

Education for All 2004-09 Formative Research Project

Major Findings and Suggested Action Steps (Fiscal Year 2005/06)

Final Report



Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
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Prologue

Research Centre for Educational Innovation and Development (CERID) is undertaking a Formative Research Project (FRP) for the Education for All (EFA) Program of the Ministry of Education and Sports (MOES)/ Nepal under the assistance of the Royal Norwegian Government. The overall purpose of FRP for EFA is to provide technical support to the Ministry of Education and Sports by bringing forward strategic research based information on the process of implementation of EFA 2004-09 and by assisting its capacity building initiatives. Along with a longitudinal study on system indicators—a quantitative indicator based study—seven case studies on different components of the EFA program were completed in the second year of FRP for EFA 2004-09. A list of the studies completed is given below:

Case Studies Completed in the First Year (2005-06)

<i>S/No.</i>	<i>Project Title</i>	<i>Researcher</i>
1.	Life Skills Education: Nature of the Issues and their Linkage to System Provisions	Ganesh B. Singh
2.	Effectiveness of School/Community Based Monitoring System	Hari P. Upadhyaya
3.	Gender Equality and Gender Friendly Environment in Primary Schools	Prof. Rukmini Bajracharya
4.	A Comparative Study of the Effectiveness of School-based and Community-based ECD Program and the Role of INGOs/NGOs in the Implementation of ECD Program	Dr. Prakash Man Shrestha
5.	Situation of Inclusive Classroom in Nepal	Narendra P. Phuyal
6.	Linking the Madrasa with the Mainstream Education in Nepal	H. MD. Zahid Parwez
7.	Education of Internally Displaced Children	Dr. Damodar Jnawali

This publication includes a series of action steps suggested for improving various aspects of the EFA programs. Some of the action steps are meant to be referred to, and implemented at the central level, some are meant to be used at the district level and some are to be followed at the local level. The document will be basically useful for the program implementing officials and units at the MOES/DOE as well as for district and local level offices and officials responsible for the implementation of EFA program activities.

Abbreviations

AC = Assessment Centre

CBECD = Community Based Early Childhood Development

SBECD = School Based Early Childhood Development

CBOs = Community Based Organizations

CDC = Curriculum Development Centre

CERID = Research Centre for Educational Innovation and Development

CLMs = Children's Learning Materials

DEOs = District Education Offices

DOE = Department of Education

ECD – Early Childhood Development

EFA = Education for All

ETC = Educate the Children

FRP = Formative Research Project

GO = Government Organization

HT = Head Teacher

IDC = Internally Displaced Children

IDP = Internally Displaced Person

IE – Inclusive Education

INGO = International Non-governmental Organization

MCs = Management Committees

MOES = Ministry of Education and Sports
NCED = National Centre for Education and Development
NGOs = Non Governmental Organizations
PTA = Parent Teacher Association
RC = Resource Centre
RP = Resource Person
SC/N = Save the Children Norway
SC/US – Save the Children US
SIP = School Improvement Plan
SMC = School Management Committee
TPR = Teacher Pupil Ratio
TRMs = Teaching Resource Materials
UNICEF = United Nations Children’s Fund
DACA W = Decentralized Action for Children and Women
VDC = Village Development Committee

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Formative Research for Education for All 2004-09

Suggested Action Steps

1. Life Skills Education: Nature of the Issues and their Linkage to System Provisions

<i>Major Findings</i>	<i>Suggested Action Steps</i>	<i>Responsible Agency</i>
<p>1. Parents were found not having clear concept about life skills. However they identified general skills such as literacy, income generation, and ability to resolve problems occurring in daily life. They also identified other skills such as communication, empathy, confidence building and negotiation.</p>	<p>Clarify what constitutes life skill education policy by organizing workshops at the national and regional levels.</p>	<p>MOES, DOE</p>
<p>2. Clarity in understanding of life skill education was lacking. Discrepancy was found regarding the concept of life skill in main documents viz. Thematic report of EFA, Curriculum of CDC and proposed National curriculum framework for school education.</p>		
<p>3. Parents were found expecting their children to be able to fulfill the child's responsibility, maintain cleanliness, take interest in acquiring information and become socially aware, be able to make decision on their own and proper way of management in fulfilling the needs of daily life.</p>		
<p>4. There was lack of regular monitoring, correcting short comings, recording progress and process in the piloting of life skill education curriculum.</p>	<p>Orient teachers about revised curriculum and provide training on pedagogical approaches for teaching life skill education. Distribute teacher's manual and support materials on life skill</p>	<p>CDC, NCED</p>

<p>5. Teacher's manual on life skills education was provided only in the pilot phase but not during the implementation at the national level.</p> <p>6. The manual was distributed only in four UNICEF Nepal DACAW districts. However as regards the implementation of life skill education at the national level the teachers did not have support materials, training/ orientation.</p> <p>7. Life skill education was considered only in the Health and Population Education subject.</p> <p>8. Teachers were found unable to transfer training inputs/skills they receive in the classroom satisfactorily.</p>	<p>education to all the teachers.</p> <p>Include life skill education in other subjects, besides Health and Population Education.</p> <p>Improve classroom pedagogical approaches in general</p>	<p>DOEs</p> <p>CDC</p> <p>NCED, CDC</p>
<p>9. While delivering Health and Population Education as life skill subject in the classroom pedagogic approach, making comparison between one student against another, was not found child-friendly.</p>	<p>Discourage teachers to use child-unfriendly approaches in classroom teaching by incorporating such contents in the teacher training programs.</p>	<p>NCED</p>
<p>10. The provision of coordination between CDC, NCED and UNICEF Nepal fell short of full operation.</p>	<p>Maintain coordination between CDC, NCED, UNICEF Nepal and other relevant agencies in order to successfully implement the life skill education program.</p>	<p>CDC, NCED</p>

2. Effectiveness of School/Community Based Monitoring System

<i>Major Findings</i>	<i>Suggested Action Steps</i>	<i>Responsible Agency</i>
<p>1. There is lack of clarity about conceptual and operational framework of school/community based monitoring system.</p>	<p>Develop basic indicators for school/community based monitoring</p>	<p>RP, School</p>
<p>2. School/Community based monitoring</p>	<p>Include school/community based monitoring component</p>	<p>DOE</p>

<p>component was not found incorporated comprehensively in the school management training program for HT and SMC members. It was also not well covered in the SIP training programs for the concerned stakeholders at the local level.</p>	<p>adequately in management and SIP training programs.</p>	
<p>3. In Syngja the school included in the study was found taking various self-initiated monitoring activities. In this school the stakeholders have defined school catchments areas and divided the areas into 6 clusters and the stakeholders of each clusters were assigned responsibilities for executing school based plans and programs including their monitoring. This has strengthened running school activities more efficiently. The stakeholders mobilized NGOs and CBOs to generate resources, make increasingly aware of welcome to school program as well as to create awareness among Dalits about the importance of education for their children.</p> <p>4. HT was found involved in monitoring teachers' professional duties and subsequently providing suggestions for their improved performance.</p> <p>5. SMC, parents and PTA visit the school and monitored the progress.</p>	<p>Promote school and communities' self initiatives to conduct field based monitoring in terms of assessing school performance.</p> <p>Disseminate good examples of local stakeholders' involvement in school monitoring.</p>	<p>DEOs</p>
<p>6. The study school in Chitwan was found maintaining a portfolio of every single student of each grade. The progress of the students was shared with the concerned parents.</p>	<p>Initiate the process of maintaining student's portfolio in schools.</p>	<p>DEOs, RP, Schools</p>

<p>7. Parents were involved in monitoring students' assignments by maintaining and overseeing a daily notebook of each child's home work record.</p>	<p>Scale up the practice of maintaining students daily notebook.</p>	<p>DEOs, RP, Schools</p>
<p>8. The following reasons were found pertinent in making school/community based monitoring effective:</p> <p>Strengthened reciprocal relationships between school and community people</p> <p>Activate self initiation through recognition to their efforts</p> <p>HT's and teachers commitment and cooperation.</p>	<p>Include the following aspects in HTs and SMC management and SIP training programs:</p> <ul style="list-style-type: none"> • Building mutual relationships between school and community • Activating self initiation • Promoting HT's and teachers commitment and cooperation. 	<p>DOE, NCED</p>

3. Gender Equality and Gender Friendly Environment in Primary Schools

<i>Major Findings</i>	<i>Suggested Action Steps</i>	<i>Responsible Agency</i>
<p>1. The government's policy to provide scholarship for 50% girls enrolled in the school was not found justifiable where all the girls belong to lowest economic stratum.</p> <p>2. The amount of scholarship was found meager to afford for meeting the direct and indirect cost of schooling.</p>	<p>Revise the limit to distributing scholarship to 50% girls and adopt a policy of distribution on the basis of identifying economically deprived number of girls in the school.</p> <p>Raise the amount of scholarship in consonance with the annual costs of schooling.</p>	<p>MOES</p>
<p>3. Inconsistency was found in the policy of recruiting the female teachers. In one statement it was 33% while in the other statement it was 50%.</p>	<p>Make a clear policy as to what percentage of female teachers should be recruited in the schools.</p>	<p>MOES</p>

4. High concentration of female teachers was found in the schools located at the district headquarters and nearby locations.	Depute female teachers to schools located in remote areas with the provision of proper residential facilities, security and additional incentives.	DEOs and MOES
5. Even in the schools where there were more primary level female teachers, the schools environment was not found congenial for the girls and female teachers.	Create gender friendly basic facilities in school such as separate toilets for girls with running water, suitable sports materials and appropriate school dress code.	DEOs SMC and VDC
6. Local stakeholders were found in favor of having female teachers in primary schools for creating favorable situation for the girls and arousing parents' and girls' motivation in education.	Rule out the practice of recruiting male teachers in the positions allotted for females. Employ female teachers even from outside if local female candidates are not available.	DEO SMC and VDC
7. Tutorial class in feeder hostels was not found helpful for girls for enabling them to get through hard subjects such as Mathematics, English and Science.	Run tutorial classes effectively in feeder hostels.	DEOs, SMC
8. It was observed that some girls who received scholarship were found working in other institutions but not in schools	Organize intensive orientation programs for higher secondary graduate girls to join teaching profession.	DEOs
9. Only few female candidates as against the males could succeed in competition for the position of teachers	Introduce a system of competition among female candidates for the position of teacher.	MOES
10. Many female teachers felt themselves inferior to their male counterparts	Implement training programs that help to built confidence of female teachers to take leadership roles.	DEOs, SMC, VDC
11. Head teachers, SMCs, VDCs were not aware of gender friendly environment in schools 12. Gender friendly determinants were not reflected in SIP	Incorporate gender friendly contents in SIP preparation training.	DEOs, RPs

13. Many parents of rural/remote parts of the country were found reluctant to invest for daughters' education as compared to their son's education	Launch awareness programs such as Ghar Dailo, orientations, workshops, interaction etc. regarding importance of education for girls in rural/remote areas.	DEOs, SMC, VDC
14. Girls were found unsecured on the way to and in schools due to sporadic gender based violence	Organize a campaign for raising community awareness to dispel violence against females including female teachers and girls.	DEOs and MOES
15. 'Mothers groups' were found active in sensitizing and raising awareness among local stakeholders regarding the importance of education for girls	Activate 'Mothers groups' to organize awareness raising program with focus on girls education.	VDC, Mothers' groups

4. A Comparative Study of the Effectiveness of School-based and Community-based ECD Program and the Role of INGOs/NGOs in the Implementation of ECD Program

<i>Major Findings</i>	<i>Suggested Action Steps</i>	<i>Responsible Agency</i>
1. CBECD centres and SBECD centres supported by the government commenced with community gatherings in which MC was formed, facilitators were selected, site for the centre identified and list of 3 to 5 year old children prepared.		
2. In most of the cases, the relationship between the community, parents and CBECD centres was found satisfactory in terms of attendance of community people in the meetings/gatherings, donation of land, labour and materials for physical infrastructure development; and collection and mobilization of funds. Parents cooperated CBECD centres by setting up Children's Saving Fund and by paying tuition	Make the provision of the formation of MC in each SBECD centre mandatory.	DOE

<p>fees. In CBECD centres, MCs played a major role in developing better relationships. On the contrary, most of the SBECD centres did not have MCs, they could not establish close relationship with community and parents. Hence, the financial and non-financial supports they received were less.</p>		
<p>3. Situation Analysis/PRA was conducted for the purpose of community mobilization in CBECD centres supported by INGOs. These activities made the community people demand quota of ECD centre.</p>	<ul style="list-style-type: none"> • Include provision of conducting PRA/Situation Analysis prior to the establishment of ECD centres in ECD program Operation Directory, 2004. (Budget for this activity should be included in Annual Strategic Implementation Plan.) • Distribute ECD centres based on demand-driven approach. • Conduct PRA/Situation Analysis at the grassroots level through officials of NGOs. Shift this responsibility from officials of NGOs to the teachers of nearby schools after phasing out of NGOs/INGOs partnership. 	<p>DOE</p> <p>DEO</p> <p>DEO</p>
<p>4. Observation visits of selected community leaders to model CBECD centres of other districts were organized as pre-establishment activity by an INGO. This pre-establishment activity conducted by INGOs could be considered as an effective means for organizing wide community gatherings.</p>		
<p>5. All the sample CBECD centres had MCs whereas the MCs were formed only in 6 SBECD centres out of 14. MCs were formed in community gatherings.</p>	<p>Monitor the ECD centres whether they form MC or not.</p>	<p>DEO</p>

<p>6. The number of members in MC varied from 5 to more than 10. The number of members in MC was 5 in the SBECD centres supported by the government; 7 in the CBECD centres supported by the government and supported by SCN; 9 in the CBECD centres supported by SCUS and supported by Plan Nepal; and 10 plus in the CBECD centres supported by UNICEF.</p>		
<p>7. The MCs of both CBECD centres and SBECD centres should have 3 types of portfolios - chairperson, members and member-secretary as per the government guidelines and INGO guidelines. However, in some CBECD centres and SBECD centres, additional portfolios such as vice-chairperson, treasurer, joint-secretary, patron and advisor had been created.</p>		
<p>8. According to the guidelines, the guardians should be selected for chairpersons in the MCs. But this is not practiced in 33% of the sample CBECD centres and 66% of the sample SBECD centres.</p>		
<p>9. While forming MCs of CBECD centres and SBECD centres guardians, community people and representatives of concerned GOs/NGOs/INGOs were not informed on time for the community gathering. Dalit representatives and representatives of VDC/municipality were not included in MCs.</p>	<p>Include representatives of VDC/municipality and Dalits (where available) in the MCs. Also include such provision in <i>ECD program Operation Directory, 2004</i>.</p>	<p>VDC/ DEO</p>
<p>10. Financial transparency was not maintained in the ECD centre to gain the trust of parents and</p>	<ul style="list-style-type: none"> • Maintain financial transparency in each ECD centre. 	<p>MC DEO</p>

community people which helps strengthen the mutual relationship between them.	<ul style="list-style-type: none"> • Display the statement of income and expenditure of ECD centre and disclose in the community gathering annually. 	MC
11. Awareness-raising, and parental education/orientation programs were not organized to strengthen the relationship between the community, parents and CBECD centres/SBECD centres.	<ul style="list-style-type: none"> • Develop plan and program for parental education along with curriculum and curricular materials • Conduct parental education program by facilitator at both CBECD centres and SBECD centres once a week. 	DOE Facilitator
12. The external physical environment of SBECD centres was better than that of CBECD centres in terms of fencing, playground, toilets and drinking water facility. However, there were no separate toilets and playground for ECD children in SBECD centres.	<ul style="list-style-type: none"> • Improve external physical environment in CBECD centres by fencing, painting the walls, and installing play materials. • Manage a separate toilet and play ground for SBECD centres. 	MC
13. The physical environment and learning environment inside the rooms of most of CBECD centres was better than that of SBECD centres in terms of sitting arrangement, availability of CLMs, management of learning corners, space for rest for children and conducting activities.	Manage CLMs, display of CLMs and learning corners in SBECD centres.	Facilitators
14. TRMs developed by DOE consisted of various activities. The activities were adequate for the physical, social and cognitive development but inadequate for the emotional development of the children. Moreover, some weaknesses were found in TRMs. First, some activities were not appropriate in terms of risk and non-availability of materials. Second, many activities were not	<ul style="list-style-type: none"> • Revise Teaching Resource Materials (TRMs) by ECD experts in conformity with the curriculum to make them facilitator-friendly. • Develop the training package for facilitators based on their needs by ECD experts. 	DOE

consistent with the objectives of ECD curriculum. Third, though management of learning corners is mentioned in the preface of TRMs, activities related to such corners were not given.		
15. Although ECD centres need to conduct activities 4 hours a day as mentioned in ECD Program Operation Directory, the duration of activity hours ranged from 3 to 6:15 hours in CBECD centres and 3:30 to 5:40 hours in SBECD centres.		
16. In all the CBECD centres, activities were based on the play-way method and the child-centered method whereas in majority of SBECD centres, subject teaching was practiced as in primary grades. Hence, ECD activities in CBECD centres were more joyful to the children than those in SBECD centres. In SBECD centres, more emphasis was given to the 3Rs than in CBECD centres.	Avoid subject teaching and conduct activities based on ECD principles in SBECD centres and monitor these activities by HTs and trainers.	Facilitators
17. Although one of the purposes of ECD program was to prepare children for grade I, activities related to 3 R's were not conducted adequately in CBECD centres.	<ul style="list-style-type: none"> • Incorporate the activities related to 3Rs in the last 3 months of ECD curriculum to prepare the children for grade I and to meet the parental expectation. • Conduct activities related to 3 R's in CBECD centres according to the expectation of the parents 	DOE Facilitators
18. SC/US, Plan Nepal, SC/N and UNICEF had partnership in the key components of ECD program such as infrastructure development, financial support for remuneration and daily expenses, training, management of CLMs and	<ul style="list-style-type: none"> • Prepare GO and NGO officials of the district as Master Trainers • Use the teachers of nearby schools of ECD centres for facilitator's training MC chair/member's training and 	DOE DEO

5. Situation of Inclusive Classroom in Nepal

<i>Major Findings</i>	<i>Suggested Action Steps</i>	<i>Responsible Agency</i>
11. Assessment Centre's (AC) task was found concentrated in identifying only the children re suitable for Resource Class (RC).	<ul style="list-style-type: none"> • Involve in identifying children with diverse degrees of disabilities as well for IE class. • Select IE children on the basis of the severity of disabilities so as to send them either to the resource class or IE class. 	DOE, DEOs
12. The AC coordinator's qualification was found inadequate for the identification of children with varying disabilities.	Appoint teachers with compatible qualification (such as Bachelor's in special needs education) for performing the roles of AC coordinator effectively.	DOE, DEOs
13. DEOs assume the position of AC chair-person but were not able to perform substantially because of their time constraint.	Appoint HTs of the respective school as the chair-person of AC for effective operation of AC.	DOE, DEOs
14. Resource persons and supervisors were not assigned any responsibilities to look after AC affairs.	Specify roles of RPs and Supervisors regarding the AC activities. Provide them basic training about the concept and fundamental aspects of IE operation.	DOE, DEOs
15. Teachers were not adequately prepared to deal with the problem of identifying children with diverse degrees of disabilities.	<ul style="list-style-type: none"> • Provide specific training which enable the teachers to identify children with diverse disabilities. 	DOE, NCED
16. All the teachers of IE schools received a 6-day long training. However the training was found short and inadequate. Whatever inputs they received in the training was found not transferred in the IE class.	<ul style="list-style-type: none"> • Integrate special education training and IE training so as to enable the teachers to conduct the IE class effectively. • Extend the training duration up to 45 days. • Include IE in 10 months basic teacher training package. 	
17. IE teachers' training package included more theoretical aspects than the practical skills.	<ul style="list-style-type: none"> • Put in place efficient communication mechanism so as to disseminate information about training 	
18. Teachers were found not capable enough to		

conduct the IE class properly because they lack compatible knowledge and skills as are needed for the effective operation of such class. Some of the teachers could not attend the training for the whole time because they didn't get information about the training in time.	well ahead of time.	
19. Functional coordination between the AC, IE class and RC was found almost absent.	Ensure functional coordination between AC, IE class and RC with the development of time frame for organizing cluster meeting.	DOE, DEOs
20. The government had conducted piloting of IE which had generated some interesting results. But the good experiences of the piloting were not included in the training package.	Utilize good experiences of IE piloting.	DOE, DEOs
21. IE schools did not include IE program in SIPs. As a result they were de-listed from receiving funds for infrastructure development suitable for IE whereas Well-come to School Program led to the increase in the number of children which require additional physical facilities.	Make school stakeholders aware of the importance of IE in SIPs by including IE component in SIP training package.	DOE, DEOs

6. Linking the Madrasa with the Mainstream Education in Nepal

<i>Major Findings</i>	<i>Suggested Action Steps</i>	<i>Responsible Agency</i>
1. There is no written Madrasa curriculum.		
2. Madrasa teachers do not have enough orientation and adequate knowledge to teach modern curricula and the number of teachers to teach such subjects is lacking in Madrasas which are running under SOP.	Train Madrasa teachers to be able to teach public education curricula by developing a training package with reflection on their competencies at present.	NCED
3. Physical facilities in Madrasas such as classrooms, furniture, instructional materials are not adequately available.	Assist Madrasas to have adequate physical facilities particularly in keeping with the provision of introducing public education curricula.	DOE, DEO
4. Even for teaching Islamic religion and cultural courses in Madrasas, textbooks published in India are used.	Involve Islamic Gurus of Nepal to write Madrasa textbooks basically with reflection on the country context	
5. Madrasas are using grade teaching mostly and in a situation where there is lack of teachers they also practice multi-grade teaching.	Provide multi-grade pedagogic skills to the Madrasa teachers	NCED, CDC
6. Although some Madrasas took the initiative to incorporate general education subjects which are taught in public schools, the Maulavis had difficulties to teach such subjects and taught only Islamic religion and culture.	Provide intensive orientation to these Maulavis in order to enable them to teach general education subjects.	DEO
7. The stakeholders of Madrasas are apprehensive of the possibility of governments' interference once they accept to run courses of the public school system.	Guarantee freedom for Madrasas regarding their management and administration. Introduce a policy to waive Madrasas from all kinds	MOES

<p>8. It was found that if the government rules out waving Madrasas from all kinds of financial obligations as stipulated in educational Act/Regulations/Rules integrating public school courses into Madrasas would not be acceptable.</p>	<p>of financial obligations.</p> <p>Provide salary for the teachers who teach mainstream courses in Madrasas.</p> <p>Set up the provision to assist Madrasas teaching integrated curricula for improving their physical conditions and furnishing them with adequate learning materials.</p>	<p>DOE</p> <p>DEO</p>
<p>9. Government's assistance is needed for the management of physical facilities including learning materials.</p>		
<p>10. It is feasible to introduce integrated curriculum in Madrasas, which incorporates both Islamic education and general education courses.</p>	<p>Develop an integrated curricular framework and pilot it in some Madrasas for strengthening its feasibility.</p>	<p>CDC</p>
<p>11. It was found that there is the need for a central level Madrasa Board to look after the policy concerns and national level management of Madrasas, whereas at the grassroots level a management committee which consists of representatives of Madrasa stakeholders as well as other intellectuals is necessary. It is also important to maintain functional coordination between the Central Board and Grassroots committee.</p>	<p>Constitute a Central Board with the inclusion of Islamic scholars and other intellectuals from the civil society.</p> <p>Constitute grassroots level committee with the agreement of the Madrasa stakeholders.</p>	<p>MOES</p>
<p>12. There is possibility to incorporate mainstream subjects such as Nepali, English, Mathematics, Social Studies, Health and Environmental Education apart from Islamic courses.</p>		
<p>It is important to reflect Islamic flavor in the general subject textbooks.</p>	<p>Prepare textbooks jointly by Islamic Gurus and textbook writers for the general education.</p>	<p>CDC</p>

7. Education of Internally Displaced Children

<i>Major Findings</i>	<i>Actions Steps</i>	<i>Responsible Agency</i>
1. There was a problem of identifying the real internally displaced persons due to the lack of identification of specific criteria on behalf of the government.	Develop criteria for identification of genuine IDP children. Also make provision for verification of identified IDP children.	Head- teachers, teachers, SMC, DEO/DDC and DOE
2. The major institutions providing support to the IDPs were DOCFA, Red Cross, SAFE Nepal and BASE. They supported school uniform, books and bags, copies, and sometimes provided cash amount to IDP children. However, these supports were not regular and sufficient for them.	<ul style="list-style-type: none"> • Distribute scholarship to IDP students through a single distribution system (one door). • Maintain transparency • Ensure bias free selection • Involve stakeholders in the scholarship distribution committee and distribute scholarships to needy children on a priority basis. 	DEO, Head- teachers, teachers and SMC, Local bodies and DOE
3. It was found that the role of government and various organizations/institutions and groups of people was not identified. Such a situation created problems in supporting IDPs and their children.	Clarify the roles of GOs, Local Bodies, I/NGO, CBOs and other IDP support organizations including journalists, civil society, professional organizations and school community (HT, Teachers, SMC, PTA).	DOE at central level and DEO at district level Local Bodies I/NGO, CBOs and other IDP support organizations, journalist, civil society, professional organizations, school community (HT, Teachers, SMC, PTA)
4. The support available was not regular and sufficient for IDCs. The books provided by DEO were less than actual number of students	<ul style="list-style-type: none"> • Increase the amount of support to the optimum level. 	MOES/DOE, I/NGO and other IDP support organizations including

<p>in each class. This created a conflict between school teachers and students/parents. More importantly, unavailability of books in time was perceived as a major obstacle for teaching-learning activities.</p>	<ul style="list-style-type: none"> Investigate the new and potential internal and external donors and coordinate their activities. 	<p>private sectors</p>
<p>5. Children in areas of armed conflict have some psychological problems. The major issues in this area are break down of social and cultural aspects, loss of children's close relationships and confusion about common notion of daily life, show of power, violence, shooting, explosion and torture.</p>	<ul style="list-style-type: none"> Establish psychosocial counseling centres in schools where the numbers of IDP students are high. Train teachers for psychosocial counseling. 	<p>Head teachers and teachers, SMC, guardians and professional organizations</p>
<p>6. It is evident from selected case studies that a memory was created in children's mind about painful events like looting property by insurgents, beating of parents, forcing to leave homes after locking them, and burning their residences. Such events disturbed learning performance of the IDCs in the study area.</p>	<p>Revise curriculum in order to meet the educational and psychosocial needs of IDP students.</p>	<p>NCED, ETCs, CDC and Professional organizations</p>
<p>7. A few of the children were found to be discouraged in learning by their parents. Asked about the interest in study, almost all of the children replied in positive. A few of them did not get time to study at home.</p>	<p>Organize ECD and literacy classes targeting IDCs and early childhood age groups and adults in order to make them more conscious about education.</p>	<p>DEO and local bodies and NGOs working in this field</p>
<p>8. The IDPs in the study area had to face financial problems regarding the schooling of their children. They had to go to India to work as laborers, take food once a day. They could not get employment due to the lack of educated persons in the family.</p>	<p>Develop income generating activities (IGA) for IDP guardians.</p>	<p>DOE at central level. and DEO at district level Cooperative organizations private sectors and other financial organizations</p>

<p>9. Lack of physical facilities and teachers for effective teaching and checking homework regularly were the major barriers to education of the IDCs in the schools surveyed. These factors were also affecting the total academic environment of the schools as well as the overall performance of the children.</p>	<ul style="list-style-type: none"> • Give priority to classroom construction and furniture distribution program on IDP affected areas. • Increase the posts of teachers as indicated by the government's norms of Teacher Pupil Ratio (TPR). 	<p>MOES/DOE, DOE and DEO</p>
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