

# Formative Research Project

Major Findings and Suggested Action Steps  
(Fiscal Year 2002/03)

Final Report



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

**Abbreviations used**

AMCE	Access of Muslim Children to Education
BPEP	Basic and Primary Education Project
CBECD	Community Based Early Childhood Development Program
CBO	Community Based Organisations
CERID	Research Centre for Educational Innovation and Development
CLC	Community Learning Centre
CLM	Children's Learning Materials
CMS	Community Managed School
DCDB	District Child Development Board
DDC	District Development Committee
DECDB	District Education and Community Development Board
DEO	District Education Office
DOE	Department of Education
ECTL	Effective Classroom Teaching/Learning
EISPGDC	Effectiveness of Incentive/Scholarship Programs of Girls and Disadvantaged Children
FRP	Formative Research Project
HM	Head Master
HT	Head Teacher
IMC	Incentive Management Committee
LC	Learning Centre
LSGA	Local Self Government Act

MC	Management Committee
MCT	Multi Class Teaching
MGT	Multi Grade Teaching
MOES	Ministry of Education and Sports
MTPS	Management Transfer in Primary Schools
MTR	Mid Term Review
NCED	National Centre for Educational Development
NGO	Non Governmental Organizations
OSP	Out of School Program
RC	Resource Centre
RP	Resource Person
SE	School Effectiveness
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SS	School Supervisor
TG	Teacher's Guide
TOT	Training of Trainer
VDC	Village Development Committee
VEC	Village Education Committee

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Table 1: Studies Conducted Under Formative Research Project  
(Fiscal Year 2002/03)

Area	Research	Principal Researcher
Access and retention	1. Effectiveness of Incentive/Scholarship Programmes for Girls and Disadvantaged Children	Mr. Narendra Prasad Phuyal
	2. Management of Early Childhood Development	Mrs. Komal Badan Malla
	3. Access of Muslim Children to Education	Mr. Hafiz Md. Parwez
Learning achievement	4. Effective Classroom Teaching / Learning practices: Transfer of Training Skills <sup>1</sup>	Mr. Ganesh Bahadur Singh
Management and capacity building	5. School effectiveness: Synthesis of Indicators	Mr. Vishnu Karki
	6. Multi-Grade Teaching: Status and Issues	Dr. Prem Narayan Aryal
SIP-based development	7. School Improvement Plan <sup>2</sup>	Mr. Hari Prasad Upadhyaya
Overall	8. Longitudinal Study on System Indicators <sup>3</sup>	FRP Co-ordinator + Mr. Raju Manandhar and Mr. Rom Prasad Bhattarai
	9. Stock-taking of Research Studies on BPEP II	Mr. Tirtha Bahadur Manandhar

<sup>1</sup> Everyday lives of some teachers were also studied as part of this research.

<sup>2</sup> Transfer of schools to community was also studied as part of this research.

<sup>3</sup> Sixty-two primary schools in 16 districts are included in the study sample.

### Major Findings and Action Steps

<b>Access and Retention</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
EISPGDC	<p>The extent of effectiveness of incentive programmes in increasing access could not be assessed conclusively due to the problem in distribution management.</p> <ul style="list-style-type: none"> <li>- A certain number of children are not attending schools even after receiving incentive money.</li> <li>- At the same time, there are certain other groups who have not received incentives due to management problem and not attending school.</li> <li>- In certain locations incentives have been distributed to all children irrespective of belonging to disadvantaged groups or not.</li> </ul> <p>IMC (Incentive Management Committee) are not being properly utilised by DEO or other responsible authority.</p>	<p>Management of incentive programme needs further improvements in following ways:</p> <ul style="list-style-type: none"> <li>- Concerned VDCs should be entrusted with the work of survey and record keeping of disadvantaged children.</li> <li>- Distribution should be made strictly in accordance with the guidelines, including proper involvement of IMC.</li> <li>- Rigorous monitoring at the local level is essential.</li> </ul>	<p>DOE</p> <ul style="list-style-type: none"> <li>- monitoring</li> </ul> <p>DEO</p> <ul style="list-style-type: none"> <li>- implementation and monitoring</li> </ul> <p>VDC/IMC</p> <ul style="list-style-type: none"> <li>- implementation including record keeping, monitoring and feedback to the government</li> </ul>
	<p>School buildings, classrooms and teachers in the sample schools are inadequate even to meet the needs of current student number.</p>	<p>Expansion of physical facilities and teacher quota is necessary to meet the increase in student numbers.</p>	<p>VDC can assist DEO in providing local teachers (girls as far as possible) to schools</p>
CBECD	<p>The percentage of enrolment of CBECD students in grade I out of total enrolment is increasing gradually.</p> <p>Generally, the retention of CBECD students was found to be higher than that of non-CBECD students.</p>	<ul style="list-style-type: none"> <li>- The quota of CBECD centres should be increased in each district based on the demand of community people.</li> </ul>	<p>DOE, DCDB, DEO</p>

<b>Access and Retention</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
AMCE	<ul style="list-style-type: none"> <li>- Absence of Islamic Code of conduct and cultural education in public schools is deterring the enrolment of Muslim in these schools.</li> <li>- Most of the Muslim children are sent to Madarsa for religious studies. Some Madarsas have started to teach main stream subjects as well.</li> <li>- By the time they complete religious studies in Madarsa they become older (9-10 years of age).</li> <li>- Many Muslims are not motivated to send their children to public schools because they believe that their children will not be able to get job in government system even after graduation due to discrimination. On the other hand, with Madarsa education they can get respectable position in the society as a Maulawi or a preacher.</li> <li>- Critical awareness among Muslim community about importance of modern education is lacking.</li> </ul>	<ul style="list-style-type: none"> <li>- Massive OSP as a bridging should be implemented in Muslim populated villages with integrated Islamic subjects. Madarsas can run such programmes. As a result, children can enter into higher grades of primary schools after completion of OSP course.</li> <li>- Islamic religious teaching should be incorporated in public primary schools for Muslim children in locations with Muslim majority as a part of local curriculum (optional subject).</li> <li>- The government should make a provision to recognise Madarsa as educational institution when they adopt national curriculum of the country.</li> <li>- Trust building programme should be lunched by mobilizing the socio-political leaders</li> <li>- Some seats of teachers should be reserved for Muslim community.</li> </ul>	<p>DOE</p> <p>DOE</p> <p>MOE</p>
SE	<ul style="list-style-type: none"> <li>- Some deprived and socially disadvantaged group such as Musahar still remain out-of-school. Their concern is mostly of equitable access rather than physical access.</li> <li>- Access to quality school/ education is yet to be ensured in majority of public schools.</li> <li>- Indiscriminate opening of private schools have caused public schools lose its enrolment and eventually the teacher quota.</li> </ul>	<ul style="list-style-type: none"> <li>- To educate children of these communities their social, cultural as well as economic concerns need to be studied and addressed judiciously.</li> <li>- Planned intervention stopping indiscriminate opening of schools and seeking private public partnerships including the provision of leasing-out is desirable.</li> <li>- Strategic shift from construction of school blocks to supply of materials and educational resources to schools.</li> <li>- Participatory and incremental strategies can be adopted for mobilization and allocation of such resources.</li> </ul>	<p>DOE</p> <ul style="list-style-type: none"> <li>- constitute studies</li> </ul> <p>MOES/DOE</p> <ul style="list-style-type: none"> <li>- formulate a policy and ensure effective implementation</li> <li>- Encourage public private partnerships, flexible policies for resource mobilization and school management including leasing-out schools.</li> </ul>

<b>Access and Retention</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
SIP	SIP has initiated bottom up planning at school level. A shift in focus from outside activities to the activities within school took place in the second year. So, more focus on school quality as well as improvements in school physical facilities is taking place.	Make SIP gender and disadvantaged sensitive	DOE
	SIP still requires addressing the needs of women and disadvantaged.		
	- Participation of women and the disadvantaged as trainees was minimal and as trainers was absent.		
	- The problems and needs of girls and the disabled were little discussed in the training session.		
	- The training package did not highlight the problems and needs of women and the disadvantaged.		
	- The SIPs reviewed did not provide enough space to deal with the needs and problems of these groups.		School

<b>Capacity Building</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
CBECD	Some of the MC chairpersons/members were not aware of managing CBECD centres at community level as management training was not organized for them.	- A practical package of management training for both the MC chairpersons/members and the facilitators should be developed and implemented by the DOE.	DOE DEO
	Frequent turnover of facilitators led to appointment of untrained ones.	- The effective CBECD centres with active and efficient facilitators should be developed as CBECD Learning Centre (LC) where the facilitators of LC should provide training to new untrained facilitators.	DEO DCDB
	A system of development of CLMs and regular supply of CLMs to CBECD centres in regular interval were not found in the present CBECD programme.	- A training programme for community people on the preparation of CLMs and play materials should be organized by the CBECD LC for which the facilitators of LC should be trained at district level.  - The DECDB/DEO should supply CLMs and play materials at regular intervals.	DCDB DEO

<b>Capacity Building</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
	The facilitators were not adequately trained on how the CBECD centres can be managed even after the government stops providing financial support	- The contents related to CBECD management should also be added in the training package. The duration of the training should be increased.	DEO DCDB
ECTL	TOT for recurrent training package cover content and content on training conduction skill is not included in the package.  Some skills are included in NCED TOT, but some more skills related to training delivery such as getting participants' attention back, time management, involving non participating participants need to be added.	- Update TOT package of NCED adding more skills in training delivery.  - Adopt similar TOT package (including training delivery skills) in refresher teacher training of DOE.	NCED Training and supervision section DOE.
	Training delivery quality/ effectiveness varied/ differed from trainer to trainer (majority effective)	- Institute evaluation practice of effectiveness of trainers, training and prospective trainers  - Prepare roster of trainers based on evaluation  - Use training evaluation as feedback for improving training	NCED Training and supervision section DOE.
	Following factors were found to be important in facilitating transfer of training skills in the classroom delivery:  - Teacher need to be convinced and confident with suggested techniques/methods  - Sufficient opportunities to discuss, demonstrate and practice  - Proper and consistent practice of skills during training	Provide more focused training emphasizing discussion, demonstration and practice of skills	NCED Training and supervision section DOE.
	Content/activities/examples in the training manuals are relevant, and effective in a number of cases; but some needs revision/improvement	Develop a mechanism to collect feedback from the practitioners, which activities/ contents are relevant/ effective and which ones need to be revised/improved. Use feedback suggestions for improvement.	NCED has been planning to establish a cell for this. Training and supervision section.
	There is a need for strengthening monitoring of training delivery and classroom delivery.	Monitor both training delivery and classroom delivery.  NCED has planned to monitor training delivery. It is necessary to monitor use at classroom level as well.	NCED Training and supervision section DOE, SMC/Parents/Head Teacher.
	There is a need for informing teachers regarding training before they come to school and back to schools what teachers have learned in the training.	Prepare draft letters that inform teachers what they are required to bring with them for training. Another letter to the school informing what teachers have learned in the training.	NCED, Training and supervision section DEO



<b>Capacity Building</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
MGT	<p>MGT setting differs from situation to situation:</p> <ul style="list-style-type: none"> <li>- Lower number of students and accordingly lower number of teachers (mountain an some part of hill)</li> <li>- Intermittent absence of teachers</li> <li>- Inadequate number of teacher quota even when students number was large (Tera)</li> </ul> <p>The concept of multi-grade teaching is little understood and used in its true sense. Traditional approaches to teaching in MGT\MCT situation were used.</p>	<p>Make a policy to differentiate both types of instructional arrangements--teaching more than one grade by a teacher at the same time in a room (multi-grade teaching) and teaching more than one grade by a teacher at the same time in separate rooms (multi-class teaching).</p>	MOES/DOE
	<p>Variations observed in areas such as ‘classroom management’, ‘class size, ‘delivery of instruction’, ‘students’ participation in learning’.</p>	<p>Specify basic requirements needed for instructional settings in both multi-grade and multi-class teaching.</p>	DOE
	<p>The weightage given to MGT component in teacher training package (certification training) is inadequate.</p> <p>The MGT training did not specifically focus on the basis of MGT aspects.</p>	<ul style="list-style-type: none"> <li>- The basic training packages of both in-service and pre-service training should address specifically the need of multi-grade and multi-class situation.</li> <li>- Successful experiences of COPE schools reflected in areas such as classroom management, continuous assessment of the students and sharing of experiences with the parents should be replicated in the public schools.</li> <li>- The schools with success stories in MGT/ MCT should be widely brought into public notice for the replication of their experience in others schools.</li> </ul>	<p>NCED, DOE</p> <ul style="list-style-type: none"> <li>- Develop separate training package on MGT</li> <li>- Curricular adjustment</li> <li>- Implementation</li> </ul>

<b>Capacity Building</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
	<p>There is ineffective transfer of MGT skills in the classrooms.</p> <ul style="list-style-type: none"> <li>- Poor knowledge base of the MGT trainers resulted into a poor delivery of training with a little transfer of MGT techniques into the classroom.</li> <li>- The dichotomy of mono-grade and multi-grade teaching is intermixed</li> </ul>	<ul style="list-style-type: none"> <li>- Develop expertise in the trainers in this field by regularly organizing visiting programs, workshops seminars and tailor made training for them.</li> <li>- Develop a policy to supply more qualified teachers (more than SLC qualification) to teach the students in multi-grade/multi-class situation.</li> <li>- The MGT and MCT teachers should be provided with facilities such as extra financial incentives, teacher support materials and training in order to develop positive attitude toward teaching in such instructional situation.</li> </ul>	<p>DEO</p> <ul style="list-style-type: none"> <li>- manage educational tour + visit programs</li> </ul> <p>MOES</p> <ul style="list-style-type: none"> <li>- Develop policy to deploy more qualified teachers</li> </ul>
SIP	<p>Formulation of technically sound SIP has become the concern of all in the second year.</p> <ul style="list-style-type: none"> <li>- Most SIPs prepared in 2002/03 included all program-related indicators, while SIPs included all the indicators given in the format without considering if they related to the programs or not (2001/02).</li> <li>- Provision of SIP appraisal has been made in 2002/03.</li> <li>- Guidelines for SIP preparation were developed and distributed in 2002/03.</li> <li>- DEOs were given liberty to prepare their own materials and select trainees for SIP preparation in 2002/03.</li> </ul>		
	<p>SIPs have only been informally discussed by SMCs. Hence it is difficult to develop ownership of the SIP.</p>	<p>Adopt SIP as an official document through discussion and approval in SMC.</p>	<p>SMC/School</p>

<b>Capacity Building</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
	<p>As the training program has little impact on enhancing planning skill at the school level, it appears that SIP preparation lacks necessary expertise.</p> <ul style="list-style-type: none"> <li>- The training package provides knowledge and information of planning rather than skills of planning.</li> <li>- As the training program was knowledge-based, it did little to help enhance the planning skills.</li> <li>- Analysis of problems, prioritization, targets setting, etc. were below satisfaction.</li> <li>- Most schools filled out the formats, which were included in training manual as references.</li> </ul>	<p>Develop a manual, precise, simple and contributory to enhancing stakeholders' competencies and practical skills in creating school development efforts.</p>	DOE
MTPS	<p>SMCs did not demonstrate capability to run the Community Managed School (CMS).</p> <ul style="list-style-type: none"> <li>- SMCs did not have any idea for running CMS as an organized institute.</li> <li>- SMCs did not prepare any plan, program, by-laws, and code of conduct regarding school and school operation.</li> <li>- SMCs were not able and trained to assess the performance of HMs, teachers and monitor the school's programs.</li> </ul>	<p>Enable SMC with authority, power and resources to make critical decisions related to the entire school affairs including teachers' recruitment and transfer.</p>	MOES DOE

<b>Management</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
EISPGDC	<ul style="list-style-type: none"> <li>- Variations exist in the distribution of incentive amount [of Girls' Education Programme] within and among the sample districts. (Nawalparasi district followed the central level guideline in the management of incentive.)</li> <li>- Proportionate distribution of the scholarship money to all students because of the inadequate number of quota [of Dalit and Primary Scholarship Programmes].</li> </ul>	<p>Revise the central level guidelines as suggested below:</p> <ul style="list-style-type: none"> <li>- Homogenize the incentive and scholarship amount (Rs.500/-) by removing the disparity in scholarship amount ( Rs.300/- Rs.500/- and Rs.250/-).</li> <li>- Deposit the incentive budget in school account directly instead of receiving it through DEO personnel.</li> <li>- Review the list of girls/Dalits for the incentive/scholarship by DEO, RP, IMC, SMC in the month of Shrawan (July-August)</li> <li>- Distribute the incentive/scholarship amounts (through IMC, VDC, and SMC), according to the list in Kartik (Oct. - Nov.)</li> <li>- Observe the school regularity of incentive/ scholarship recipients (RP, IMC, VDC) in Paus</li> <li>- Provide additional incentive (materials) only to the children who are regular all through in Magh (Jan. - Feb.)</li> <li>- Receive the list of children from the school who are regular and distribute the incentive money through IMC and SMC in Chaitra (March-April)</li> <li>- Extend the program to other districts</li> </ul> <p>Extend such program in other districts following the example of Nawalparasi in the management of incentive</p> <p>Distribute incentive only to the educationally disadvantaged girls and dalit children through SMC or IMC</p>	MOES DOE Community
	Lack of regular follow-up and monitoring of the scholarship/incentive program (centre to school)	Monitor the incentive/scholarship distribution (centre or DEO) two times before the first and second distributions.	MOES, DOE Community

<b>Management</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
CBECD	Financial support which was provided from DEO to the CBECD centres for making them sustainable was not found to be effective as the DCDB, DEO or NGO has provided financial support to the CBECD centres only once in Ilam and Kailali though there was a provision of providing such support three times in three consecutive years.  Furthermore, the DEO has not provided such support to CBECD centres of Jumla at all as none of them deposited matching fund.	<ul style="list-style-type: none"> <li>- The DOE should release the budget to the DEOs for granting the financial support to CBECD centres three times in three consecutive years as per DOE policy and the centres to be informed.</li> <li>- There should be flexibility in the ratio of financial support to matching fund depending upon economic status of target groups.</li> </ul>	DOE DEO
	The mobilization of local NGOs with the support of UNICEF for the implementation and monitoring of CBECD Programme in Ilam was found to be effective	<ul style="list-style-type: none"> <li>- A system of NGO mobilization as practiced in Ilam should be implemented in other districts. That is, the district should be divided into several units (Ilakas) and an NGO should be given responsibility of providing training to the facilitators and monitoring of CBECD centres of an Ilaka/unit.</li> </ul>	DEO DCDB
	Community people and parents were not aware of CBECD programmes. Awareness programmes were not organized effectively	<ul style="list-style-type: none"> <li>- Awareness raising programmes are to be organized effectively to develop positive attitude at grassroots level towards CBECD programme.</li> </ul>	DEO
	In a number of CBECD centres in Kailali and Ilam CBOs have played a contributing role in raising the matching fund and in mobilizing the CBECD fund.	<ul style="list-style-type: none"> <li>- The CBECD centres and CBOs such as mothers' group and saving and credit group should be conducted in an integrated way.</li> </ul>	DCDB
	Monthly remuneration of facilitators varies. Most of the facilitators were receiving only Rs.500/- from DEO; whereas some were receiving an additional amount up to Rs.300/- from NGO or from MC through CBECD fund.	<ul style="list-style-type: none"> <li>- The remuneration of the facilitators should be increased and standardised.</li> </ul>	DOE DEO MC
SE	<ul style="list-style-type: none"> <li>- SMC members lack basic knowledge about their roles and responsibilities in the changed context of Education Act (7th amendment).</li> <li>- Discussion and dissemination of the outcomes of SMC meetings is confined to the SMC members.</li> </ul>	<ul style="list-style-type: none"> <li>- The education Act (7th amendment) has placed greater roles and responsibilities on the SMC and that schools have been seen as community responsibility. Hence, orientation to the SMC members, in this changed context, about their roles and responsibility is necessary.</li> <li>- SMC members also need to be oriented to bring parents' or villagers' concerns in the meetings and to disseminate SMC meeting's resolutions back to the parents and villagers.</li> </ul>	DEO  SMC

<b>Management</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
	<ul style="list-style-type: none"> <li>- HM's personality and interpersonal skills are found to have profound impact on school effectiveness.</li> <li>- SMC members and the parents suggested stopping all political appointments in HM and that it should be based on qualification, experience and personality.</li> </ul>	<ul style="list-style-type: none"> <li>- Provision should be made for grooming principals of tomorrow. Selection of principals should be from among the teachers and not just by picking candidates indiscriminately.</li> </ul>	DEO
	<ul style="list-style-type: none"> <li>- Considerable confusion prevails between supervision and monitoring among school teachers, SMC members and the parents.</li> <li>- RPs are overburdened doing a host of activities both planned as well as ad-hoc.</li> <li>- Numbers of schools have increased considerably over the years in Resource centres.</li> <li>- The number of schools has increased in each cluster. Consequently, frequent visit to schools for supervision is becoming more and more difficult.</li> </ul>	<ul style="list-style-type: none"> <li>- The objectives and methodology of supervision and monitoring should be included in the RP training packages.</li> <li>- RPs roles should be specified strictly to supervision and monitoring and that any other program seeking RP's involvement should be granted permission only upon assessment of its impact on RP's regular activities.</li> <li>- Resource cluster also needs to be reviewed.</li> </ul>	DOE, DEO, RP  MOES/DOE  MOES/DOE
MGT	<p>Monitoring and Supervision</p> <ul style="list-style-type: none"> <li>- There is very little monitoring and supervision of teaching in multi-grade and multi-class situation</li> </ul>	<ul style="list-style-type: none"> <li>- Initiate regular monitoring, feedback and reporting as well as sharing of students' progress with the parents and ensure the use of instructional materials and participatory / activity-based instructional strategy to make MGT a rewarding experience to both the teachers and students.</li> </ul>	DOE, DEO, School (PTA, HTs)
	<p>SIP did not appear to be the only program for the overall improvement of school's problems.</p> <ul style="list-style-type: none"> <li>- Funds were provided to pilot schools also for uniform and scholarship distribution, maintenance, etc. besides SIP.</li> </ul>	Make SIP a basis of funding for all development programs of the school.	MOES DEO
SIP	<p>Time factor was little considered while initiating the SIP process; hence SIP implementation suffers from mismanagement of time.</p> <ul style="list-style-type: none"> <li>- Training programs were arranged in the middle or third quarter of the fiscal year.</li> <li>- SIPs were submitted and funds were released almost at the end of the fiscal year.</li> </ul>	Prioritize time element for design and implementation of all the reform endeavours.	DOE

<b>Management</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
	<p>Some aspects such as funding, implementation, and monitoring, still need consolidation for the piloting of SIP process.</p> <ul style="list-style-type: none"> <li>- Funding criteria were altered from lump sum grants (formula funding) with 30: 40: 30 ratios to per student allocation.</li> <li>- Local bodies were involved only in the year 2001/02, but not in 2002/03 for the disbursement of SIP funds to schools. Even in 2001/02, local bodies were not involved in Dadeldhura district.</li> <li>- Time period was too short for SIP implementation.</li> <li>- Monitoring of SIP implementation was given little attention.</li> </ul>	<p>Provide the inputs envisaged for SIP in time and continue the implementing strategies adopted for a reasonable period of time.</p>	DOE
	<p>SIP was guided by the components of BPEP II rather than by the local ideas and strategies.</p> <ul style="list-style-type: none"> <li>- Participation of community people and parents in the design of SIP was nominal.</li> <li>- The centrally designed training package and training model were followed in the preparation of SIPs.</li> <li>- Physical facility development, scholarship distribution, children's rally, mother's conference, teacher training, students and teachers' regularity etc. were the common programs of SIPs, which relate to the 3 major areas and components of BPEP II.</li> <li>- Funds were made available on the basis of these major areas of BPEP II</li> </ul>	<p>Make interactive and participatory process based on need of the school as the major focus of SIP development and implementation.</p>	DOE/School
	<p>SIP also encourages schools to focus on programs that do not require any funds for the operation such as enhancing regularity and attendance of students, interactions with parents, and classroom observation by HMs. However, most of the SIP implementation depended upon the government's resources.</p> <ul style="list-style-type: none"> <li>- The share of government budget for implementing SIP was very large, leading SIP to depend largely on government.</li> <li>- Schools did not receive funds from local bodies, NGOs and local donation.</li> <li>- Contribution of school-generated resources was nominal.</li> </ul>	<p>Activate the Rural Education Development Fund so that school could be able to get development funds regularly.</p>	MOES

<b>Management</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
	<p>Prompt communication still lacks between centre and district, between district and RC, and between RC and school.</p> <ul style="list-style-type: none"> <li>- Decisions were not communicated to the lower levels from the centre (i.e., from DOE to DEO, and from DEO to RC or schools)</li> </ul>	<p>Convey messages timely to the district and grassroots levels so that they can get information on time and make necessary adjustments in their programs and strategies.</p>	<p>DOE DEO RC</p>
	<p>Monitoring of SIP process has not received due attention, because it has not been institutionalized yet.</p> <ul style="list-style-type: none"> <li>- Confusion between supervision and monitoring still persists.</li> <li>- SMC members, local bodies and community members did not feel that they had to monitor the school activities.</li> <li>- RP's visit was minimal.</li> <li>- No reporting and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Institutionalize local monitoring and make it flexible so that performance of the school could be monitored in school's own context.</li> <li>- Emphasize periodic reviews of SIP activities in SMC meetings.</li> </ul>	<p>DEO SMC</p>
MTPS	<p>Before the management transfer, no preparation was made.</p> <ul style="list-style-type: none"> <li>- SMCs, school authorities, DEO staff members, etc. were not oriented about the matter, its pros and cons.</li> <li>- They are confused about HM's appointment, approval of the teacher's quota, use of lump sum grants and the like.</li> <li>- DEO assumed that teachers' redeployment policy would cut the number of additional teachers even in CMS, but SMCs and HMs thought that the redeployment policy could not reduce the number of teachers.</li> <li>- Moreover, no study or evaluation was made before extending the approval of management transfer.</li> <li>- Some schools did not desire to come with the agreement for the management transfer because they did not believe that the new move will last for long.</li> </ul>	<ul style="list-style-type: none"> <li>- Orient the SMC members, school community, local level community leaders and parents about the management transfer.</li> </ul>	<p>DOE, DEO</p>
	<p>Only primary schools got approval to turn as CMS.</p> <ul style="list-style-type: none"> <li>- Even secondary schools they wanted to transfer the management of only primary levels.</li> </ul>	<ul style="list-style-type: none"> <li>- Make necessary administrative arrangements for covering the secondary level also (of the same school) in the process of management transfer.</li> </ul>	<p>DOE</p>



<b>Management</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
	<p>Local monitoring has not been evolved yet.</p> <ul style="list-style-type: none"> <li>- SMCs and local stakeholders were not oriented and trained enough to monitor the school programs.</li> <li>- RPs visits to the CMS were also limited.</li> <li>- Monitoring did not receive due attention.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop local level monitoring mechanism.</li> </ul>	DOE
	<p>Focus of decentralization differs from one document to another.</p> <ul style="list-style-type: none"> <li>- CMS Operation Directive regards SMC as the focus of decentralization, while Education Act considers VEC and DEC as the focus. Similarly, LSGA assumes VDC and DDC as the core of decentralization.</li> </ul>	<ul style="list-style-type: none"> <li>- Streamline the CMS Operation Directives, the Education Act and the Local Self- Governance Act to facilitate the decentralization at the village level for school improvement.</li> </ul>	MOES
	<p>CMS was not very different from other public schools.</p> <ul style="list-style-type: none"> <li>- The contract paper abided by the CMS did not have any special provision.</li> <li>- CMS did not have autonomy and freedom to recruit permanent teachers, terminate those teachers whose services were not satisfactory and so forth.</li> </ul>	<ul style="list-style-type: none"> <li>- Execute further research study to develop relevant strategies for the improvement and strengthening of community managed schools.</li> </ul>	FRP

<b>Decentralisation</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
CBECD	<p>The way of managing community-based Early Childhood Development (CBECD) Programme at the district level through District Child Development Board (DCDB) in Ilam was found to be satisfactory for managing physical facilities and for collecting and mobilizing the fund.</p>	<ul style="list-style-type: none"> <li>- CBECD Programme should be conducted in other districts with the partnership of District Education Office (DEO) and District Development Committee (DDC) through DCDB as in Ilam.</li> <li>- The school supervisor (SS) working partially as a Focal Point (FP) for CBECD Programme should be made fully responsible for the management of CBECD Programme.</li> </ul>	DOE DEO

<b>Decentralisation</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
SIP	<p>SIP implementation process has been instrumental in the involvement of local bodies, (for instance, involvement of Waling Municipality in local educational affairs).</p> <ul style="list-style-type: none"> <li>- Waling Municipality arranged headmaster's conferences.</li> <li>- The Municipality managed to get funds from Town Development Fund for making furniture items available to the schools within its territory.</li> <li>- The Municipality distributed teacher diary to each and every teacher in order to list their activities so that the activities could be monitored.</li> <li>- The Municipality provided management training (especially on account, record keeping, store management etc.) to the school staff and or HMs.</li> <li>- Representatives of the Municipality started visiting schools for observing school affairs.</li> </ul>	<p>Continue encouraging local bodies, especially DDC and Municipality, to be on the lead in mobilizing resources and expertise in the context of educational reform endeavours.</p>	<p>MOES/DOE and DEO</p>
	<p>Centrally designed models are being used for the planning and implementation of SIP process locally.</p> <ul style="list-style-type: none"> <li>- Centre has authority and resources for the development of primary schools.</li> <li>- The cascade model was followed in the delivery of training.</li> <li>- Centre determined the amount of grants and the criteria of funding.</li> </ul>	<p>Replace the cascade or centrally designed model of SIP implementation by school-based approach.</p>	<p>DOE/School</p>
MTPS	<p>Management Transfer was not evolved from community level</p> <ul style="list-style-type: none"> <li>- DOE directed DEO to make arrangement for the management transfer and DEO persuaded SMCs and SMCs arranged parent's conference and applied for the management transfers. In the whole affairs of management transfer of public school, local bodies became indifferent.</li> <li>- SMCs took the initiatives for the management transfer.</li> <li>- Local bodies merely extended their consent for the management transfer, they did not make any commitment for providing any kind of support to the CMS.</li> <li>- Involvement of local bodies was not considered necessary before and after the management transfer.</li> </ul>	<ul style="list-style-type: none"> <li>- Involve local bodies for the management of schools and resources mobilization in order to supplement the governments' grant-in-aid.</li> </ul>	<p>DOE</p>

<b>Physical Facilities</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
MGT	<p>There is unconducive classroom environment to implement MGT</p> <ul style="list-style-type: none"> <li>- Majority of the classrooms have inadequate space, light and ventilation and inadequate number and inappropriate size of the furniture.</li> <li>- Classrooms were not managed in such a way as to facilitate individual and group learning</li> </ul>	<p>As a part of holistic approach to MGT develop specifications of basic physical infrastructure (including space, light and ventilation of the classrooms, furniture etc.) appropriate to MGT and implement them strictly.</p>	<p>MOES</p> <ul style="list-style-type: none"> <li>- Basic specification</li> </ul> <p>DOE &amp; DEO</p> <ul style="list-style-type: none"> <li>- Implementation</li> </ul>

<b>Learning Achievement</b>			
	<b>Major Findings</b>	<b>Action Steps</b>	<b>Responsible</b>
CBECD	<p>The CBECD programme helped children to develop social and emotional behaviour.</p>	<ul style="list-style-type: none"> <li>- An in-depth study on the activities of the children and the facilitators in the CBECD centres should be carried out focusing on the achievement of CBECD students in primary grades.</li> </ul>	<p>CERID</p>
MGT	<ul style="list-style-type: none"> <li>- The Instructional materials, TGs and child leaning materials were not available in all schools. Wherever they were available, they were little used from MGT perspective.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide orientation training to the teachers on the use of child learning materials made available by CDC and other institutions from MGT perspective.</li> <li>- Develop skills in the teachers to construct instructional materials to be used in MGT classes.</li> <li>- Allocate necessary budget to prepare instructional materials.</li> <li>- TG in all subjects for all grades should be made available to the concerned teachers in all subjects for all grades and the teachers should be provided with an orientation about their proper use.</li> <li>- The Head teachers and the RPs/SSs should monitor the use of TGs by the teachers.</li> </ul>	<p>MOES –Budgeting</p> <p>CDC-Develop Learning Material</p> <p>DOE- Develop TGs</p>