

FRP Bulletin

Formative Research Project

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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, Government of Nepal.

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Major Findings and Recommendations of the Case Studies undertaken in 2007

Understanding School Autonomy: A Study on Enabling Conditions for School Effectiveness

The research carried out in nine schools from Chitwan, Syangja, and Darchula reveals that there was lack of flexibility in using the earmarked grants and SIP grants. Lack of authority to adjust the specific budget headings as per the priority needs of the school limited the school authorities to make decisions in reallocating the budget in light of the school's emerging needs. The Headteachers (HTs) and SMC members viewed that they did not have authority to take action against the negligent and inefficient teachers. If SMC took any action against such teachers, it was necessary to report to the DEO. The HTs and SMC members felt that the Educational Act and Education Regulations

still placed the authority of teacher management within the Central and district level bureaucracy.

It is felt that the schools should be given authority to use grants on their own. Other major recommendations of the study include authorizing SMCs, local bodies and RPs to take actions against inefficient teachers; making provisions in Educational Act and Education Regulations for enabling communities to govern the school; making educational managers and teachers accountable legally in fulfilling their responsibilities; and developing and disseminating clear framework of school autonomy for better school governance.



Enhancing Educational Reform Process: A Study on Operation of System and Structural Provisions at Implementation Level



The study conducted in schools from Ilam, Nuwakot, Mustang, Jumla and Kanchanpur shows that the DEO offices had centralized implementation of reform initiatives in the hands of the DEO, Section Officers of the Planning Section and Account section. The DEO staff lacked capacity to operate computers, and consequently reform initiative databases were not maintained to the requisite level of dissemination. Scholarship distribution guidelines developed by DEO were not strictly followed. Flow of information between school and DEO was constrained.

The study found the need for sharing responsibilities among all the staff of DEOs. The main recommendations include maintaining a reasonable ratio between RP and number of schools; building capacity to use computer efficiently; making the local level stakeholders aware of the scholarship distribution guidelines; and optimizing the involvement of School Supervisors' involvement in circulating information.

Basic Enabling Conditions for Quality School Education: A Study on the Successful Schools for Developing Norms and Standards for School Monitoring

The research conducted in two community schools and one institutional school in Ilam, Kavre, Kaski and Banke revealed that the classrooms of grade I and II had better learning environment with carpet, low-level tables, painted walls and display- materials. HTs and teachers knew the importance of appointing HTs with higher qualification (Bachelor Degree) for efficient in-house teacher trainings and performance monitoring. Primary Teachers with SLC faced difficulty in teaching upper primary grades (Grades IV and V) compared to those having Proficiency



Certificate level degree. High student-teacher ratio (STR) was a major impediment for quality assurance in teaching-learning process.

Important recommendations forwarded by the research include prioritizing the appointment of HT with B. Ed. degree; adjusting teacher quota as per the number of students; and making adequate budgetary provision for improving academic and physical environment of the school by mobilizing resources at the local level. More importantly, the study developed norms and standards for determining quality of school education.

Classroom Transformation for Better Conditions of Pedagogical Processes and Student-Centered Learning

The study conducted in 28 schools from Kapilvastu, Kavre, Morang, Nuwakot, Rasuwa, and Sunsari found that collaboration and partnership among government institutions and I/NGOs were contributory for program implementation through monitoring and technical backstopping. Besides, focus on building shared vision, knowledge and understanding among the stakeholders on the child-centered pedagogy was a crucial requirement for classroom transformation. As a result of the training and change in the classroom practice, school teachers realized changes in their behavior and belief regarding improvement in the pedagogical process such as 'no corporal punishment', 'more group work method', 'more interaction', 'use of play way', 'less rote memorization', etc.

The study forwards such recommendations as forming a 'consortium' of the organizations



Nepali as the medium of instruction in the classroom. On the other hand, the teachers in these schools were unable to teach through the mother tongue of children. In some of the schools, students faced difficulties due to

ensure achieving the objectives of scholarship programs.

Institutional Scope and Need of Mainstream Education in Madrasas and Its Autonomy

The research conducted in two Madrasas each from Rauthat, Banke and Kapilvastu districts reveals that Madrasas faced shortage of furniture, instructional materials and space. They lacked teachers to teach mainstream subjects. Madrasa organizers felt the need for translating and teaching mainstream subjects in

involved in innovative teaching-learning programs; incorporating successful experiences of training programs and training modalities in the ongoing teacher training programs; and disseminating the positive outcomes of the shared vision initiatives to the stakeholders of other schools.

Rights-based Education and Structural Reforms in Basic and Primary Education: A Study on Institutional Needs and Community Readiness

The study was based on a sample of fifteen schools of five districts representing Mountain, Tarai, Hills and Kathmandu valley. The study shows that the HTs, teachers, parents and SMC members were not well-informed about rights-based education. Children of Grade 1 from non-Nepali language background faced difficulty in learning through

limited supply of learning materials. First aid facilities were not available in most of the schools. Physical conditions and pedagogic process were less motivating to the students.

There is a need of initiating awareness raising programs about the rights-based education through the use of mass media and other means such as door-to-door visits, street/stage drama and wall paintings. Priority should be given to appoint teachers who have competency in local language. Other measures include ascertaining the supply of children's learning materials, involving stakeholders to improve the physical and academic environment of the school and devising a realistic framework to



Urdu. There was lack of detailed database on Madrasa education system in Nepal. The organizers wanted an integrated national curriculum, incorporating mainstream and Islamic subject in a balanced manner to fulfill both educational and cultural needs. They did not want to register their Madrasas in DEOs as public primary schools, but were in favor of implementing CDC curriculum by maintaining autonomy as Madrasas.

It is recommended that the Madrasas should manage physical facilities as required to implement mainstream subjects in Madrasas. There should be provisions for using Urdu language as the medium of instruction. Databases related to Madrasas in Nepal should be prepared and updated timely. The CDC should develop an



integrated curricular framework for the integration of mainstream courses in Madrasas, and implement a policy to ensure autonomy to Madrasas even after the implementation of CDC courses.

Education in Gumbas, Vihars and Gurukuls of Nepal: Linking with Mainstream Education

The research conducted in the Gumbas, Vihars and Gurukuls of Kathmandu, Lalitpur and Mustang



districts shows that the Government of Nepal has taken initiative to include public formal primary education in Gumbas, Gurukuls and Madrasas only. In case of Vihars there is no such policy formulated. Religious institutions have not included primary level education in their educational programs. Only lower secondary and secondary levels are included. In Vihars, CDC curricula were being taught at the lower secondary and secondary levels in affiliation with government-aided community schools. Instead of primary level national curriculum developed by CDC, the religious institutions have shown willingness to design the curriculum by themselves. They were found reluctant to take the government's support for the fear of losing autonomy.

It is recommended that the government should include Vihars in its policy for providing public formal education. Provision of autonomy should be included in Education Regulations, with a clear vision to make them adapt national curriculum in their educational programs. The DEOs should implement the government's policies and provisions.

Organization of FRAG Meetings

Two Formative Research Advisory Group (FRAG) meetings were held. The meeting held on 21 December 2007 reviewed the progress of FRP activities and the action steps developed on the basis of the findings and recommendations of the researches

conducted in 2007. The FRAG also reviewed the proposals developed for the current year. The FRAG members provided valuable suggestions for improving the action steps and research proposals. The other meeting held on January 16, 2008 was focused on the review of the progress of Longitudinal System Indicators Study (LogSIS). Besides the FRAG members, the meeting was also attended by the FRP researchers and Mr. Lars Kirkeboen, Norwegian Consultant to LogSIS. Dr. Ishwar Prasad Upadhyaya chaired both the meetings.

Organization of Dissemination Seminar

In order to disseminate the major findings and recommendations of

the studies conducted in 2006-07, a dissemination seminar was organized for the MOES, DOE, NCED, CDC and NFEC officials on 26 and 27 September 2007. Forty two officials including FRP researchers participated in the seminar. All the eight research teams including Longitudinal Study on System Indicators presented the major findings of their respective research studies. The participants also worked in groups, where they reviewed the action-steps developed based on major findings and recommendations of the studies. After a thorough review of the draft action steps, they provided necessary inputs for further improvement.

Organization of Capacity Building Workshop

A Capacity Building Workshop was organized on November 7 – 8, 2007. Twenty three officials from MOES and DOE participated in the workshop. The workshop focused on review of the Action Steps suggested by FRP, overview of the on-going capacity building activities under FRP for EFA and the Institutional Linkage Program, and the listing of capacity building activities for the current year. The workshop was facilitated by Mr. Halfdan Farstad, Senior Advisor, MOER, Norway, and Ms. Anne Berit Kavli, Director, Norwegian Directorate of Education and Training (UDIR), Norway.

Organization of Review Workshop

A review workshop on FRP was organized on 15 and 16 of February 2008. The participants were high level officials from the MOES, DOE and CERID researchers. On the first day, the session was chaired by Mr. Balananda Poudel, Secretary,

MOES, and on the second day by Mr. Arjun Bahadur Bhandari, Joint Secretary, Planning Division, MOES. The workshop sessions included presentations followed by plenary discussions. The first session on the first day began with a presentation by Dr. Kishor Shrestha, Coordinator, FRP, on the FRP progress made so far. The second session was on review of capacity building activities. Mr. Diwakar Dhungel, Under Secretary, Monitoring and Evaluation Section, MOES, made a presentation on institutional cooperation and capacity building activities. On the second day, discussions were held on contributions made by FRP in the EFA implementation process. The participants explored the possibility of continuing FRP in educational reform program in Nepal. It was decided to form a task force to assess the contributions made by FRP and its challenges.

Sharing of FRP Activities to Donor Agencies

A sharing session of FRP activities to the donor agencies was organized on 11th March 2008. The meeting was organized at the Royal Norwegian Embassy, Pulchok, Lalitpur. Representatives from some of the major EFA donor agencies, Norwegian Embassy, and CERID's Executive Director and FRP researchers participated in the meeting. Three presentations were made in the meeting. The first presentation was on achievements and challenges of FRP in general. The second was on FRP studies related to classroom transformation for better conditions of pedagogical processes. The third was on Longitudinal System Indicators Study. The presentations were followed by plenary discussions.

The participants were made aware about the progress and contributions made by FRP in the educational reform program in Nepal.

On-going Researches (2007- 08)

In the fourth year of the project (that covers the period 15 July 2007 to 14 July 2008) five case studies (Mini-researches) have been started from December 2007 and two Micro-researches from April 2008.

The research topics were identified through a series of meetings held at MOES, review of FRP reports completed recently, suggestions received from the regional seminars and through suggestions received from MOES and DOE officials.

The titles of the ongoing mini-research case studies are as follows:

1. The Rights to Education for Disadvantaged Children: A Study on Existing Status and Challenges
2. School Governance in Nepal
3. Provisions and Conditions for Better Classroom Pedagogical Practices
4. A Study on Problems and Prospects of Mainstreaming Inclusive Education at the Primary Level
5. Education in Gumba, Vihar and Gurukul: Linking with Mainstream Education



The titles of the ongoing micro-research case studies are as follows:

1. Formal Education in Madrasas of Nepal: A Study on Emerging Trends and Issues
2. Exploring the Possibility of Expanding Per-Capita Funding Mechanism

Visits from Norway

Mr. Halfdan Farstad, Senior Advisor of MOER, Norway, and **Ms. Anne Berit Kavli**, Director, Norwegian Directorate of Education and Training (UDIR), Norway, visited Nepal from 2 to 8 November 2007. The visit was focused on review of the capacity building activities and institutional cooperation measures under the FRP for EFA 2004-09 program. During their visit Mr. Farstad and Ms. Kavli held discussions with Mr. Balananda Poudel, Secretary, Mr. Arjun Bahadur Bhandari, Joint Secretary, and Mr. Diwakar Dhungel, Under Secretary of MOES. They also visited Kaski,

one of the FRP LogSIS study sample districts. In Kaski they visited Regional Education Directorate, District Education Office and a sample school. Mr. Farstad and Ms. Kavli also facilitated a capacity building workshop organized by CERID for

the officials of MOES and DOE.

Mr. Lars Kirkeboen from Department of Statistics, Norway, visited CERID from 5 to 18 January 2008. Mr. Kirkeboen spent most of his time in reviewing the LogSIS study data and training the researchers and associates in maintaining and analyzing quantitative data collected under the LogSIS. He also visited EMIS section and



Monitoring and Evaluation section in MOES, and EMIS section and Research and Evaluation section in DOE. He also visited Central Bureau of Statistics and National Planning Commission, where he acquired information about the system of maintaining and analyzing national census data. Mr. Kirkeboen also visited a sample school of LogSIS study in Kavre district.

List of FRP Reports (2005 - 07)

Formative Research Study Reports of 2005

- Access of Disadvantaged Children to Education (Study Report 1)
- Implementation of School Improvement Plan: Identification of Successful Cases (Study Report 2)
- Meeting Learning Needs of Children of Indigenous Peoples and Linguistic Minorities (Study Report 3)
- Disbursement of Block Grants (Study Report 4)
- Longitudinal Study on System Indicators (Study Report 5)

Formative Research Study Reports of 2006

- Life Skill Education: Nature of the Issues and their Linkage to System Provision (Study Report 6)
- Effectiveness of School/Community-based Monitoring System (Study Report 7)
- Gender Equality and Gender Friendly Environment in School (Study Report 8)
- Effectiveness of School-based and Community-based ECD program (Study Report 9)
- Situation of Inclusive Classroom in Nepal (Study Report 10)
- Linking Madrasa with Mainstream Education in Nepal (Study Report 11)
- Education of Internally Displaced Children: Provisions and Challenges (Study Report 12)
- Longitudinal Study on System Indicators (Study Report 13)

Formative Research Study Reports of 2007

- Understanding School Autonomy: A study on Enabling Conditions for School Effectiveness (Study Report 14)
- Enhancing Education Reform Process: A Study on Operation of System and Structural Provisions at Implementation Levels (Study Report 15)
- Basic Enabling Conditions for Quality School Education: A Study on the Successful Schools for Developing Norms and Standards for School monitoring (Study Report 16)
- Classroom Transformation for Better Conditions of Pedagogical Processes and Student-centered Learning (Study Report 17)
- Rights-based Education and Structural Reform in Basic and Primary Education: A Study on Institutional Needs and Community Readiness (Study Report 18)
- Institutional Scope and Need of Mainstream Education in Madrasas (Study Report 19)
- Education in Gumbas, Vihars and Gurukuls in Nepal: Linking with Mainstream Education (Study Report 20)
- Longitudinal Study on System Indicators (Study Report 21)



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