

FRP Bulletin

Formative Research Project

Number 13

December 2008

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

Table of Contents

Findings and Recommendations of the Case Studies Undertaken in 2008

1. School Governance in Nepal
2. Provisions and Conditions for Better Classroom Pedagogical Practices
3. The Rights to Education for Disadvantaged Children: Existing Status and Challenges
4. A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level
5. Education in Gumbas, Vihars and Gurukuls in Nepal: Linking with Mainstream Education-Study 2
6. Formal Education in Madrasas of Nepal: A Study on Emerging Trends and Issues
7. Study on Exploring the Possibility of Expanding the Per Capita Funding Mechanism

Organization of FRAG Meetings

Organization of FRP Dissemination Seminar

Organization of a workshop for Identification of Key Research Questions

Seminar on Contribution of Formative Research in the Implementation of Educational Reform Programs: Sharing of Experiences from Nepal and Norway

Visits under FRP

Visits from Norway

Findings and Recommendations of the Case Studies Undertaken in 2008

1. School Governance in Nepal

This research was carried out in Ilam, Chitwan, Syangia, Jumla, and Kailali districts. The main purpose of this research was to find out how much SMC and PTA members had understood their roles and responsibilities and assess their contribution to better governance of schools.

Findings:

- Schools were managed and controlled by upper social groups in spite of the fact that community people themselves had selected members of the school governing body (SMC). This also applied to PTA.
- SMC was regarded more as a functional body than an authority and the contributions of SMC and PTA were considered little in educational reform.
- In schools little attention was paid to accountability and transparency.
- Teacher recruitment was taken as an important role of SMC. However, DEO influenced teacher recruitment in schools.
- In most schools SMC chairperson was found active in school management.

Recommendations:

- To ensure good governance in the country, government must empower grassroots level people and institutions with legal reform provisions. For this, structural provision, division of power and capacity development specific policy should be framed regarding PTA and SMC members of the school. Further, school operational manual should be developed.

2. Provisions and Conditions for Better Classroom Pedagogical Practices

The study was carried out in Morang, Sunsari, Rasuwa, Kavre, Sindhupalchowk and Dadelhdura districts. The main objective of this study was to analyze the initiatives in areas of curricular support and teacher preparation for improvement in classroom teaching-learning practices.

Findings:

- Revised curriculum elaborated learning achievement/content and exemplified teaching methods and assessment strategies for each of the curriculum objectives, which were found user-friendly and clear.
- Provision of local curriculum and

teaching in mother tongue helped to make learning more relevant to the needs of learners.

- Piloting of local curriculum was not able to provide required support and draw lessons for successful implementation of local curriculum at national level.
- There was no orientation/training on revised curriculum and new textbooks to any school for preparing teachers.

Recommendations:

- Develop a mechanism to draw lessons from innovative cases and pilot programs, and implement them at national level.
- Introduce provision of child-friendly schools in educational policy, act and regulations so that CFS planning, programming and budget allocation may become possible.
- Provide orientation/training to teachers prior to introduction of new curriculum.
- Stress the need for clarity on local curriculum and national implementation strategy.

3. The Rights to Education for Disadvantaged Children: Existing Status and Challenges

This research was carried out in Nawalparasi, Dhading, Rasuwa, Kailali and Kathmandu. Children from 5 disadvantaged groups- Mushar, Chepang, Tamang, Tharu, and children of parents affected by trafficking and displaced due to conflict - were selected. The purpose of the study was to explore the reasons for disadvantaged children's inability to exercise their rights to education.

Findings:

- Various problems e.g. physical, psychological and migration are together a major hindrance to education.
- Lack of awareness in parents is the major barrier to education of their children.
- Non-use of mother tongue in schools is a problem for students (of up to grade 2). It is very difficult for them to understand Nepali, which is a medium of instruction in schools.
- Programs like scholarships and incentives to ensure rights to education for DAG children do not reach a majority of children.

Recommendations:

- Conduct awareness-raising programs for parents to ensure children's rights to education.
- People from local mother tongue groups should be employed to teach students (of up to grade 3) in their mother tongues.
- School environment should be made child-friendly for effective teaching.

4. A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level

This study was conducted in Jhapa, Kavre, Morang, Kaski, Banke and Dadeldhura districts. The main purpose of this study was to find out problems and prospects of institutionalizing Inclusive Education (IE) at primary level and identify the major hindrances to conducting resource/integrated classes for children with disability.

Findings:

- Deaf students of resource classes were surviving in filthy conditions of hostels, even though their scholarship amounts were supplemented by parents/schools.
- Except in Dadeldhura, quotas for resource classes were inadequate and children had to wait for a couple of years to get admission to the resource classes.
- School physical set-ups such as gates, classrooms, toilets were found not appropriate for disabled children.
- School, family, community and parents were not mentally prepared to accept IE concept.

Recommendations:

- Government should provide hostel facilities for children of resource classes. Hostels should have disabled-friendly toilets in adequate number.
- Parents of disabled students should be included in orientation programs, regularly.
- Deaf and blind students should have disabled-friendly curriculum and examination in a small class size.

5. Education in Gumbas, Vihars and Gurukuls in Nepal: Linking with Mainstream Education- Study 2

The study was conducted in Jhapa, Solukhumbu, Kathmandu, Chitwan, and Kaski. The purpose of this study was to examine existing provisions of primary education in Gumbas, Vihars and Gurukuls. It focused on identifying required policies and provisions helping Gumbas, Vihars

and Gurukuls to provide basic education services to all that come in and to local community people in particular.

Findings:

- Because of misunderstanding of the policy of mainstreaming of education in religious institutions, the authorities in the sacred institutions felt that such a policy would endanger the sanctity of their religious education.
- Most of religious institutions (Vihars excluded) received SIP funds, teacher quotas and lump sum amount but they were unaware that these facilities were being provided under primary education umbrella.
- Religious institutions that only had post-primary classes were found interested in starting primary classes if they received support from the government.
- Religious institutions were found reluctant to accept the government grants because they feared that if they accepted the community support which they considered as crucial to their survival might be discontinued.
- Most of the religious institutions taught only a few subjects of government curriculum.

Recommendations:

- Government should circulate its decision for provisions of primary education also for religious institutions.
- In order to increase community participation in religious institutions more support should be provided to institutions that have more children from the local community.
- Government should mobilize development committees

established for the welfare of religious institutions to make people aware of the government provisions for primary education in religious institutions.

- Government should also make provisions of formal education of up to lower secondary/secondary levels in religious institutions.
- Vihars need to be included in government policies and programs.

6. Formal Education in Madrasas of Nepal: A Study on Emerging Trends and Issues

The research was carried out in three Madrasas, one each in Banke, Kapilvastu and Morang. The objective of this research was to analyze reactions of the Muslim community to inclusion of formal education in Madrasas. It also estimated changes that might take place, in terms of access and prerequisites of quality education, after inclusion.

Findings:

- Most Madrasas were conducting mainstream courses of up to grade 5.
- Madrasas were unable to cope with the teaching of Islamic and mainstream courses at the same time.
- Madrasas did not have basic prerequisites to maintain quality of education.
- Curriculum was not properly organized in Madrasas. In addition, Madrasas did not have proper resources to meet the demand for quality education.

Recommendations:

- The government should launch a specific program to develop proper physical infrastructure for Madrasas.
- Madrasas should be registered based on proper mapping, need of community and capability to run formal education courses.
- Integrated curriculum should be immediately developed for registered Madrasas in order to balance Islamic and mainstream courses.

7. Study on Exploring the Possibility of Expanding the Per Capita Funding Mechanism

This research was carried out in 3 schools each in Lalitpur and Chitwan districts. The main purpose of this research was to examine how the quality of education in public schools could be toned up. This study also focused on the opinions of the stakeholders regarding provision of 'per capita funding' (including its strengths and weaknesses), and strategies necessary for the expansion of per capita funding.

Findings:

- Eight schools in Lalitpur and 26 schools in Chitwan district were selected by DOE for PCF grants.
- Fund disbursement to schools was delayed due to data inconsistency (mismatch of DEO and school data) and condition of community-managed schools.
- Grant funds were not enough for appointing even one new teacher. Moreover, the appointed teacher would have to be terminated if student enrolment came short.

Recommendations:

- Dissemination of PCF Guidelines should be given to schools.
- DEO offices should have authority to correct data inconsistency.
- Capacity building of DEO offices and schools should be strengthened for implementing PCF grants.
- Regular monitoring of PCF implementation and use of PCF grants should be done by Department of Education and District Education Offices.

Organization of FRAG Meetings

The Formative Research Advisory Group (FRAG) meeting had been held for two days in August 2008. The first meeting was organized on 18 August 2008 in the CERID meeting hall. Seven researches had been conducted under FRP in the year 2008. Findings and recommendations were presented by three researchers on the first day. There were four more presentations on the second day, 20 August 2008. The FRAG members provided valuable suggestions for improvement of the researches.

Another FRAG meeting was held on 12 December 2008. A review of the progress made by FRP was made. The meeting also deliberated on the FRP sharing seminar to be held on 13-15 December 2008. The meeting



was participated in by the FRAG members, and Prof. Kristin Tornes and Mr. Halfdan Farstad from Norway. All the three meetings were chaired by Dr. Ishwar Prasad Upadhyay.

Organization of FRP Dissemination Seminar

A dissemination seminar on the major findings and recommendations included in the research reports conducted in 2007-08 was organized on September 2008 at the Park Village, Budhanilkanta, Kathmandu. The seminar was participated in by 39 officials from MOE, DOE, CDC, NCED, NFEC, and FRP researchers. The seminar was also attended by Mr. Balananda Poudel, Secretary of MOE. The first half of the day was devoted to the presentation of the research findings and recommendations. The FRP researchers made presentations and the participants took part in discussions. In the second half the participants were divided into seven groups. Each group reviewed the action steps developed and provided necessary inputs for finalizing them. The draft action steps were developed by the group of researchers and relevant officials at MOE and DOE. The seminar was successful in disseminating the research-based information to the relevant officials in MOE and DOE and very useful in finalizing the action steps.

Organization of a workshop for Identification of Key Research Questions

A workshop "Identification of Key Research Questions for the Year 2008-9 and Utilization of FRP Results" was organized on 8 and 9 November, 2008. The workshop had 36 participants including Mr. Dipendra Bikram Thapa and Dr. Ramsworup Sinha, Secretaries of MOE. The other participants of the workshop included representatives from various units and sections of MOE, DOE, CDC, NCED, NFEC and researchers from CERID.

On the first day, two presentations were made. The first was on Utilization of Formative Researches in the Implementation of EFA that was based on the task force report. A seven-member taskforce had earlier been formed by Secretary of



MOE to assess and take stock of the utilization of the FRP researches in the implementation and policy revisions. On behalf of the task force Mr. Sovietram Bista, a member of the team, presented the major areas of the use of FRP as revealed by the report. Another presentation on the major key research questions collected from the field was made by Mr. Rom Prasad Bhattarai, Associate Coordinator of FRP. On the second day, the participants reviewed the key research questions received from the field and added more research

questions. The participants then prioritized the research questions for the researches to be started later this year.

Seminar on Contribution of Formative Research in the Implementation of Educational Reform Programs: Sharing of Experiences from Nepal and Norway

CERID organized a three-day seminar “Contribution of Formative Research in the Implementation of Educational Reform Programs: Sharing of Experiences from Nepal and Norway” 13 -15 December, 2008. The seminar was attended by representatives from donor communities, FRP researchers, Norwegian researchers and officials from MOE and DOE.

The first day of the seminar was scheduled for presentation and discussion on FRP researchers’ experiences. A total of 9 researchers presented the experiences which they



had listed for inclusion in the write-ups for the upcoming book on FRP. After the presentations plenary discussions were held in which the participants made their comments and provided suggestions for improving the papers presented. There were 24 participants on the first day. The participants included all the FRP researchers, CERID officials, officials from MOE and DOE and Norwegian researchers.

The second day of the seminar deliberated on the utilization of FRP in Nepal and Norway. Mr. Diwakar Dhungel, Under Secretary, MOE made a presentation on the utilization of FRP results in the revision of EFA-related policies and implementation of EFA programs in Nepal. Similarly, Mr. Per Olaf presented a paper on



the utilization of FRP in the Norwegian context. The second day had 26 participants from CERID, MOE, DOE and Norwegian researchers.

The third day of the seminar had two different sessions. In the first session, two presentations were made. The first presentation was made by Mr. Per Olaf in which he discussed about the Norwegian experiences of undertaking formative research and its utilization in education reform programs in Norway. The other presentation was made by Dr. Kishor Shrestha from CERID and Mr. Diwakar Dhungel from MOE. Their presentation focused on the achievements of FRP in Nepal and discussed its utilization. The second session was a panel discussion where 5 panelists namely, Prof. Kristin Tornes and Mr. Halfdan Farstad representing Norwegian researchers, Prof. Hridaya Ratna Bajracharya, representing CERID, Mr. Mahashram Sharma, Director General representing DOE and Dr. Lava Deo Awasthi, representing MOE relayed their experiences related to various aspects of FRP.

The participants then put up various questions and queries. The sessions were chaired by Prof. Surya Lal Amatya, Rector of Tribhuvan University. There were altogether 64 participants on the third day of the seminar. The participants included Dr. Ram Sworup Sinha, Secretary, MOE, Dr. Bhim Raj Adhikary, Registrar, Tribhuvan University and representatives from donor communities, NGOs, INGOs, UN agencies, FRAG members, officials from MOE and DOE, and journalists and the civil society.

Visits under FRP

Researchers involved in FRP in 2007, Executive Director of CERID Prof. Dr. Arbinda Lal Bhomi and Dean of the Faculty of Education Dr. Prakash Shrestha visited Norway 8-14 June 2008. This team included FRP researchers Renu Thapa, Hari Upadhyaya, Narendra Phuyal, Hafiz Parwez, Ganesh Singh and Dr. Damodar Jnawali. During the visit the Nepalese team had talks with high ranking officials from the Ministry of Education and Research, Norwegian Directorate for Education and Training, Statistics Department, Norwegian Research Council, Lillehammer University and University of Oslo on various aspects of education. In this context, the team also had discussions with Mr. Halfdan Farshad, Advisor in the Ministry of Education and Research, and Prof. Dr. Kristin Tornes, Advisor for FRP from the Norwegian side on the possibility of collaborating to write a book on FRP.

Dr. Kishor Shrestha, Coordinator of FRP, paid a visit to Norway October 14-19 2008. During his visit Dr. Shrestha had fruitful discussions with Mr. Halfdan Farstad, Senior Advisor, MOER and Prof. Kristin Tornes, Advisor to FRP. He also visited

NORAD, where he had fruitful talks with Dr. Ragnhild Dybdahl, Director, Ms. Hilde Thyness, Advisor, and Ms. Marit Vedler at the Education and Research Department. He also visited Statistics Department, Norway and had professional sharing of the experience of the LongSIS project being undertaken under FRP with Mr. Torbjern Hageland, Mr. Oddbjern Roaam and Mr. Lars Kirkebøen. Dr. Shrestha visited NIFU-STEP and met with Mr. Per Olaf and discussed the institutional linkages between CERID and NIFU-STEP and the possibility of

Mr. Per Olaf's participation in the proposed FRP seminar in Nepal.

Under the Capacity Development program of FRP a team comprising researchers and administrative staff from CERID and officials from Ministry of Education and Department of Education visited Delhi, India June 22-29 2008. The visit focused on acquiring information on different activities of the National Council for Educational Research and Training (NCERT), Delhi. In this connection the team visited the International Relations Division, NCERT library, Publication

Department, Educational Research and Innovation Committee (ERIC), Production Section, Educational Psychology Department and Department of Elementary Education. During the visit, the possibility of training on different aspects of educational research, including Research Methodology, by the people involved in FRP was explored with Prof. Krishna Kumar, Director of NCERT, Prof. R. L. Phutela, Head of the International Relations Division, and ERIC Chief Prof. A. K. Shreevastav.

Visits from Norway

Ms. Ragnhild Dybdahl, Director, Education and Research Department, NORAD visited Nepal



21-26 November 2008. During her visit CERID organized a field visit for her. She was accompanied by Ms. Krintine Storholt from the Norwegian Embassy, Dr. Kishor Shrestha and Ms. Renu Thapa from CERID. She visited some of the FRP sample schools and District Education

Offices in Kapilvastu and Rupandehi districts. She also visited ETC in Rupandehi and acquired information about teacher training activities in the district.

Mr. Halfdan Farstad, Senior Advisor of MOER, Prof. Kristin Tornes, Advisor to FRP, Mr. Aamodt Per Olaf and Mr. Vibe Nils Andreas from NIFU-STEP, Oslo, Norway visited CERID to learn about and support FRP activities in Nepal. Mr. Farstad visited Nepal 9-16 December 2008. Besides participating in the FRP seminar for three days he visited MOE and had a series of meetings with the concerned officials regarding the ongoing FRP activities. He also had a series of meetings with the FRP coordinator and researchers. The other Norwegian researchers, Prof.

Tornes visited Nepal 11-16 December 2008 and Mr. Per Olaf and Mr. Nils Andreas visited 12-16



December 2008. All the Norwegian visitors were involved in the organization of the FRP seminar. They also had series of meetings with the FRP researchers. They participated in a FRAG meeting and had a fruitful discussion with the FRAG members.



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