

FRP Bulletin

Formative Research Project

Number 6

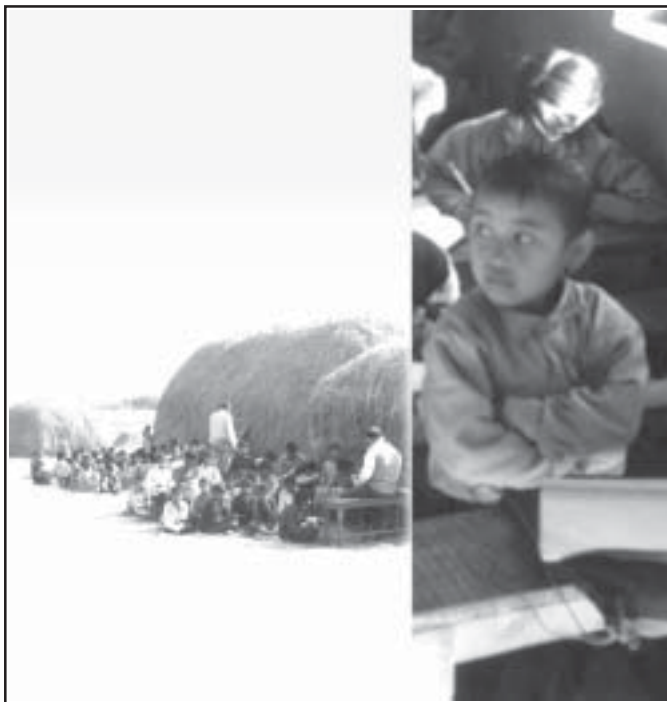
July 2004

The Formative Research Project is being undertaken by Tribhuvan University, Research Centre for Educational Innovation and Development (CERID) for the Ministry of Education and Sports, His Majesty's Government, Nepal.

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Additional On-going Research Projects ——— *Monitoring and Supervision of Alternative Schooling System*

Providing education to the marginalised people is one of the challenges that Nepal has to face in order to meet the goals of Education for All (EFA). BPEP II has attempted to provide schooling opportunity of a comparable quality by implementing 3 programmes: Out of School Program (OSP) for adolescents, Outreach Programme for grade 1-3 children and Alternate Flexible Schooling for 8-10 year old children. Despite the large investments made in these programmes, the achievement and output are not that encouraging.

Therefore, it is now urgent that the gaps between provision and practice of the present monitoring system be studied and an alternative mechanism be recommended.

Female Teachers in Primary Schools: Distribution Pattern and Transfer

The Seventh Amendment of the Education Regulation Act 1992 has made it mandatory to recruit at least one female teacher for every primary school. This possibly is the result of the project *Equal Access to Girls and Women to Education* which was implemented in the Fifth Plan and supported by the Eighth Plan and the Ninth Plan. Research reports (CERID: 1988, 1991) showed that recruitment of female teachers would help increase girls' enrolment in the school and develop in the community positive attitudes towards girls' education. Under the Education Regulation Act female teachers are given every Friday off so that they could go to their communities for advocacy. The policy of one female teacher in each primary school is still in place. However, the Education Statistics 2003 showed that 10,000 schools were still without female teachers. The causes of this are: ineffective implementation of the policy, scarcity of female teachers in local areas, and difficulty in the deployment of female teachers in the remote areas for lack of incentive and security provisions. At present, there are only 20,000 female teachers, which is one-fourth of the total female workforce needed for primary schools. Of these more than 50% are in the Central and Western Development Regions (most of them in urban areas). A comparative analysis shows that the Far Western Development Region has the lowest percentage (16.6%) and the Central Region the highest (31%). A total of only 21% are trained. These data point to an urgent need for the study of the employment, deployment and recruitment policy and procedure and of the problems

related with female teachers, to increase their number in compliance with the Tenth Plan (2002-2007).

Free and Compulsory Primary Education in the Context of Education for All

In 1972, primary education was declared free for all. For this, the Government is determined to introduce a legal provision by 2012 to ensure that the FCPE programme could pervade the whole nation by 2015. The EFA goal ensuring access to FCPE for all children by 2015 has many challenges e.g. completion of primary education by at least 50% of school age children, reduction of illiteracy, and increase of access of girls and disadvantaged groups to basic and primary education.

For launching the CPE programme, the EFA National Plan of Action states that the primary education will be made compulsory, in phases, through collaboration with the local government bodies and community based organisations. The municipalities and the VDCs will assume the full responsibility of developing education plans to address non-enrolment, non-attendance and non-completion. However, the CPE programme already initiated could not expand as envisaged. Therefore, this study aims to examine the past CPE programme and suggest functional strategies for the achievement of EFA.

Reconceptualizing the Resource Centre Model in the Context of Decentralization and Education for All (EFA) Framework of Action

Universalization of primary education, compulsory primary education, out-of-school programmes for the illiterate school-going age children, adult literacy programme for male and female adults including Dalits and reduction of disparity in the literacy rate by gender are the programmes Nepal has designed to meet the national commitment of Education for All (EFA). To the goals of EFA, Nepal has identified the Resource Centres (RCs) as one of the prospective agencies to support the implementation of the programmes. At present, there are 1,296 Resource Persons (RPs) working in RCs. The main purpose of establishing RCs is to enhance the quality of primary education through teacher training, school clustering, orientation, monitoring and supervision of schools, and other programmes related to basic and primary education.

However, there are some problems that affect the effectiveness of the functions in RCs such as mismanagement, inadequacy of human resource, unavailability of RPs in RCs, lack of supervision and monitoring, and inadequate representation of the local people in RCMCs. Timely reconceptualisation of the role and responsibilities, organization structure networking, human resource and management of finance for effective functioning, sustainability of RCs for supporting the EFA program and decentralization are some of the necessary steps that Nepal must take in order to overcome the problems. There is a need for a study to identify and analyse

these issues and work out strategies for the attainment of effectiveness, sustainability, quality enhancement and proactive roles in the context of EFA.

Status of Co-curricular and Extra-curricular Activities in Primary Schools: Problems and Prospects

The modern education system evaluates the quality of a school on the educational facilities it provides for the development of the whole personality of the learners. Co-curricular and extra-curricular activities are recognised as sources of enrichment and vitalisation of the learner's self-experience and of the development in him/her of various important traits. Psychologically, these activities provide outlets for the flow of surplus energies to the learners.

To facilitate the smooth execution of these activities attention must be paid to the existing physical facilities and financial conditions of the schools, to the qualifications and training levels of the concerned personnel and to the problems encountered in the execution process. Equally important are other supporting factors like the roles of DEO, RC and SMC and parents' perceptions regarding the promotion of these activities. Eventually, there is a need to develop guidelines for conducting co-curricular and extra-curricular activities in the primary schools of Nepal. The study therefore aims to find out the existing situation and problems of co-curricular and extra-curricular activities and develop guidelines for conducting the CEAS activities.

Visits

Visits of Technical Advisor

Prof. Kristin Tornes, Technical Advisor of the Formative Research Project, was in Nepal from 27 May to 4 June 2004. The main purpose of her visit was to review the on-going research projects of 2003-04 and to sum up the first phase



of the Project. During her visit she had a series of meetings with Mr. Ramsarobar Dubey, Joint-Secretary, MOES and Mr. Diwakar Dhungel, Under-Secretary, MOES. Similarly, meetings were conducted with the Director General and Directors of the Department of Education. Meetings were also held with the FRP team, which were very fruitful.

Visit to NIEPA and NCERT, New Delhi

The Formative Research Project team paid a study visit to the National Institute for Educational Planning and Administration (NIEPA) and the National Center for Educational Research and Training (NCERT) in New Delhi, India (26 April to 7 May 2004). The visiting team was composed of 11 members: officers from the Monitoring and Evaluation Unit and Foreign Aid Division of MOES and the Monitoring and Research Unit of DOE, and researchers and administrative staff members of CERID. Dr. Kishor



Shrestha, Coordinator of the Formative Research Project, led the team. During the visit the team had fruitful talks with the faculty members, and research and administrative officials of both the institutions. The team toured the units of NCERT including libraries and documentation sections, observed their working modalities and collected necessary documents and literature. The members of the team found the latest development achieved in education technology and the use of mass media in school education being initiated by CIET (a wing of NCERT) very exciting. Similarly, networking of relevant organizations in undertaking innovative activities and research projects and dissemination of research findings for bringing about changes in the education system were worth appreciation.

Meetings

FRAG Meetings

From April to July 2004, the FRAG meetings reviewed the following activities:

- 15 April 2004 - on-going FRP research projects.
- 2 July 2004 - final reports on Multi-grade and Multi-class Teaching, Effective Classroom Teaching-Learning: School-based Assessment, and Co-curricular and Extra-curricular Activities.
- 5 July 2004 - final reports on Management Transfer of Public School to Community, Female Teachers in Primary Schools, and Situation Analysis of Special Needs Education for Expansion of Inclusive Education.

- 8 July 2004 - final reports on Free and Compulsory Primary Education in the Context of EFA, Reconceptualising the Resource Center Model in the Context of Decentralisation and EFA Framework of Action, and School Effectiveness: Head teachers' Leadership.
- 9 July 2004 - final reports on Access of Muslim Children to Education, Effective Operation and Sustainable Development of ECD Programme, and Monitoring and Supervision of Alternative Schooling System.
- 12 July 2004 - Final reports on Longitudinal Study on System Indicators and Stocktaking of Studies, related to BPEP II: Phase III.

Other Meetings - Several meetings of the FRP Selection Committee and regular meetings of the FRP researchers were held for the purpose of evaluating and monitoring the progress of the on-going research projects.

Seminars

Seminar on Summing-up of FRP-Phase I

A joint meeting of FRAG and FRP Researchers was held on 3 June 2004 to review the current situation of the on-going research projects. All the researchers presented the status of their on-going research. A discussion on the completion of the on-going research projects was also organised.

Professor Kristin Tornes, Technical Advisor from Norway, gave emphasis to the formative nature of the studies. She suggested that whatever had happened to the action steps provided in between the studies should be recorded. Former coordinator of FRP Dr. Bijaya Kumar Thapa suggested the utilization of the recommendations of FRP Phase I in the context of EFA. He added that the System Indicators Study would present the formative nature of the project at a macro level.

FRP Coordinator Dr. Kishor Shrestha presented the outline of FRP Phase I completion report. He proposed the preparation of a FRP Anthology. He highlighted the proposed plan of undertaking Assessment of FRP by the Ministries of Norway and Nepal.

Dr. Hridaya Ratna Bajrachaya, Executive Director of CERID, pointed out the need for maintaining the quality of the research and encouraged the researchers for continuous efforts. Mr. Chuman Singh Basnyat, Director General of DOE suggested that the action steps provided by FRP should be broadly utilised. Mr. Laba Prasad Tripathy, Joint Secretary, Educational Administration Division, MOES stressed the utilization of the findings and recommendations of the research studies. The FRAG members, who were present in the meeting, put forward their views, too.

Dissemination Seminar of Regional Level

On a joint effort of the Research and Development Section of the Department of Education and the Research Centre for Educational Innovation and Development (CERID),

seminars on the dissemination of information were held in Nepalgunj (14-16 May 2004), in Bharatpur (6-8 June 2004) and in Biratnagar (14-16 June 2004). In each region the seminar was attended by 54 participants, 46 of them representing the education sector, 2 journalism and 6 education-related and other organizations. The first day of the seminar focused on the dissemination of information and the second day on key research questions



and collections of issues. Several people from MOES, RED, DEO and CERID presented theme papers.

Dissemination Seminar of Central Level

A day-long dissemination seminar of FRP was organised on 1 July 2004 in Kathmandu. The main objectives of this seminar were (a) to share the preliminary findings of the research studies conducted in the year 2003-04 and (b) solicit necessary inputs in the process of finalizing the reports. The Seminar was participated in by more than 100 participants including Mr. Bidhyadhar Mallik, Secretary of the MOES and Mr. Chuman Singh Basnyat, Director General of DOE. The other participants were representatives of MOES, DOE, DEOs and donors, school HTs and educationists. A total of twelve papers were presented in the seminar. The programme was divided in three sessions. In each session four papers were presented. The concerned researchers presented their reports. Professor Hridaya Ratna Bajracharya, Executive Director of CERID, Ms Bunu



Shrestha, Director of NCED, and Mr. Haribol Khanal, Director of the NFE Centre chaired the first, second and third sessions respectively. There were commentators in each session. Mr. Upendara Prasad Bhattarai, Joint Secretary of MOES, Mr. Satya Bahadur Shrestha, Deputy General Secretary of Nepal National Commission for UNESCO and Professor Bajra Raj Shakya, Former Executive Director of



CERID were the commentators of the first, second and the third sessions respectively. In each session a number of participants raised various questions and provided valuable suggestions for improvement in the reports. ■

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