with Nepal, the SDP scheme initiated in 2003 remains a major contributor to Nepal's social and economic development (Sridharan, 2014).

There are two broad categories of schools within Nepal – private schools and community or government schools. Private educational institutions are not subsidised and their funding rely on fees charged to the students and their families. Community schools are public schools that can be fully aided, partially aided or unaided. The local government funds for community schools are allocated by District Education Offices in Nepal. In the case of higher educational institutes also, public universities and community campuses are funded through University Grants Commission in Nepal and fees paid by students. National educational expenditure has increased over the years in Nepal.²⁰

With continued efforts over the years, there has been an improvement in Nepal's ranking on the Human Development Index (HDI). The score has improved from 0.463 in 2003 to 0.558 in 2015. Nepal has also graduated from being a country with low human development to one with medium human development. For the period 1995-2005, adult literacy rate (percentage of people aged 15 years and above) was 57.9, which has increased to 64.7 in 2015. The expected years of schooling and mean years of schooling show similar trends. The expected years of schooling gradually rose from 9.3 years in 2003 to 12.2 years in 2015 while mean years of schooling rose from 2.6 years in 2003 to 4.1 years in 2015. The number of pupils per teacher decreased from 38 in 2000 to 23 in 2015, which is again a positive development (see Appendix 1 for details).

There has been a remarkable improvement in enrolment rates. The gross enrolment ratio for the pre-primary level increased from 12 percent in 2000 to 85 per cent in 2015. Gross enrolment ratio for the secondary level increased from 43.5 percent (2001-09) to 67 percent in 2015.

15 EFA (2001-2015; a five-year framework each for 2004-2009 and 2009-2015) was developed in the context of the EFA National Plan of Action (EFA-NPA) and the Tenth Plan (2002-2007). The Nepal EFA-NPA has outlined its framework according to the six major goals set by the Dakar Forum for the year 2015. Further details: UNESCO (2015).

The objectives of the EFA (2001-2015) were to increase primary enrolment rates, especially of girls and children from socially disadvantaged groups; improve the overall quality of education; develop and expand secondary education; expand vocational and technical education; and develop higher education. (ASPBAE, 2011).

16 MoE, Government of Nepal (2010).

17 UNESCO (2015).

18 The objective of the School Sector Reform Programme (SSRP) Project for Nepal is to increase access to and improve the quality of school education, particularly basic education (Grades 1-8), especially for children from marginalized groups. For further details: MoE, Government of Nepal (2009) and MoE, Government of Nepal (2016).

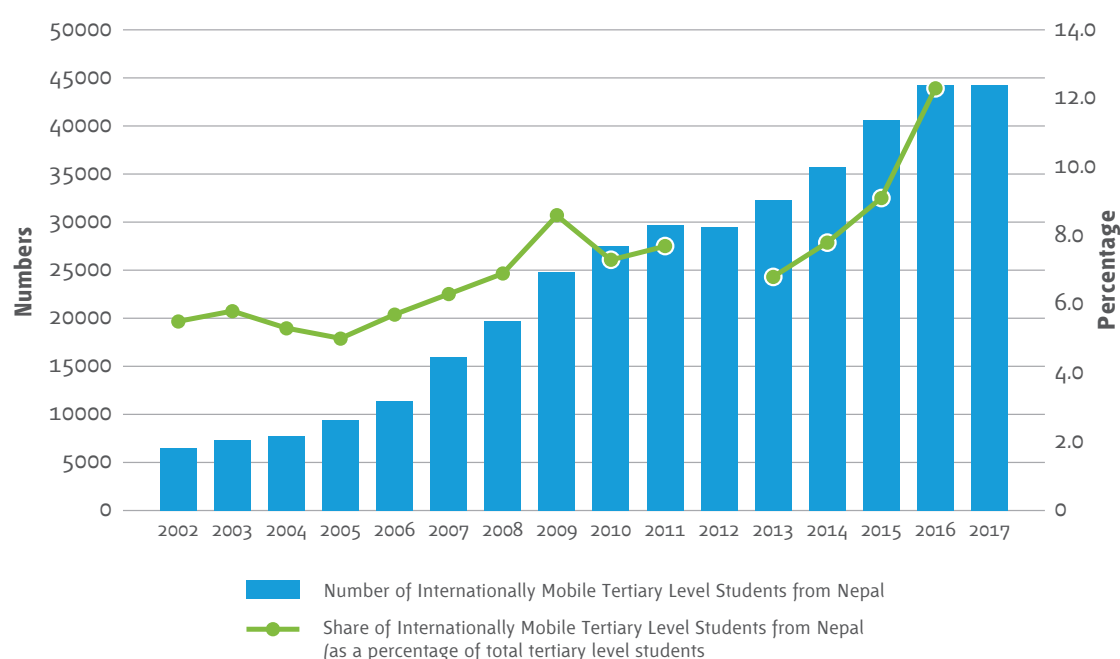
19 MoE, Government of Nepal (2010).

20 See <http://uis.unesco.org/sites/default/files/nepal-nea-report.pdf> (accessed on 25 May 2018)

Further, the gross enrolment ratio for the tertiary level increased from 5.6 percent (2001-09) to 16 percent in 2015. Thus, this shows there has been a marked increase in enrolment for the period from 2003 to 2015.

There has also been an increase in the number of tertiary level students going abroad to pursue higher education. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) statistics, the number of Nepali students going abroad for tertiary education has increased from 6,524 students in the year 2002 to 44,255 students in the year 2017. In terms of percentage, the share of tertiary level students going abroad as a percentage of total tertiary students increased from 5.5 percent in 2002 to 12.3 percent in 2016 (see Figure 1).

Figure 1: Number and Percentage of Internationally Mobile Students from Nepal



Source: Data extracted from UNESCO Stat accessible at <http://data.uis.unesco.org/> (accessed on 24 April 2018). Please note that some data points for calculating the percentage of mobile tertiary students is missing. Thus, there are gaps in trend line.

India is the second most preferred destination, after Australia, for pursuing tertiary education for students from Nepal. In 2016, around 20 per cent of students from Nepal pursuing tertiary education abroad were studying in India (see Figure 2).

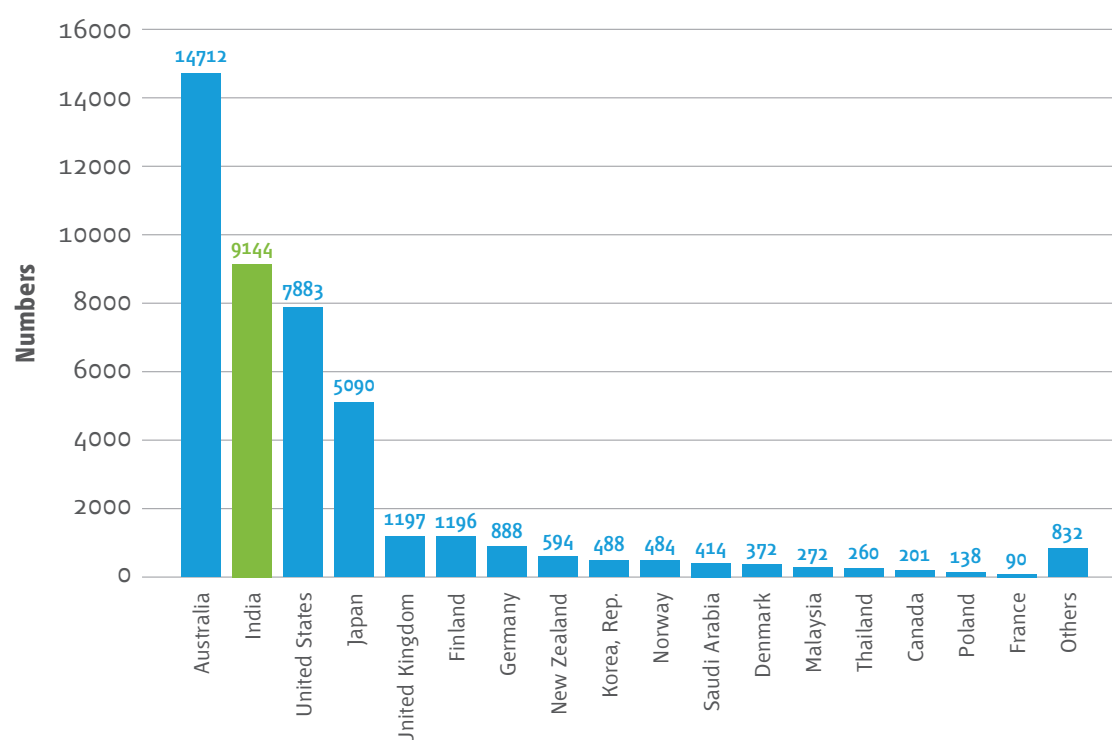
It is worth mentioning that a large proportion of the funds spent on the education sector in Nepal are generated internally from the beneficiaries (parents), local government and local bodies. According to UNESCO,²¹ education expenditure in Nepal in the year 2014-15 was about NRs.197 billion. The share of external funding sources is decreasing. External funding sources had a share of 6.8 per cent of total expenditure in 2014-15, which was nearly half compared to 12.7 per cent in 2009-10. It has been partially compensated by an increased share of government funding and partly by increased contribution by parents. Thus, overall the dependence on external sources for development of the education sector is not very high. However, the share of education sector in the overall official development assistance (ODA)

21 See <http://uis.unesco.org/sites/default/files/nepal-ne-report.pdf> (accessed on 22 May 2018)

directed towards Nepal is high. In the year²² 2016-17, the education sector in Nepal received the highest amount of ODA of USD127.24 million (9.1 percent of total ODA directed towards Nepal).²³ Around 11.8 per cent of the total ODA was for the education sector and 10.8 per cent towards local development projects.²⁴ India has been a key source of development assistance in the education sector and to assess the quantum and impact of India's development assistance, a primary survey was conducted in Nepal.

The next few sections present some of the inputs received during the primary survey.

Figure 2: Distribution of Number of Students from Nepal Pursuing Tertiary Education Abroad by Destination



Note: Others include Sweden, Cyprus, United Arab Emirates, Italy, Austria and Belgium, among others.

Source: Data extracted from UNESCO Stat accessible at <http://data.uis.unesco.org> (accessed on 24 April 2018)

²² Refers to Nepal's fiscal year – 16th July to 15th June.

²³ Development Cooperation Report 2016/17, Ministry of Finance, Government of Nepal, December 2017. Accessible at http://www.mof.gov.np/uploads/document/file/DCR__20171231102231.pdf (accessed on 10 January 2018).

²⁴ Refers to Nepal's fiscal year – 16th July to 15th June; Development Cooperation Report 2016/17, Ministry of Finance, Government of Nepal, December 2017. Accessible at http://www.mof.gov.np/uploads/document/file/DCR__20171231102231.pdf (accessed on 10 January 2018)

5. India Development Assistance to Nepal – in Numbers

This section is based on an analysis of secondary information and data collected during the primary survey. While information on India's overall development assistance to Nepal is available in the public domain; disaggregated, district-wise data and information on ongoing and completed projects under the SDP scheme is not readily available. This was provided by the Indian embassy during the primary survey. Archives and published data on India's development assistance to Nepal between 1950 and 1971 were also provided by the Indian Embassy in Kathmandu.

Since 1950s, owing to both cultural and geographical relations between the two countries, India has emerged as one of the most prominent bilateral donors for Nepal. According to the Development Cooperation Report 2015-16, India ranks fifth amongst the top five bilateral developing partners of Nepal for the financial year 2015-16, with USD35 million in official development assistance (ODA) disbursements.²⁵ India's rank improved in the year 2016-17. India has emerged as the fourth largest bilateral donor to Nepal in the fiscal year 2016-17.²⁶ The total economic assistance earmarked under the Aid to Nepal budget for the financial year 2016-17 amounts to INR3000m (USD47 million approximately)²⁷ and for the year 2017-18, it is INR3750m (USD58.67 million approximately).²⁸ According to a report by the Ministry of External Affairs of

Institute of Engineering, Tribhuvan University



25 See http://www.mof.gov.np/uploads/document/file/20170416160028_20170418060235.pdf (accessed on 7 October 2017)

26 Refers to Nepal's fiscal year – 16th July to 15th June; Source: Development Cooperation Report 2016/17, Ministry of Finance, Government of Nepal, December 2017. Accessible at http://www.mof.gov.np/uploads/document/file/DCR__20171231102231.pdf (accessed on 10 January 2018)

27 Ministry of External Affairs available at http://www.mea.gov.in/Portal/ForeignRelation/India_Nepal_Relations_11_04_2017.pdf (accessed on 10 October 2017). Converted using Reserve Bank of India exchange rate of 1USD = INR63.9097 as on 19 February 2017.

28 See Page 14 of http://www.mea.gov.in/Uploads/PublicationDocs/28055_Detailed_Demands_for_Grants_2017-18.pdf (accessed on 17 October 2017). Converted using Reserve Bank of India exchange rate of 1USD = INR63.9097 as on 19 February 2017.

India, in 2017, more than 537 large, intermediate and small-scale projects at an estimated cost of USD76 million have been implemented across Nepal with Indian financial support since 1951.

The Indian Aid Mission (IAM) was established in Nepal in the year 1954, which was later merged with the Indian Embassy in Kathmandu, Nepal. The initial focus was on infrastructural projects, which involved building roads, bridges, hydropower systems and airports to name a few. Over time, a reasonable proportion of the funds have been directed towards social sectors, including health, education, and sanitation. Government statistics²⁹ reveal that India's association with the higher education sector in Nepal dates back to 1960 when assistance was provided to the first national university in Nepal – Tribhuvan University at Kathmandu. The science block, library, student's hostel and staff quarters were among the first few facilities constructed in the University with assistance from India. Apart from Tribhuvan University, the Indian government extended funds for the development of the Trichandra College and Tribhuvan Adarsha Vidyalaya in Kathmandu. Under other facilities for education, as a part of the community and panchayat development programmes, about 320 schools and library were developed during a twenty-year period from 1952 to 1972. During this period, about 0.8 per cent of the total funds directed towards Nepal under India's development assistance/cooperation programmes were utilised by the education and health sector and about 3.8 per cent of the funds were utilised for community and *panchayat* development.³⁰

Studies have highlighted the importance of community-driven development and the link between public and private sectors of the community in delivering projects. According to the World Bank, community-driven development is an approach that gives control of development decisions and resources to community groups.³¹ Chaturvedi *et al.* (2013) also highlight the role of community-driven development, especially in the case of social sector development. In the context of development, the SDP scheme reflects the triangular development partnership between the community, local government and the Indian diplomatic mission. These agreements were renewed every three years. The MoU for the SDP scheme was renewed in 2006, 2008, 2011 and 2014 and extended up to 5 August 2017.³² According to a report by the Embassy of India, Kathmandu,³³ nearly 50 percent of the funds under the SDP scheme is spent on education in Nepal. The assistance includes grant for infrastructure development, establishing school buildings, libraries, hostels, providing school buses and technical support, etc. India has also been providing scholarships and undertaking training and exchange programme for Nepalese students as well as faculty.

Structurally, India's development initiatives in the education sector *per se* in Nepal have been in different forms – one, funds in the form of grants and loans for infrastructure development; two, scholarships for students and three, by means of technical collaborations and exchange programmes. Further, the Indian government has also been supporting reconstruction work in the areas affected by the earthquake since the year 2015.

29 Extracted from Indo-Nepal Cooperation (1952-72), published by India Cooperation Mission, Kathmandu, Nepal. The soft copy of the publication is not available and a hard copy was collected from the Embassy of India in Kathmandu during the primary survey.

30 Extracted from Indo-Nepal Cooperation (1952-72), published by India Cooperation Mission, Kathmandu, Nepal. The soft copy of the publication is not available and a hard copy was collected from the Embassy of India in Kathmandu during the primary survey.

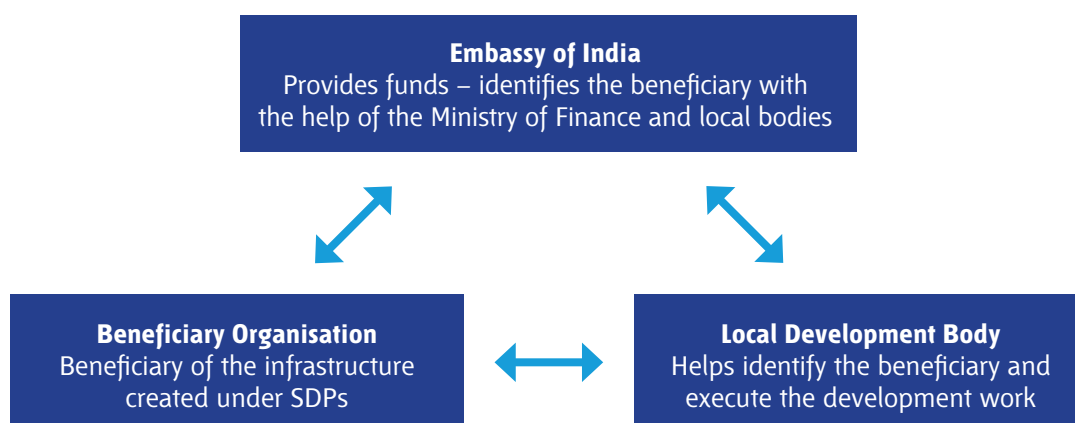
31 World Bank (2002).

32 This year, the MoU for the SDP scheme has not been renewed because of constitutional changes that have taken place in Nepal. The country has introduced a federal system of governance and thus the district administration, which had a role in the execution of projects, has ceased to exist. Unless a system is established, the fate of the SDP being undertaken by India is ambiguous. Nonetheless, India continues to extend assistance to Nepal under the scheme and projects in the education sector are under way.

33 See the India-Nepal Economic Cooperation Report, Embassy of India, Kathmandu accessible at https://www.indianembassy.org.np/uploaded/economic_cooperation/India-Nepal%20Economic%20Cooperation.pdf (accessed on 12 October 2017).

To facilitate the development of small projects in Nepal, India entered into a Memorandum of Understanding (MoU) with the Government of Nepal for the Small Development Projects (SDP) scheme in 2003. The SDP scheme is one of the major programmes implemented by the Government of India to facilitate Nepal's development. The Indian Embassy in Nepal decides where to execute projects under the SDP scheme. It is a tripartite agreement between the local community, the Indian embassy and the local government authority (see Figure 3).

Figure 3: Tripartite Agreement under Small Development Project (SDP) Scheme



Since the inception of the SDP scheme, about NRs.2.2 billion have been disbursed on projects completed under the education sector, which largely entailed creation of infrastructure. Apart from this, the Indian Embassy has also contributed by providing facilitating infrastructure for students such as school buses and bicycles for school girls. Around 128 SDPs have been completed in the education sector alone and with more than 60 per cent of the total funds directed towards the education sector, it is the largest recipient of grants under the SDP scheme.³⁴ Thus, in terms of aid under SDP scheme, the education sector is the most prominent. As mentioned earlier, this has also been the case with the overall ODA to Nepal.

In addition, as of April 2017, India gifted 114 school buses for different educational institutes in Nepal. Some educational projects funded by India include Tribhuvan University (Kathmandu), Institute of Engineering (Kathmandu), Manmohan Memorial Polytechnic (Morang), Tansen Multiple Campus (Palpa), Rajeshwar Nidhi High School (Dhanusa), and Shree Mahalaxmi Secondary School (Gorkha) and Pashupati Shiksha Sadan (Banke).

Further, the Government of India provides around 3000 scholarships annually to Nepalese students for various courses at the Doctor of Philosophy (PhD), Master's, Bachelor's and higher secondary levels in India and in Nepal. These scholarships cover a wide spectrum of subjects including engineering, medicine, agriculture, pharmacology, veterinary sciences, computer application, business administration, music, fine arts etc.³⁵ Another way India supports education and skill development in Nepal is through the Indian Technical and Education Cooperation (ITEC) programme. Over one thousand Nepalese candidates have attended the programme and many more get scholarships under this programme.

³⁴ Data was collected in December, 2017.

³⁵ For details see http://www.mea.gov.in/Portal/ForeignRelation/India_Nepal_Relations_11_04_2017.pdf (accessed on 10 October 2017)

If one taken into account both the completed and the ongoing projects under the SDP scheme, the Indian Embassy has initiated projects in the education sector in every district in Nepal. The quantum of assistance to each district may vary. Disaggregated data on province and district-wise distribution of India's development assistance was provided by the Indian Embassy.

Nepal is divided into 7 provinces, provision for which is made under Schedule 4 of the Constitution adopted in 2015. Each province comprises districts, which are further sub-divided into local units. There are 77 districts in Nepal with 6 metropolitan cities, 11 sub-metropolitan cities, 276 municipalities, and 460 rural municipalities. Such a division is in keeping with the strong demand for and the desirability of federalism as has also been laid out in the Constitution adopted in September 2015.

The political map of Nepal ([see Map 1](#)) marks seven provinces in the country. There are three broad latitudinal landform regions in the country – plains (called the Terai region) in the South, flatlands and hills in the centre and mountains in the North of Nepal. Most provinces in Nepal have representation from all the three landform regions.

Map 1: Political Map of Nepal



Image extracted from http://www.election.gov.np/ecn/uploads/userfiles/maps/NEPAL_PROVINCEMAP.pdf (accessed on 28 February 2018)

5.1 Province-wise Distribution of Assistance

Province-wise distribution of India's development assistance, taking into account the completed projects by the Indian Embassy is given in Table 1. As regards the distribution of assistance across different provinces, a large part of India's development assistance is concentrated in Province 4, which has 11 districts and a share of 9.07 per cent in total population and 10.31 per cent in child population. This is followed by Province 1. Province 6, which incidentally has the lowest share in both total and child populations in Nepal also has the lowest share in total education assistance.

Table 1: Province wise distribution of Total Population, Child Population in Nepal and Share in Education Assistance from India

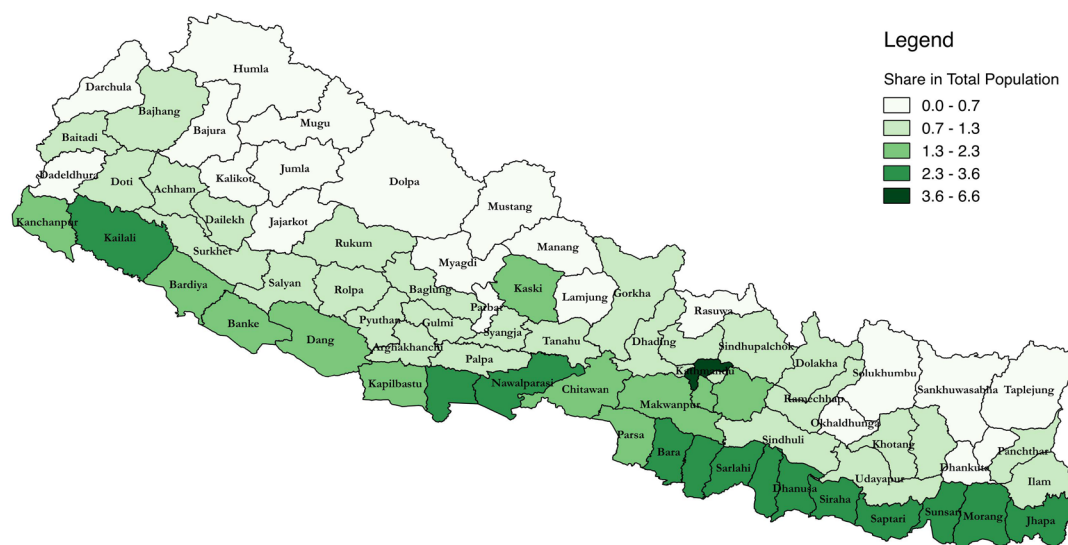
Province No.	No. of Districts	Share in Total Population	Share in Child Population	Share in Total Education Assistance
Province 1	14	17.12	16.50	20.83
Province 2	8	20.40	20.92	15.40
Province 3	13	20.87	18.75	16.18
Province 4	11	9.07	10.31	22.41
Province 5	12	16.98	17.26	11.54
Province 6	10	5.93	5.74	2.44
Province 7	9	9.63	10.53	11.21
Grand Total	77	100	100	100

Source: Compiled from the information received from the Embassy of India, Kathmandu, Nepal.

5.2 District-wise Distribution of Assistance

The mapping of the district wise distribution of India's development assistance (taking in account the completed projects of the Indian Embassy) in the education sector was done using QGIS (a platform for geographic information system,³⁶ and it was compared alongside the maps for total district wise population and total child population in Nepal (Maps 2a-c). Most provinces in Nepal have representation from all the three landform regions.

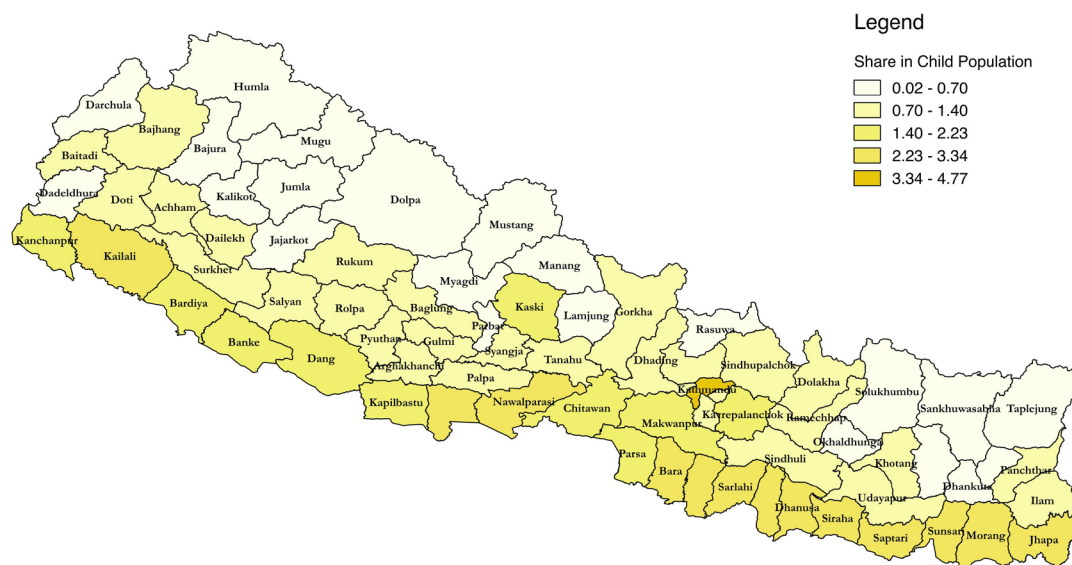
Map 2a: District wise Distribution (in percentage) of Nepal's Total Population³⁷



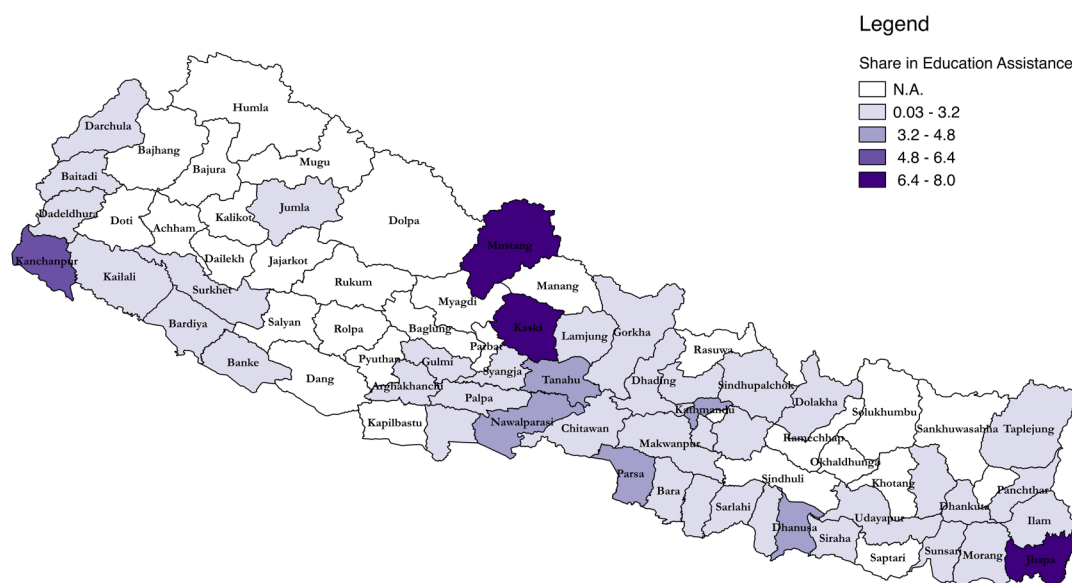
³⁶ Earlier called Quantum geographic information system, thus the acronym

³⁷ Data on district-wise distribution of Nepal's total population for the census year 2011, compiled from: Central Bureau of Statistics, Government of Nepal. http://cbs.gov.np/image/data/2017/Population_District_Level.pdf (last accessed on 20 February 2018). This has been created using natural breaks in QGIS.

Map 2b: District-wise Distribution (in percentage) of Child Population³⁸ in Nepal



Map 2c: District wise Distribution (in percentage) of India's Development Assistance through SDP schemes in the Education Sector



Demographically, a majority of the total population and child population is concentrated in the Terai region, followed by the hills and flatlands and then the mountains. Kathmandu being the capital city of Nepal also has a high concentration of population. Compared to this, India's development assistance in the education sector is distributed across the three

38 According to Nepal's Children's Act, 1992, "Child" means a minor not having completed the age of sixteen years. Further details: <http://jafbase.fr/docAsie/Nepal/children-act%20%281%29.pdf> (last accessed on 9 May 2018). Refer Annex 8.5: Distribution of children population (aged 0-14) by Districts, 2011 (p.347) in Ch. 8 - Child Population of Population Monograph of Nepal, Volume II (Social Demography) available at <http://cbs.gov.np/image/data/Population/Population%20Monograph%20of%20Nepal%202014/Population%20Monograph%20V02.pdf> (last accessed on 20 February 2018). This has been created using natural breaks in QGIS.

regions without any regional concentration. A majority of the assistance is directed towards the Mustang in the mountain region (8 percent of total assistance in the education sector). A senior secondary school has been funded in the Jomsom area of Mustang. This is followed by Jhapa in Terai region (7.4 percent) and Kaski in the hills and flatlands (6.5 percent). Other districts with a large share in India's assistance in education sector are Kanchanpur (5.3 percent), Kathmandu (4.4 percent), Parsa (4.1 percent), Tanahu (3.5 percent) and Dhanusa (3.4 percent). This also explains the concentration of assistance in Province 4 as Mustang, Kaski and Tanahu are in Province 4.

Thus, India's development assistance is not necessarily based on the demographic distribution of the district. Discussions with the Indian Embassy revealed that India's development assistance in the education sector is need-based. It was pointed out that there are some areas, which have no schools; there are others, which have poor infrastructure, and development assistance is given based on the requests received from local bodies.

While the Embassy of India gave an objective account of the work being done in Nepal in the education sector, to understand the impact of the assistance, in-depth interviews were held with the Government of Nepal and beneficiaries of the assistance. Some of the participants also suggested measures for improving the overall design of India's assistance.

6. Key Results and Impact on the Access and Quality of Education

While the analysis in the previous section brings out the quantum and distribution of India's development assistance in the education sector, this section focuses on the qualitative impact of India's development assistance.

In-depth interviews were held with some of the key stakeholders. Meetings were held with officials from the Indian Ministry of External Affairs and the Indian Embassy in Kathmandu – which can be identified as the providers or facilitators of the funds. Field visits were made to three schools that have received funding from the Indian government and a few universities and departments. Discussions were also held with students who have been associated with Indian universities, higher educational institutes on scholarships and exchange programmes facilitated by the Indian Embassy, as well as officials from local development bodies that were involved in the execution of development work. Meetings were held with government departments and ministries in Kathmandu, Nepal, that were involved in the facilitation of grants.

A complete profile of the survey participants is given in the Appendix 2. Survey findings are summarised below.



6.1 Pattern of Assistance

As mentioned earlier, India provides funds for infrastructure development. After the earthquake in 2015, India has also been funding reconstruction of school buildings that had been destroyed by the earthquake. India has provided other infrastructural support in the education sector such as school buses. There are scholarship programmes coordinated by the education wing of the Indian Embassy in Kathmandu. Other than these, there are exchange programmes, which are largely coordinated by institutes and are meant for both students as well as faculty. Thus, there are initiatives both at the level of the government as well as by individual institutes and colleges.

There is a format for submission under the Small Development Project scheme (see Appendix 3), which is uploaded by the Indian Embassy on its website. The format is filled by applicants and reviewed by the Embassy. The Embassy seeks concurrence from the Ministry of Finance in Nepal, which sometimes consults the Ministry of Education. There is interaction with the community at the grass-root level. For the execution of SDP schemes, the Indian Embassy directly works with local-level bodies as these projects are directed to benefit the grass-root level and are based on local needs. The project grant is approved based on the feedback received during the interaction. Infrastructure development is the responsibility of the District Coordination Committee (erstwhile District Development Committee). The modality of the SDP scheme is such that anybody in Nepal who feels that a project is needed can directly approach the Embassy for development assistance. Thus, it is a demand driven scheme.

As regards funds for infrastructure development, there are no direct cash transfers. The Embassy provides funds for the infrastructure on a reimbursable-basis. The progress of the project has to be presented to the Embassy and it accordingly releases the funds to the District Coordination Committee. Funds for infrastructure have benefited primary and secondary education in Nepal. Besides, at the tertiary level, supporting infrastructure such as college hostels has been funded by the Indian government.

Out of the 3000 scholarships are offered to Nepali students every year, about 800 scholarships are to study in India. These include the COMPEX scholarship scheme for undergraduate courses in engineering, pharmacy, agriculture, dairy technology and nursing; AYUSH scholarship scheme for pursuing courses in *ayurveda*/unani/homeopathy system of medicines; general scholarship scheme for admission to under-graduate courses; Silver Jubilee Scholarship Scheme under which admission is provided to Nepalese candidates for certain master's and PhD programmes in all streams except engineering, agriculture, medicine and para-medical courses in Indian universities and institutions.

The remaining 2200 scholarships are provided for studying in Nepal. These include the Mahatma Gandhi Scholarship Scheme (MGSS) and Golden Jubilee Scholarship Scheme (GJSS). According to the Embassy, within this, around 200 scholarships are for graduate students covered under the GJSS. Under this scheme, the Embassy of India provides scholarships of NRs.3000-4000 per month (depending upon the field of study) to students enrolled in Bachelor 1st year/1st semester of undergraduate courses in recognised educational institutions in Nepal in the fields of medicines, engineering and other disciplines. The remaining 2000 scholarships are given to Nepalese students enrolled in Class-XI in recognised colleges/schools in Nepal under the MGSS. Under this scheme, selected students get a scholarship of NRs. 2,000/- per month in the first year, which is continued based on the academic performance of the student. Complete information about the scholarships available is also given on the website of the Indian Embassy.³⁹ Thus, scholarship schemes have benefited higher secondary and tertiary education in Nepal. It was pointed out during the survey that scholarships are directly credited to the accounts of the students.

39 See http://www.indianembassy.org.np/index1.php?option=Xgc4cACnML2T1_DC21jA58Ttm2KiX8IXemmmj5VvU8ug&id=7cK0jsLDqP5MqnsrwVgl8y6IKjP3Nnful4NzPKSVpUs (accessed on 20 April 2018)

Further, under the under the ITEC Programme and under the Colombo Plan, short term trainings are provided in diverse fields to employees of the Government of Nepal, public and private sectors to upgrade their professional skills. The Technical and Vocational Education Training Programme (TVET) is also very popular in Nepal. It is an initiative, which seeks to encourage the unskilled workforce of the country to equip themselves with educational, technical or vocational skills in order to earn a livelihood, thereby strengthening human capital. The programme has an inclusive approach as it brings within its ambit people from diverse socio-economic groups. India has contributed to the programme in Nepal by initiating various projects and scholarships.⁴⁰ For example, the Manmohan Memorial Polytechnic in Biratnagar provided technical education in three engineering streams and vocational training for 500 students in 2009 and the Polytechnic at Hetauda provides mid-level technical courses in four engineering fields.⁴¹ It was pointed out during the survey that a number of students who have graduated from Manmohan Memorial Polytechnic in Biratnagar have been absorbed in job markets in India as well as Nepal. Apart from these, colleges and universities enter into exchange agreements. This has certainly benefited tertiary education in Nepal.

Other than these initiatives, after the 2015 earthquake, the Government of India pledged USD1 billion (USD250 million in grant and USD750 million in concessional loan) for post-earthquake reconstruction in Nepal.⁴² During the survey, it was pointed out that the mobilisation of this money has not begun due to procedural requirements.

6.2 Different Dimensions

As pointed out in the beginning, three broad categories of participants were covered in the survey. These include a) government officials from India, b) government officials from Nepal and c) the beneficiaries of the scheme, which included both individuals and institutes. Primary interactions with each of these revealed distinct dimensions related to their experiences.

Government officials from India included representatives from the Ministry of External Affairs (MEA) in New Delhi and Embassy of India, Kathmandu.

Overall, Indian government officials were satisfied with their engagements in Nepal. It was pointed out during the survey that over the last ten years, India's engagement in Nepal in the education sector has expanded both in terms of capacity and resources. Rather than working with ministries, the Indian government representatives engage directly with district-level officials and thus, are involved in the operational process. The grant is released from the government after checking the progress of the project. Therefore, it is a result-oriented and performance-based scheme.

It was further highlighted that the projects that India has taken up in Nepal under the SDP scheme are community-driven projects. India has built large schools, colleges, universities, women's hostels, community centres, etc., which has definitely contributed to both improved access and, to some extent, improved the quality of education for people in remote villages. Further, no new projects are approved in a district unless there is evidence of progress in a project in that district.

The projects are not confined to primary and secondary education but they cover higher and tertiary education also. This enables all-round development in the country. India also provides

40 Ministry of Education, Government of Nepal

41 The Rising Nepal, 2070 & Ministry of Finance, Government of Nepal, 2012

42 For details see <https://indianembassy.org.np/uploaded/RFP%20for%20Nepal%20Housing%20Reconstruction%20Project20616.pdf> (accessed on 23 April 2018)

scholarships to students for studying in Nepal as well as in India and it was highlighted during the survey that one of the highest numbers of scholarships given by India goes to Nepal. These scholarships are not based on social or economic criteria rather they are merit-based and thus, the students are mostly happy with these.

Indian government officials also pointed out that work is being done on vocational and technical education and training. For instance, the Council for Technical Education and Vocational Training in Nepal does a lot of work. The Manmohan Memorial Polytechnic, which was established in 2009 in Biratnagar, is one of the best institutes in Nepal; another work-in-progress is the Nepal Bharat Maitri Polytechnic at Hetauda. In the initial phases of these institutes, some hand-holding was done by India.

Overall, in the last couple of years, there has been a deeper penetration in the intervention, particularly in the case of higher education. This was also highlighted by some of the senior faculty at the top universities in Nepal. As regards primary and secondary education, Indian government assistance is largely limited to provision of supporting infrastructure such as school buildings, computer labs, etc. The government does not interfere with the curriculum and medium (language) of teaching as there are local preferences. However, in future in case there are request related to courses material or curriculum for primary and secondary levels, possibilities of assistance can be discussed.

There was also interaction with officials of Nepal's Ministry of Finance, the Ministry of Education, the District Education Office and the District Coordination Committee. These ministries and district level bodies are involved in the process of providing assistance in the education sector. Overall, government officials from Nepal are satisfied with the flow of funds from India in the education sector. Certain observations were made about the flow of assistance from India to Nepal.

It was pointed out that neither India nor China is seen as donors but as development partners. There are other countries such as Norway, Finland, Australia, Denmark and donors such as the World Bank, the Asian Development Bank, Global Partnership of Education (GPE) and European Union that are funding the School Sector Development Plan 2016-2023 (SSDP)⁴³ – where a targeted programme is being initiated for development of schools. India is not a part of this and the nature of assistance is different. While other donors give funds in bulk directly to the Ministry of Finance, the Indian government directly funds infrastructure development.

The role of the finance ministry is coordination and providing concurrence to the Embassy of India. For some projects, the Ministry of Finance takes concurrence from the relevant line ministry (in this case, Ministry of Education) before giving its consent to the Indian Embassy. It was pointed out that with Nepal moving towards federalism, the District Development Committees have now been replaced by 753⁴⁴ municipalities – spanning across metropolitan, sub-metropolitan, municipality and rural municipality. Thus, the implementing mechanism for SDPs has changed and the MOU governing the scheme has to be revised accordingly.⁴⁵ The support has to be routed through the federal government.

43 School Sector Development Plan (2016-23) is an initiative of the Government of Nepal that picks and builds up on where EFA and SSRP left. It envisions an inclusive and participatory approach to accessing education and is in sync with the recent state restructuring in Nepal. In addition to providing equitable and quality education to all, it also emphasizes the need to have governance and management systems in the education sector in place. Distribution of financing mechanisms between central, provincial and federal governments is a key point. In the wake of the recent earthquakes in Nepal as also to attain SDGs, SSDP has identified the need to strengthen school level disaster management and help build resilience among students and communities (Ministry of Education, Government of Nepal, 2016).

44 With the transition of Nepal from a monarchy to a democracy, the country has been divided into 7 provinces, 6 metropolitan cities, 11 sub-metropolitan cities, 276 municipalities and 460 rural municipalities (Gaupalika; these have been setup to replace what was earlier known as village development councils). These amount to a total of 753 municipalities.

45 As per the joint statement released during the last visit of the Nepalese Prime Minister to India in August 2017 there have been 7 MoUs signed, none of which, however, pertains to the SDPs.

Further, it was pointed out during the survey that once a project receives approval from the Indian Embassy, the role of the District Education Office is to provide a recommendation letter and permission for construction to take place. The District Education Office is not involved in the decision-making process. Moreover, the Ministry of Education is also not directly involved in deciding which projects have to be funded. However, while giving its consent, the Ministry of Finance sometimes takes concurrence from the Ministry of Education.

6.3 The Impact Factor

During the survey in Nepal, visits were made to universities, schools and hostel buildings funded by India. Meetings were held with students, university professors and school principals to gather their views on the impact of India's development assistance to Nepal in the education sector.

Government officials from Nepal pointed out that the country had benefitted from India's development assistance. It was pointed out that India's assistance has been instrumental in establishing schools in the areas, which previously did not have concrete school buildings. Further, schools that were demolished after the earthquake have also been reconstructed with the support from the Indian government. Thus, access to education has improved. The efforts of the Indian embassy have ensured there is at least one school in every district. The teaching and learning environment is good, and students are learning in better conditions. - Earlier, students had to walk several miles in remote areas to reach their schools. This is not the case now. In addition, there are buses for transportation and in some districts Indian Embassy has provided bicycles for girls. It was also pointed out that there has been an improvement in the enrolment of girls in primary schools.

After the earthquake, a lot of funds have been given for the reconstruction of school infrastructure that had been destroyed. Thus, the priorities for some schools have changed over the past few years. It was pointed out by the principal of one of the schools that it is due to India's assistance

Students at one of the schools funded by the Indian Government



that the school has managed to resume classes. The Government of India has not only supported the reconstruction of a new building but also assisted in setting up make-shift classrooms to ensure that schools resume with regular classes.

In terms of the quality of education, there were a few observations. Many schools are gradually shifting towards smart classes and others digitised means of imparting education. In some schools, computer training centres are being funded, while in others, overall facilities such as smart classes with projectors and other facilities are being set up. However, this constitutes a very small proportion of the total assistance from India in the education sector as a majority of the assistance is still provided for setting-up basic infrastructure for schools in areas where the community does not have access to schools. During the field visit, it was noticed that one school had cameras installed in the classrooms to be able to keep a check on both teachers and students. Infrastructure in some schools appeared to be better than that of government-run schools in India. .

Cameras installed in classes for monitoring classrooms



District-wise data provided by the Indian Embassy reflects that less than one per cent of the funds directed towards the completed projects in the education sector were spent on provision of computers and establishment of libraries. The remaining 99 per cent funds were primarily directed towards establishment of school infrastructure in various districts in Nepal. Hence, India's development assistance has largely focused on access rather than quality.

It was also highlighted during the survey that the curriculum and the medium of education, are left to the schools to choose. According to the Constitution of Nepal (2015), every Nepali community living in Nepal shall have the right to acquire education in its mother tongue up to the secondary level. It was pointed out during the survey that the Indian government does not interfere with the medium of education and the curriculum chosen by the schools. It was also mentioned that a large number of schools prefer to teach in Nepali language as for getting government jobs in Nepal it is mandatory to have completed secondary education in the local (Nepali) language.

Temporary classroom in schools that have been affected by the earthquake



In case of higher education, the intervention has been different and thus, there is some impact on the quality of education. As mentioned earlier, there are academic collaborations and exchange programmes for teachers and faculty. These collaborations are largely at the level of the university and the initiatives are also taken at the university level. It was pointed out by the faculty of some of the premier institutes in Nepal that they have completed their higher education and PhDs in India as scholarship students. This forms a key part of the indirect support.

It was further highlighted that one of the oldest relations is with the Indian Institute of Technology (IIT) in Delhi and the relations have transformed into strong inter-personal relations over the years. Teachers visit to give lectures from time to time and in the initial phase, they helped a lot in developing the curriculum and taking classes. New programmes have been initiated with assistance from India – for instance – the agricultural engineering programme was started with assistance from IIT Kharagpur. Some students from Nepal visit universities and institutes in India to undertake practical assignments. It was pointed out during the survey that this kind of exchange is extremely beneficial and, in the case of technical and professional education, it is often more helpful than receiving funds from the government.

The Technical and Vocational Education Training (TVET) programme⁴⁶ is very popular in Nepal. It was pointed out that the universities share a good working relationship with the Indian Embassy in Kathmandu as the latter conducts the qualifying exam – Graduate Aptitude Test in Engineering (GATE), based on which aspiring students seek admission to a post-graduate programme in Indian universities.

46 Technical and Vocational Education Training Programme (TVET) is an initiative which seeks to encourage the unskilled workforce of a nation to equip themselves with educational, technical or vocational skills in order to earn a livelihood, thereby strengthening human capital. The programme has an inclusive approach as it brings within its ambit people from diverse socio-economic groups. India has contributed to the programme in Nepal by initiating various projects and scholarships (Ministry of Education, Government of Nepal). For example, the Manmohan Memorial Polytechnic in Biratnagar provided technical education in three engineering streams and vocational training for 500 students in 2009 and the Polytechnic at Hetauda provides mid-level technical courses in four engineering fields (The Rising Nepal, 2070 & Ministry of Finance, Government of Nepal, 2012).

Students pointed out that India is one of the most preferred destinations for higher studies, especially among those who wish to get good quality education closer to Nepal. There is a growing trend towards studying engineering in India. North India in general is preferred over South and Central India due to its proximity to Nepal, food and language. Further, it was pointed out that those students who go to India for higher studies through the Indian Embassy have received support in several ways both during the admission process as well as after admission. It was also pointed out during the survey that job prospects, at least within Nepal, are largely better for those who have completed their higher education in India as opposed to those who studied in Nepal. The cultural affinity between the two nations further strengthens the feasibility of students moving across the border.

During one of the meetings, a faculty member pointed out that a student's experience in India depended on the university and the state they choose. Ignorance about the recognition status of universities and the fall out of having studied in an unrecognized University is one of the causes of disillusionment among students.

While there are views against the present structure of grant disbursement, a number of direct beneficiaries of the grant felt that by directly funding institutions and working closely with local bodies, the Indian government is effectively contributing to the education sector. Further, it was pointed out that the biggest advantage that India has in disbursing aid is its presence in Nepal through the government as against aid agencies or non-governmental organisations, which is usually the case for other countries present in Nepal. This gives leverage to India in terms of expanding and reaching out to various sectors and making the process more effective.

6.4 Issues

While the impact of India's development assistance has been largely positive, certain issues were highlighted by different stakeholders. It is worth mentioning that the issues that were raised by one set of stakeholders were often seen to be favourable for another group. There were other issues that were largely related to local policies and problems within Nepal. Some of these are summarised below.

A key concern related to the delays in the completion of projects. This was flagged by both the Indian government and the Government of Nepal. Key beneficiaries of the scheme such as some schools and universities also pointed out that often construction takes time. One of the reasons is related to the procurement of material and progress of work at the ground level. The other is slow release of funds from the Ministry of External Affairs. Additionally, political instability in Nepal has also contributed to the delays.

After the earthquake that hit Nepal in 2015, the National Reconstruction Agency (NRA) was set up to undertake reconstruction work. It was reported that although India had disbursed some money for reconstruction, there was no demarcation as to how much money actually went into reconstructing damaged school buildings. Moreover, there has been limited progress on projects financed through aid and one of the factors responsible was the inefficiency with which District Profile Reports (DPRs) were prepared. There were three universities that were to be built via the grant coming through LoC; however, there has been no progress on any as yet.

Another issue is related to the structure of India's development assistance in the education sector. While it is considered favourable that the Indian Embassy works directly with local bodies, some government officials pointed out that direct contact with line ministries like the Ministry of Education would be beneficial. These ministries should be able to directly recommend projects to the Indian Embassy.

A related issue was the lack of information about the amount of India's development assistance. It was pointed out that even the Ministry of Finance is not aware of the amount of grant coming from the Government of India in the education sector. From a strategic and economic viewpoint, it is important that the ministries in Nepal are aware of the quantum of grant from India in each district. Further, once the infrastructure is built, it was pointed out that some grant should be made available for maintenance and upgradation of the infrastructure. This is important for long-term sustainability of the impact of India's assistance. It was also pointed out during the survey that while the access to education is improving, the quality of education at primary and secondary-levels remain poor. This is largely because at the school level the Indian government does not interfere with the medium of education. As a result,

While the scholarships and exchange programmes are appreciated, it was pointed out during the survey that a number of education consultants have come up in Nepal. The survey participants highlighted that the consulting firms often misguide students. Lastly, some participants pointed out adjustment issues that students from Nepal face in certain parts of India and sought the advice of the Embassy on these.

Overall, the primary survey revealed certain interesting insights, based on which the following recommendations are made for strengthening India's development assistance to Nepal in the education sector.

Policy Recommendations and Conclusion

Based on the input received during the primary survey, the following recommendations are made.

- Design of the Scheme:** As per the Constitution of Nepal, basic and secondary education is under the jurisdiction of the local government. Thus, the present arrangement under the SDP scheme is designed in such a way that the Embassy of India in Nepal works directly with local bodies in a particular area for the construction of schools. While the Embassy seeks concurrence from the Ministry of Finance (which further takes the opinion of the Ministry of Education), it is recommended that for a few key projects in certain districts, a panel may be constituted for directly taking concurrence or seeking advice on projects from specific ministries and governmental departments. The panel may comprise relevant representatives from the Ministry of Education, District Education Office, Ministry of Finance, District Coordination Committee and a civil engineer representing the Government of India. This will enable direct interactions with line ministries and it will enable the line ministries also to establish direct contact with the Indian Embassy.
- Professional Development Programmes at School Level:** The Indian government has been making continuous efforts towards improving access to basic and secondary education in Nepal by providing funding for infrastructure development. However, in the case of basic education, the quality of education is largely determined by the school authorities and local agencies. The impact of assistance, therefore, is limited to improving access. Compared to this, at the university-level, there are collaborations and interactions with institutes in India, which often result in quality improvements as reported by some survey participants. In order to contribute to quality improvements at the school level, the Government of India can organize professional development programmes and training sessions for teachers. Something on similar lines is being done in the state of Meghalaya in India. The Department of Education, Government of Meghalaya and the Asian Development Bank have started a professional development and training programme for teachers of secondary and higher secondary schools. Key modules designed under the programme would aim at strengthening of the teaching-learning process and enhanced student achievement outcome.⁴⁷ A similar initiative is important in Nepal as a large proportion of students in the country aspire to go abroad for higher studies. To be able to academically compete in the global market, it is important that good quality basic education is imparted. This also requires consent and active participation by the local bodies and government of Nepal.
- Capacity Building Initiatives at All Levels:** It was pointed out during the survey that the technical training programme of India is well-appreciated in Nepal. Therefore, India should extend training and technical support to other areas. For instance, Indian government can provide policy support to Nepal in some of the areas, which are crucial for the country. India and Nepal face similar issues and thus, policy support from India is likely to be beneficial. One of the areas highlighted during the survey was sustainable agricultural practices. It was pointed out that agriculture is a key economic activity and India has in the past benefited from Green Revolution. Similar policy mechanisms can be implemented in Nepal with support from India. India can also undertake capacity building initiatives in Nepal to support its policy recommendations.
- Need for Greater Administrative Machinery:** A number of small and large development projects are being funded by the Indian government in Nepal. Ever since the Indian Aid Mission in Nepal was merged with the Indian Embassy in Nepal, the Embassy has assumed greater responsibility. The present administrative machinery in terms of the staff is inadequate in number to administer the volume of work. Primary interactions reveal that some positions at the Embassy have been lying vacant for more than a year and these positions need to be filled for efficient administration. For instance, considering that a number of infrastructure

47 For details see <http://www.ipeglobal.com/sector-practice-area/education-and-skills-development-5-1.php> (accessed on 31 May 2018.)

development projects are being funded by the Indian government, there is a definite need for civil engineers for technical support and verification of projects.

- **Improve Outreach:** The Government of India is doing a lot of work at the grassroots level for social and economic development in Nepal. While some work gets reported in the local media, a large number of projects do not get adequate coverage. Thus, for better outreach, some initiatives have to be taken by the Indian Embassy. Rallies and promotional interactions may be carried out in districts where projects have been undertaken. Lectures and addresses at annual school and university events can be organised in coordination with the district development bodies. The Indian Embassy already publishes a booklet called '*Saransha*',⁴⁸ highlighting its activities in Nepal, which is for limited circulation. A monthly, one or two-page brochure bulleting the Embassy's activities in social sectors per se can be prepared and printed by the Indian Embassy for wider circulation, especially amongst students who visit the Indian Embassy for scholarships, etc. Visibility is important as people should know what the Indian government is doing in Nepal.
- **Deployment of Technology for Sharing Information:** The Embassy website can be made more interactive. Activities undertaken by the Embassy should be routinely published on the website and other promotional material such as a quarterly brochure should be downloadable for the general public. Further, details of new schemes and programmes should also be uploaded and, given the quantum of scholarship; there should be a dedicated section for students, where all information pertaining to them should be made available. Further, a student testimonial section can also be started to elicit feedback from students who are studying in India using the scholarship or exchange programme provided by the Indian Embassy. It was also pointed out during the survey that there are a number of private consulting companies that recommend colleges and universities to Nepali students interested in studying in India. While some consulting companies are good, there are others that misguide students by sending them to unrecognised Indian universities. A list of deemed universities⁴⁹ along with their web-links and/or addresses can be shared on the Embassy website. Lastly, details of grants given by the Indian Embassy should also be uploaded. These may include only specific project details, which are suitable for sharing with others.
- **Timely Release of Funds for the Indian Embassy:** All funding requests are examined and approved by the Ministry of External Affairs. Once a project is approved, funds are sanctioned for the project from the Ministry of External Affairs for the Indian Embassy in Nepal. However, since infrastructure development happens in phases, every time a grant request is made by the Embassy, funds are transferred by the Ministry. This process often takes time. Once a sanction request is made, the Ministry re-evaluates the project and then releases the funds. It is recommended that if a project has already examined and approved once, a re-evaluation may only delay the process and progress of work. Only those projects, which are either very large or which are bedevilled by contentious issues, should be re-examined. There is a need to bridge the gap between commitment and implementation and from the Indian side it can be achieved if the funds are released in a timely manner.

Apart from contributing to human capital development, India's development assistance in the education sector has several socio-economic contributions. Thus, the benefits are not only confined to education sector alone, but they spill over to other segments of the economy. While this requires more in-depth research, it can nonetheless be concluded that India's development assistance to Nepal in the education sector has benefited by the means of overall human capital development in the economy.

48 Accessible at http://www.indianembassy.org.np/index1.php?option=Xgc4cACnML2T1_DC21jA58Ttm2KiX8IXemmj5VvU8ug&id=HYiYBJhhlUZFc4sxSD5t460hASM9aHNQ0mx0jw8WDA (accessed on 15 January 2018).

49 These may include universities that are recognised by the University Grants Commission. The state-wise list shared by the Ministry of Human Resource Development can also be shared by the Embassy. The list is accessible at http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/DmdUniv.pdf (accessed on 15 January 2018.)

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Appendix

APPENDIX 1 - Nepal's Education related Indicators during 2000 to 2015

Indicator	Human Development Index (HDI)	Adult Literacy Rate (% ages 15 and older)	Education Index	Expected Years of Schooling (years)	Government expenditure on education (% of GDP)	Gross enrolment ratio, pre-primary (% of preschool-age children)	Gross enrolment ratio, primary (% of primary school-age population)	Gross enrolment ratio, secondary (% of secondary school-age population)	Gross enrolment ratio, tertiary (% of tertiary school-age population)	Mean years of schooling (years)	Total Population (millions)	Population with at least some secondary education (% ages 25 and older)	Primary school dropout rate (% of primary school cohort)	Primary school teachers trained to teach (%)	Pupil-teacher ratio, primary school (number of pupils per teacher)
2000 ¹	0.446	41.8	0.33	9	3	12	120	36	4	2.4	23.7	19.2	-	-	38
2001 ²	0.447	42.9	0.5	8.6	3.7 (1998-2000)	64% (Combined)** (2000-01)	-	-	-	2.5	24.1	-	-	-	-
2002 ³	0.457	44	0.5	9.2	3.4 (1999-2001)	61% (Combined) (2001-02)	-	-	-	2.5	24.6	-	-	-	-
2003 ⁴	0.463	48.6	0.53	9.3	3.4 (2000-02)	61% (Combined) (2002-03)	-	-	-	2.6	26.1	-	-	-	-
2004 ⁵	0.469	48.6	0.51	9.4	3.4 (2000-02)	57 (Combined)	-	-	-	2.7	26.6	-	-	-	-
2005	0.476	48.6 (1995-2005)	0.359	9.6	3.4	36	115	49	8	2.8	25.5	23.2	-	-	40
2006	0.486	-	-	10	-	-	-	-	-	2.9	-	-	-	-	-
2007	0.492	-	-	10.1	-	-	-	-	-	3	-	-	-	-	-
2008	0.502	57.9 (2005-08)	-	10.5	-	-	-	-	-	3.1	-	-	-	-	-
2009 ⁶	0.515	57.9 (2005-2008)		11.1	-	-	124 (2001-09)	43.5 (2001-09)	5.6 (2001-09)	3.2	-	-	38.4 (2005-08)	38.4 (2005-08)	37.8 (2005-08) *****
2010	0.529	59.1 (2005-2010)	0.443	12	4.7	72	142	59	14	3.3	26.9	27.4	-	-	32
2011	0.538	59.6	0.458	12.3	-	79	145	61	14	3.5	27.2	28.5	38.3 (2002-2011)	38.3 (2002-2011)	30
2012	0.545	60.3 (2005-2010)	0.466	12.3	4.7 (2005-2010)	83	143	65	5.6 (2002-2011)	3.7	27.5	29.7	44.7	44.7	28
2013	0.551	57.4 (2005-2012)	0.474	12.4	4.1	85	139	66	17	3.9	27.8	30.9	39.6	39.6	26
2014	0.555	57.4 (2005-2013)	0.475	12.2	4.7	86	135	67	16	4.1	28.2	32	29.9	29.9	24
2015	0.558	64.7	0.475	12.2*	-	85	135	67	16	4.1 ***	28.5	32.0*****	29.9	29.9	23

Note: This is the latest available data on UNDP, as accessed on the latest available UNDP HDR 2016 which shows data for the year 2015. (last accessed on 31-01-2018)

1. Data from UNDP 2002 HDR at http://hdr.undp.org/sites/default/files/reports/263/hdr_2002_en_complete.pdf
2. Data from UNDP 2003 HDR at http://hdr.undp.org/sites/default/files/reports/264/hdr_2003_en_complete.pdf
3. Data from UNDP 2004 HDR at http://hdr.undp.org/sites/default/files/reports/265/hdr_2004_complete.pdf
4. Data from UNDP 2005 HDR at http://hdr.undp.org/sites/default/files/reports/266/hdro5_complete.pdf
5. Data from UNDP 2006 HDR at <http://hdr.undp.org/sites/default/files/reports/267/hdro6-complete.pdf>
6. Data from UNDP 2010 HDR at http://hdr.undp.org/sites/default/files/reports/270/hdr_2010_en_complete_reprint.pdf

* Data refer to 2015 or the most recent year available

** Combined gross enrolment ratio for primary, secondary and tertiary schools (%)

*** Based on data from UNICEF's Multiple Indicator Cluster Surveys 2006-2015, as mentioned in the UNDP HDR Report, 2016.

**** Based on Barro and Lee (2016) as mentioned in the UNDP HDR Report, 2016.

***** Pupil-teacher ratio (number of pupils per teacher)

APPENDIX 2 - List of the Survey and Workshop Participants

1. H. E. Manjeev Singh Puri
Ambassador of India to Nepal
2. Dr. Ajay Kumar
Deputy Chief of Mission
Embassy of India
3. Mr. Gyanveer Singh
(former) Second Secretary,
Embassy of India,
Kathmandu, Nepal.
4. Mr. M. Keivom
First Secretary (Education),
Embassy of India,
Kathmandu, Nepal.
5. Mr. S. Gopalakrishnan
(former) First Secretary (Political),
Embassy of India,
Kathmandu, Nepal.
6. Mr. Vipra Pandey
Second Secretary (Political),
Embassy of India, Kathmandu, Nepal.
7. Smt. Shuchita Kishore
Second Secretary
Indian Embassy
8. Mr. Sudhakar Dalela,
Joint Secretary (North),
Ministry of External Affairs,
New Delhi.
9. Mr. Dhruba Raj Regmi
Under Secretary
Ministry of Education,
Government of Nepal
10. Mr. Khagaraj Paudyal
Under Secretary,
Foreign Co-ordination Section,
Ministry of Education,
Government of Nepal.
11. Ms. Meena Paudel
Section Officer,
Ministry of Education,
Government of Nepal

12. Mr. Tek Bahadur Khatri
Under Secretary,
Ministry of Finance,
Government of Nepal.
13. Mr. Hari Ram Parajuli
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National Reconstruction Authority (NRA),
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14. Dr. Tri Ratna Bajracharya
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15. Prof. Bhupa Prasad Dhamala
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16. Prof. Dr. Shailendra Kumar Mishra
Director,
Centre for Applied Research & Development (CARD),
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Tribhuvan University,
Kathmandu, Nepal.
17. Mr. Prakash Sapkota
District Education Officer,
Kathmandu, Nepal.
18. Mr. Niranjana Bastkoti
Faculty,
Kathmandu University,
Kathmandu, Nepal.
19. Dr. Govind Raj Pokharel
Former Vice-Chairman of Nepal's Planning Commission and former Chief Executive Officer
National Reconstruction Authority of Nepal
20. Mr. Purushottam Ojha
Former Secretary
Ministry of Industry, Commerce & Supplies, Nepal
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21. Dr. Nischal Nath Pandey
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22. Mr. Mahesh Raj Bhatta
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23. Mr. Bal Krishna Kattel
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24. Mr. Anil Giri
Chief Sub Editor
The Kathmandu Post
25. Mr. Chandra Shekhar Adhikari
Kantipur Daily
26. Mr. Damodar Kanel
Oxfam Nepal
27. Ms. Sita Khanal
T. U. Member
Kathmandu
28. Mr. Raman Silwal
B.E. Student
Kathmandu University
29. Mr. Nirajan Ghimire
Student
Kathmandu University
30. Mr. Animesh Bachan
B.E. Student
Kathmandu University

APPENDIX 3 - Format for submission of SDPs

SDP proposals should be submitted in the following format along with the necessary documents, duly attested by the appropriate authorities of the Government of Nepal:

S. No.	Details of the proposal	Information required
1	Project Title	<ul style="list-style-type: none"> Title of the project
2	Location	<ul style="list-style-type: none"> Name of the VDC/Municipality/Sub-Metropolitan/ Metropolitan Name of the District
3	Background of the Project	<ul style="list-style-type: none"> Brief summary of Project proposal including size of land, information whether the project under reference is a new one or renovation of existing structure and basic design of the project Condition of the health/education services in the VDC/District Nature of project (Health/education/culture)
4	Name of the organization	<ul style="list-style-type: none"> Details of the organisation submitting the proposal (Please indicate if governmental or non-governmental, local trust or social organization) Name of the District Coordination Committee (DCC)/DUDBC etc. that has vetted the proposal
5	Scope of work	<p>Following may be kindly furnished, as applicable:</p> <ul style="list-style-type: none"> Details of the number of floors, number of classrooms, meeting rooms, toilets (separate for girls and boys) etc. Details of labs, Length of roads, nature of the work on the road,
6	Details of the project	<p>Following information may be submitted with the proposal:</p> <ul style="list-style-type: none"> Availability of the encumbrances free land for the construction of the proposed infrastructure A copy of the soil test report vetted by GON agency Design/ drawing of the building duly vetted by a Government of Nepal agency. Foundation design of the building to be prepared according to the safe bearing capacity of the proposed land.
7	Budget requirements	<p>The cost estimate of the project should include:</p> <ul style="list-style-type: none"> The total cost of the construction of the project including cost of essential furniture and equipment, if any + contingency (as per GoN rules). 13% VAT should also be calculated with the total amount. However, VAT on locally procured goods and services for the project will be paid by the implementing agency and will be adjusted directly between the implementing agency and the

S. No.	Details of the proposal	Information required
7	Budget requirements	<p>Government of Nepal.</p> <ul style="list-style-type: none"> • No cost escalation request will be entertained later. A certificate to the effect that BoQ are based on the current rates and norms of the GoN has to be submitted • A certificate from the Implementing Agency that the estimated cost of the project has been examined and found to be reasonable
8	Maintenance plan of the project	<ul style="list-style-type: none"> • Annual requirements of funds for maintenance and running costs of facility and arrangements • Mode and Manner in which the user committee proposes to maintain the project infrastructure in the long term, including details of resources earmarked for the same and the source of funding for recurring expenditure on maintenance
9	Impact assessment of the project	<ul style="list-style-type: none"> • Details of the benefits to the local community
10	Contribution by entity at (4) above	<ul style="list-style-type: none"> • In shape of funds, land, buildings, construction materials etc.
11	Contribution by the local community	<ul style="list-style-type: none"> • Details regarding the contributions by the local community in construction and maintenance of the project

