

2. STRUCTURE : TRANSITION TO HIGHER SECONDARY EDUCATION

Introduction

One of the factors responsible for the phenomenal growth in enrolment in TU is the inclusion of the Certificate level education in the academic programmes of TU. In 1990/91 out of the total 1,23,462 students enrolled in TU and the campuses affiliated to it 79,538 were at the Certificate level. This constitutes 64.4 percent of the total enrolment. At 7 percent growth per annum, the enrolment at the Certificate level is estimated to be about 1,48,400 by 2000 A.D. If the growth rate be 10 percent the number of students at this level would be 1,98,600 by that date. This indicates the magnitude of problem of accommodating this growing number of Certificate level students. Moreover, the age cohort of the students seeking admission at this level is 16 which is not adequately mature to enter into the university system. So a scheme of Higher Secondary Education has been implemented since 1992 in Nepal. It has also been decided to phase out the Certificate level programmes from the universities in due time.

Present Status of Higher Secondary Education

In order to implement the scheme of higher secondary education in Nepal, the Government has already enacted the enabling law and implemented it. Similarly, a Higher Secondary Education Board has been formed under the chairmanship of the Minister of Education, Culture and Social Welfare. The Board has already approved and implemented its own curriculum for this level of education in Humanities and Social Sciences, Education, Management and Science from the academic session 1992-93. The Board has also determined the criteria for granting permission to start higher secondary education classes. Accordingly 141 secondary schools have so far been granted permission to operate higher secondary classes. Eight secondary schools had applied for such permission. The following is the regional and faculty-wise distribution of 94 higher secondary schools that sent their students to appear for the Board examinations in 1994. In the academic session 1993-94 (2050), there are 21 in Eastern Development Region, 31 in Central Development Region (out of which 12 schools are in Kathmandu only), 20 in Western Development Region, 15 in Mid-western Development Region and 7 in Far Western Development Region, altogether 94 higher secondary schools distributed in 52 districts all over the country. Faculty-wise, the distribution of higher secondary schools are 32 in Humanities, 16 in Science, 44 in Education and 20 in Management.

Besides, the universities in Nepal have been requested by the Board to stop granting affiliation or open new Certificate level campuses. As a result of this request, TU has stopped granting permissions to start new Certificate level campuses under the four faculties and the Institute of Science and Technology. But it is still granting

permission to add new Faculties of Humanities and Social Sciences, Management, Education and Science in the existing private campuses. TU has already phased out and stopped granting permission to add law programme at the Certificate level in the private campuses. Similarly, adding new Certificate level programmes under the Faculties and the Institute of Science and Technology in the constituent campuses has also been stopped. So the task ahead is to expand the HSE system to enable it to accommodate from 1,11,800 to 1,50,000 students by the year 2000 AD.

The total estimated number of students who would be in TU (of the universities and higher secondary schools) will also be reduced if the open university system is introduced at that level.

Obstacles in Implementing the Higher Secondary Education Scheme

The TU constituent campuses are more attractive both to the students and the guardians compared to the private campuses. So Higher Secondary Schools may be less attractive than the campuses and the guardians are hesitant in sending their wards to the Higher Secondary Schools where a university or a university-affiliated campus is also operating.

The curriculum of HSEB is different from the TU curriculum prescribed for Proficiency Certificate level. Since it has yet to establish credibility, it might affect the demand of HSE.

If Proficiency Certificate level programme of private campuses which also have Bachelor level programmes is transferred to schools, such campuses may not be viable financially with the Bachelor level programme only. Therefore, private campuses might resist in transferring Proficiency Certificate level programme to schools.

According to the present legal provision, HSEB classes are also to be run by the Managing Committees of the same school. Though a large number of private campuses are being operated in the secondary school buildings, a significant number of them are being operated in premises other than those of the secondary schools - such as primary school buildings or their own buildings. Even in the case of those private campuses operating in the secondary schools, the Managing Committees are different from that of the schools. This will create further difficulties in transferring the programme to Higher Secondary Schools.

Communities consider campuses as a status symbol. Therefore, they might not entertain the idea of merging the campuses into secondary schools. Currently there is a growing pressure on TU for granting permission to add the Bachelor level programme in the private campuses.

Some private campuses operating only Proficiency Certificate level programme has shown interest for merging into the secondary schools but the merging process has not yet been developed.

A shortage of trained and experienced teachers and lack of physical as well as instructional facilities might also create problems in operating HSE.

According to those involved in curriculum formation in HSEB, the new curriculum of HSEB is more comprehensive than the present curriculum of TU. Therefore, the implementation of the new curriculum requires experienced and trained teachers. But such teachers are not available in secondary schools in desired number and the transfer of university teachers to HSEB may not be easy because of the differences in service conditions and the status perceptions associated with being a university "professor" and a school teacher.

Policy Objective 1

The task of implementing Higher Secondary School Programme will be divided into two aspects - (i) curriculum implementation and (ii) management

Policy Actions

TU will recognize HSE programme as an academic programme equivalent to its Proficiency Certificate level programme under the corresponding Faculty or Institute.

TU will adopt the curriculum prescribed by the Higher Secondary Education Board for the corresponding Proficiency Certificate level programmes. This has been formally agreed upon in September 1993 Joint Statement by HMG and TU.

All students admitted to the Proficiency Certificate level programmes in TU and the affiliated campuses will be registered under the Higher Secondary Education Board. Examinations for such students will be conducted by the HSEB starting from 1996-97 academic session.

The National Education Commission has recommended to phase out the Certificate level programmes from the universities by the year 2000. Considering the magnitude of the task and state of the physical and instructional facilities at the secondary schools it will not be possible to do so within that period. TU will phase-out the Proficiency Certificate level programmes from its campuses by the year 2005 A.D

Policy Objective 2

Physical and instructional facilities at selected Higher Secondary Schools will be enhanced and strengthened.

Policy Actions

Higher secondary schools operating science programme will be provided financial assistance in the order of Rs.10,00,000 each, for the purpose of adding class rooms, laboratories, furniture, equipment, books and other instructional materials. Such assistance will be given to supplement the resources generated locally for the purpose. Schools will be selected from each development region on the basis of development needs and priorities will be given to schools in the mid- and far western region.

About thirty schools operating programmes under Humanities and Social Sciences, Management and Education will be given financial assistance, in the order of Rs. 1,00,000/- each for the purpose of adding equipment, books and other instructional materials. This will be supplementary to the local resources generated for the purpose and regional distribution of the schools selected will also be the same as in activity 1.

A long-term plan of expansion of Higher Secondary Education will be prepared and a thorough school mapping exercise will be sponsored by the Government for which donor funding will be mobilized.

Policy Objective 3

A more efficient, objective, and reliable examination system will be developed for Higher Secondary Schools.

Policy Actions

The objective of the curriculum will be analyzed in detail.

The content analysis of the curriculum will be made.

Specification chart will be prepared.

A pool of questions including scoring criteria in each subject will be prepared. A pool of questions will include long and short answer and objective items.

A mechanism will be set up to continuously evaluate, improve and increase the items in the pool.

Workshop of experts will be organized to undertake above mentioned activities.

A large number of teachers teaching various subjects will be involved in preparing the questions.

Schedule of examinations will be provided in the beginning of the each academic year.

Policy Objective 4

A mechanism for monitoring the implementation of the new integrated curriculum will be established.

Policy Actions

Unit plans of each course will be prepared. Each unit plan will include objectives, contents to be taught, methods of teaching, instructional materials and evaluation techniques.

Workshops will be held to orient the teachers in implementing the unit plans and also to gain skills in constructing the instructional materials.

Mechanism will be set up to monitor the progress of the implementation of the curriculum and to collect feedback from the teachers. Such feedback information will be communicated to the concerned Subject Committees. Such mechanism will also be responsible for holding short-term training for teachers.

The Transition to Higher Secondary Schools: An Action Plan

The Challenge

Introduction of higher secondary system in Nepal has to be viewed as a major programme of reform of the educational system in the country. It is an important element of the total package of educational reconstruction in the country from basic and primary education to the higher education stage.

The next few years which would serve as a transition period would be very crucial as during this period, the intentions will have to be transformed into actions, and the ideas and thoughts will have to be actualised. This would necessitate adoption of various new strategies and approaches.

The challenge before the Higher Secondary Education System lies in the fact that it has to design itself in such a way that it breaks away from the traditional past, modernises its curricula, lays emphasis on raising the quality, adopts a system of planned expansion and greater equalisation of opportunity, reduces regional disparities, promotes women's education and emphasis on modern technique of management of education where stress is more on flexibility, development processes goals and outputs.

Phasing out of PCL

The existing PCL (Proficiency Certificate Level) suffers from a number of infirmities and is no longer relevant to the needs and aspirations of the people of the country. It is also a serious handicap in raising the quality of higher education. Sooner it is replaced by the Higher Secondary Education System, the better it would be for the country.

It is proposed that the PCL may be phased out from all the campuses in a gradual manner so that by 2005 A.D. no campus has PCL.

Reassignment of Private Campuses having PCL only

83 affiliated private campuses and 2 constituent campuses of T.U. with only PCL courses may be reassigned as Plus Two campuses and affiliated to the HSEB from 1995/96 on "as is where is basis" without any new stipulations regarding affiliation, security deposit, number of students, etc. They will follow the HSEB curricula in future and take its exams as per its rules.

Non-recurrent Financial Support

The private campuses may be given a non-recurrent grant by way of incentive and support to enable them to refurbish themselves so that they are able to increase the intake by absorbing the students of PCL phased out from nearby multi-level campuses and also raise the quality of education. The criteria for grant and the items for which it may be given are suggested in the Transition Plan, 1994.

The amount of non-recurring grant to such campuses, depending upon their need, may vary between Rs. 75,000 to Rs. 1,25,000 for a non-science institution and between Rs. 1,00,000 to Rs. 1,50,000 for a science institution. If it has a hostel, especially for girls with sufficient number of seats, the amount of grant may be increased by Rs. 50,000. The grant may be subject to a matching contribution by the management. It may be nominal, say only 10% for an institution located in difficult, mountainous area, 20% for that located in hilly or rural area and 50% for that situated in the valley or any other urban areas.

Campuses Located in Secondary Schools

66 of the above private campuses having PCL only are located in secondary school buildings. They may either continue to run as independent Plus Two institutions under higher secondary pattern or they may integrate themselves with the respective secondary schools. They may be required to intimate their option within a given time.

Multi-level Private Campuses

As regards other 49 private affiliated campuses which are multi-level and offer PCL courses, 26% of them (more than 50%) are located in secondary school buildings.

In most of the aforesaid 49 campuses, the enrolment consists largely of PCL. There are some campuses with very small (only about 10%, or even less) enrolment for Bachelor's which is not viable for even one section of the 1st year Bachelor's. Mostly they are single faculty campuses, by and large Humanities.

The private multi-level campuses, which may be classified into four broad categories according to the nature and size of enrolment and availability of another campus at the same place with or without Bachelor's faculty, may be given an option to reorganise themselves for the future and phase out gradually either PCL or Bachelor's programme. They may be given time to intimate to T.U./HSEB their option.

In order to make the Bachelor's programme sustainable and of better quality in private campuses, particularly as T.U. is introducing Three-Year Bachelor's courses instead of existing Two-Year courses, it may be advisable for T.U. not to grant any new affiliation for Bachelor's if the alternative facilities are available nearby. At least 50% of the faculty for Bachelor's programme specially in the Kathmandu Valley and other urban areas, should be whole time; and the Campus Chief should also be whole-time so that he/she can pay proper attention to the growth and development of the campus.

Multi-level Constituent Campuses

As regards 38 multi-level constituent campuses having PCL as well as Bachelor's/ Master's courses, most of them have a large proportion of PCL students as compared to Bachelor / Master's enrolment. A few, however, have very large enrolment for Bachelor's. Some others have a smaller Bachelor's enrolment as compared to PCL, yet the Bachelor's enrolment would be viable to sustain itself on phase-out of PCL.

Alternative strategies accordingly need to be adopted for various multi-level constituent campuses depending upon the size and nature of enrolment for different levels and availability or otherwise of Bachelor's facilities nearby.

Where it is possible to separate PCL and higher education courses in the same campus (there are a few such campuses), the physical facilities and staff etc. may be reorganised and reallocated such that the PCL and Higher Education are run as two separate entities in the same campus.

Cluster approach, on the lines of the Regional Cluster Development Model proposed under the IDA-financed Higher Education Project, may be encouraged to deconcentrate the campuses, optimise the use of available resources and improve the efficiency and quality of education.

As PCL in Law has to be discontinued soon there may be no fresh admissions from 1995-96 as there is no provision for studies in Law at HSEB.

It will be advisable to freeze from 1996/97 the level of student for PCL in other faculties at the level of student intake for PCL 1st year in 1993/94 in different campuses from where PCL is to be phased out.

Although Plus Two may continue as a transitional measure in multi-level campuses (constituent or affiliated) in a gradually declining manner upto 1999 / 2000 A.D., it will be under the preview of HSEB for all practical purposes. This would apply to campuses of T.U. as well as other universities.

Each multi-level campus may immediately prepare a micro-plan to phase-out PCL and introduce new programmes etc. without adversely affecting the teachers. Each campus may notify a phase-out time-table for the campus / faculty.

Technical Campuses

In so far as Below Certificate and Certificate level technical courses are concerned, different faculties have already taken steps to abolish them. Most of the campuses have abolished the Trade courses and upgraded their Two-Year Certificate courses into Three-Year Diploma courses. The CTEVT, however, needs to equip itself appropriately and revise the service conditions for teachers in order to be able to cope with the new responsibilities of taking over Below Certificate and Certificate level courses.

Upgrading Secondary Schools

According to the projections of enrolment for Grade XI (HSE / Plus Two) about 26,000 students are to be accommodated in Higher Secondary Schools by 1996/97 and 67,000 by 1999/2000 A.D. to absorb the students phased out from the multi-level campuses as also to cater to the normal growth of enrolment at this stage.

Out of 486 secondary schools identified by CERID as potential ones for upgradation to Higher Secondary level, as a part of the recent secondary school space survey, 45 schools have already private campuses in their premises. There are another 43 secondary schools (though not in CERID's potential list) which are also housing private campuses. These schools may not be available for upgradation to HSE level.

The various secondary schools may be selected by the HSEB for upgradation keeping in view the need and their suitability for which criteria have been suggested in the Transition Plan, 1994, para 4.5.

Non-viable Districts

There are certain non-viable districts such as Manang, Mustang, Jumla, Mugu, Humla, Dolpa and Rasuwa where the number of students who pass SLC is too small for even one section of Grade XI. Such districts may be grouped along with their neighbouring districts and provided hostel facilities.

Requirement of Higher Secondary Schools

It is estimated that about 327 Higher Secondary Schools will be required by 1999/2000. The district-wise requirement of new higher secondary schools along with their phasing is given in Annexures 13 and 14 of the *Transition Plan, 1994*. For alternative physical and financial projections see The World Bank, *Nepal: Critical Issues in Secondary Education and Options for Reform, 1994*

Lack of Physical Facilities

The existing position of secondary schools in terms of infrastructure is not satisfactory. Some, 76 (17%) of the potential secondary schools for upgradation do not have 'pucca' building, 68 of them are partly 'kuchha' and 8 fully 'kuchha'. Nearly 211 (48%) do not have toilets, 46 (11%) do not have drinking water and 84 (19%) do not have electricity.

170 (39%) of the potential secondary schools do not have Science lab and 195 (44%) do not have a library.

Practically all the secondary schools do not have spare class-rooms for Grades XI and XII. However, 367 schools (84%) have got additional land within their compound sufficient for expansion. There are 57 schools which have additional land available outside their compound.

Civil Works Required

Additional facilities would be needed in most of the secondary schools upgraded to Higher Secondary level. The package of different types of civil works required in these schools in a phased programme upto 1999/2000 has been indicated in the *Transition Plan, 1994* para 5.5.

Augmenting Science Facilities

At present the facilities for studying Science at Plus Two level (PCL or HSE) are very much limited. Moreover, they are restricted by and large to urban / semi-urban areas. Out of 85 campuses with only PCL, there are only 8 which offer Science. Out of the existing 102 Higher Secondary Schools, only 16 offer Science. This undesirable situation has to be done away with. The proposed civil works accordingly make an appropriate provision for studying Science at Plus Two by a much larger number of students spread all over the country.

Since 25 higher secondary schools are to be provided with labs under ADB-financed Secondary Education Development Project and another 10 higher secondary schools have to be provided with additional class-rooms etc. under IDA-financed Higher Education Project, the districts in which these civil works should be carried out have been identified on the basis of need.

The HSEB may undertake an exercise in school mapping for identification of actual secondary schools for upgradation by ascertaining the willingness of the management's concerned, etc. and keeping in view the explicit criteria.

Teachers for Higher Secondary

It is important that the required number of qualified teachers are available in the Higher Secondary schools. It is estimated that about 2,600 postgraduate teachers would be required during the transition period upto 2000 A.D. Different sources of supply of the teachers have been identified and the process for recruitment and selection has been suggested so as to obtain suitable teachers.

In order to give proper status to the Higher Secondary teachers as also to attract better teachers for Higher Secondary education, suitable salary scales have been proposed on a three-tier basis with an initial scale of Rs. 3,150 - 3,830 (equivalent to Asst. Lecturers), Senior scale of RS. 4,035 - 4,875 (equivalent to Lecturers), and

Selection Scale of Rs. 4,835 - 5,605 (equivalent to Readers). This would provide the necessary opportunity to the teachers for their provision and career development. At the same time, it would facilitate redeployment of T.U. teachers to Higher Secondary Schools. Details regarding eligibility different scales may be seen in Para 6.6 of the *Transition Plan, 1994*.

Redeployment of T.U. Teachers

It would neither be advisable nor feasible to force any teacher of T.U. to go to a higher secondary school. Suitable incentives have accordingly been suggested, based on the year of experience, to attract the T.U. teachers, particularly Assistant Lecturers and Lecturers to join the Higher Secondary Schools.

Raising Teachers Competencies

For improving the relevance and quality of Higher Secondary Education, various programmes will have to be undertaken by way of inservice teacher education, reform of Higher Secondary examination, curriculum renewal, special attention to the disadvantaged students and girls, etc.

Costing and Funding

It is estimated that the total expenditure on different inputs and programmes will be about US \$ 57 million out of which nearly US \$ 45.6 million will be required for civil works including furniture and equipment. The total non-recurring expenditure is estimated to be about US \$ 49 million and the total recurring expenditure upto 1999 / 2000 would be about US \$ 8 million. Plan-wise, US \$ 31 million (10.5 through Internal and 20.5 through External funding) will be required during the remaining years of the Eighth Five Year Plan and US \$ 26 million (11.5 through Internal and 14.5 through External funding) will be required during the 1st three years of the Ninth Five Year Plan upto 1999/2000.

Local community involvement will have to be encouraged in a big way in consonance with the present policy of the Government. It is expected that about 33% of the total cost would be shared by the community by providing land, buildings, teachers etc. either exclusively or on sharing basis.

MOEC / TU may immediately undertake a study to reallocate a portion of the T.U. funds for use of Higher Secondary Education consequent upon the phase-out of PCL from the campuses. In the meantime, a sum of US \$ 1.5 million (Rs. 74 million) may be reallocated out of the Government grant for T.U. during the transition period (Rs. 1.5 crore per annum on an average) to enable the Government to pay the salaries and allowances of the T.U. teachers redeployed in Higher Secondary Schools. In future, the budget of each campus should be decided on zero-based budgeting rather than incremental system of budgeting, keeping in view the number of PCL students to be phased out each year.

External funds may be mobilised by seeking assistance of the international donor agencies like IDA, ADB, UNDP, JICA, etc.

Monitoring and Evaluation

Proper monitoring, periodical evaluation and review of the whole programme may be undertaken. A high powered Programme Implementation and Monitoring Board may be constituted for the purpose.

Identification of the Potential Secondary Schools

The 486 potential secondary schools identified by the CERID Study were based on *the average number of students who passed in most of the three SLC examinations* and their *pass percentage*. In other words, those schools were selected on the basis of their performance in SLC examinations as well as on the number of potential students available in individual schools.

However, for deciding the number of higher secondary schools required in a district as a whole the above-mentioned criteria alone will not work. In this case, the total number of potential students for higher secondary grades is required. Therefore, the total number of students who passed in the SLC examination from each district has been taken to calculate the number of higher secondary schools needed for the district.

As indicated in Table 29 in *Potential Secondary Schools for Upgradation to Higher Secondary Level, 1995*, the number of completers in regular SLC examination in the mountain, hills, the Kathmandu Valley and the Tarai area for whom one higher secondary school is needed are 60, 75, 90 and 105 respectively. However, the last school in a particular district may be allocated even the average number is just higher than half of the above number. In other words, Panchthar has 200 SLC completers and gets three schools -- by the assigned value at the rate of one higher secondary school for every 75 students it gets 2 schools for 150 students and one school for remaining 50 students. In the same way, Mustang has only 25 SLC completers which is less than 50% of the cut-off point of 60 and so, it will not get any higher secondary school status. In this way, 72 districts will get altogether 398 higher secondary schools. Manang, Mustang and Humla will not get any higher secondary school under the present criteria. However, one best secondary school (in terms of rank of secondary schools without condition) from each of these three districts has been included in the list of potential secondary schools. Thus, the present list consists of 401 potential secondary schools.

After identifying the number of higher secondary schools required in each of the districts the potential secondary schools have been selected from the ranked list of 1804 secondary schools as given in Table 2 in the Appendices of *Potential Secondary Schools for Upgradation to Higher Secondary Level, 1995*. While identifying the potential schools the data was sorted. This kind of sorting helped to identify the schools not only with a higher number of SLC completers but also with a higher pass percentage as the potential secondary schools to be upgraded to the higher secondary school. The list of secondary schools recommended for upgradation to higher secondary level is presented in Table 23 in the Appendices of *Potential Secondary Schools for Upgradation to Higher Secondary Level, 1995*.

Suggestions regarding the acquisition of additional land for extension, construction of additional rooms, appointment of additional teachers with at least a Master's or higher degree and improvement in other facilities for those schools which were already selected as potential schools under the previous criteria (condition 4) are given in Tables 18 to 21 in the Appendices of *Potential Secondary Schools for Upgradation to Higher Secondary Level, 1995*.

Implications

The basic purpose of the Potential Secondary Schools study is to identify potential secondary schools for upgradation to the higher secondary school level based on specific educational criteria. The sustainability factor is the basic criterion used for upgradation to higher secondary schools. Under this criterion two main variables used are availability of students for enrolment at higher secondary grades and the efficiency level of the schools in producing them. Therefore, both the total number of SLC passed students from that school and the SLC pass percentage were taken into consideration while identifying potential secondary schools.

The criteria used by the Higher Secondary Education Board so far for giving affiliation to aspiring secondary schools are related to financial guarantee and the availability of land. The Board has identified some other criteria as well. They are the availability of teachers and rooms. These criteria are *not* related to the performance of schools and the availability of a continuous supply of students. Furthermore, even these criteria have not been strictly followed. It can be said that the permission to run higher secondary grades has been granted mostly on the basis of demand-driven criterion rather than on some specific long-term plan or realistic school mapping.

In this context, it will be relevant to touch upon the current position of the HSEB in providing permission to the secondary schools to run the higher secondary grades. Last year (for academic session 1995/96), 29 secondary schools and 5 private campuses applied for permission to run higher secondary grades starting from the academic year 2052/53. Information about students, teachers and physical facilities in 21 of these schools is available in Table 24 of Appendices in *Potential Secondary Schools for Upgradation to Higher Secondary Level, 1995*. However, out of these 21 secondary schools only 6 schools fall under the category of potential secondary schools (refer to Table 25 in the Appendices of *Potential Secondary Schools for Upgradation to Higher Secondary Level, 1995*). Among those 6 schools 3, need additional land, 5 need additional rooms, and 2 need improvements in toilets and drinking water facilities (refer to Table 26 in the Appendices of *Potential Secondary Schools for Upgradation to Higher Secondary Level, 1995*).

In this context, *Potential Secondary Schools for Upgradation to Higher Secondary Level, 1995* study can be of great help to the tertiary education sector in general and the HSEB in particular in deciding on the potential secondary schools which could be upgraded to the higher secondary level on the basis of rational criteria.

Moreover, such a planned upgradation of secondary schools to the higher secondary level will support the national policy of making higher level of education available at the door-steps of the people.

In addition to identifying potential secondary schools for upgradation to the higher secondary level, the study also identifies types of facilities needed to be increased in these potential secondary schools.

The study on Potential Secondary Schools will be of great help to the Government while making requests for assistance. For example, if a donor agency agrees to assist in the upgradation of thirty secondary schools to the higher secondary level, then with this kind of information on hand, the Government can immediately identify thirty high-ranking potential schools, point out the types of assistance needed to upgrade them, and then instantly estimate the cost. Such an informed decision makes things move quicker in the right direction. All policy decisions and planning made on the basis of well-documented information are likely to succeed.