

Stocktaking of the Studies related to BPEP II (Phase Two)



Tribhuvan University
Research Centre for Educational Innovation and Development
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Study Team

Mr. Tirtha B. Manandhar *Researcher*

Formative Research Project, CERID

Coordinator: Dr. Bijaya Kumar Thapa Project Advisor: Dr. Hridaya Ratna Bajracharya
Associate Researcher: Mr. Rom Prasad Bhattarai

Acknowledgement

This report represents the second Stocktaking of the research studies related to BPEP II undertaken under the Formative Research Project (FRP). The first stocktaking study under FRP was completed in 2002. The stocktaking work is relevant to the overall goal of the FRP, which is to contribute to implementation of BPEP II in a smooth manner.

Several research works have been done by various agencies in recent years. The areas of studies included in the present Stocktaking Study are: Alternative Schooling, Education of the Girls, Education of Special Focus Groups, Community Mobilization, Literacy, Curriculum and Textbooks, School Effectiveness, Classroom Delivery, Data Management, District Education Plan and School Education Plan. This report presents suggested areas of research under the various BPEP component areas.

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T.B. Manandhar
Researcher

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Chapter 1

Stock-taking of the studies relevant to BPEP II (Second Phase)

1.2 Introduction

One of the research studies conducted by CERID under the Formative Research Project in 2001/2 was 'Stocktaking of the studies relevant to BPEP II'. The study reviewed 22 Research/study documents, which were related to various components/sub-components of BPEP II. This report highlighted: (i) the major findings (ii) main recommendations, (iii) study methods and (iv) issues for further study and investigation. A similar study 'Stocktaking of the studies relevant to BPEP II' was proposed to be taken up for the year 2003. The study reviewed the various research reports/studies that have been undertaken since 2001.

Various studies undertaken/sponsored by the Department of Education (DOE), the European Commission, CERID and DANIDA were identified.

1.3 Objectives of the study

The main objectives of the 'stocktaking' study are:

- (a) to highlight the findings and recommendations of various research studies that have been conducted to facilitate the implementation of BPEP II programmes.
- (b) to indicate the areas of further research which may be considered for being taken up later (by CERID, or DOE)

1.4 Methods of Study

- (a) The following methods were adopted:
- (b) Study of BPEP implementation practices, and progress
- (c) Identification of research and study documents related to BPEP components
- (d) Study of the research and study documents
- (e) Preparation of reviews highlighting findings, recommendations
- (f) Identification of research/study areas that may be helpful for implementation of BPEP components.

1.5 Activities Carried out

The researcher visited the Department of Education and offices of technical assistance agencies for procurement of research study reports.

The researcher studied documents on BPEP such as the BPEP-PIP, ASIP. Regular meetings were held with the coordinator, Formative Research Project.

The stocktaking includes the studies sponsored by the Department of Education, CERID, and European Commission Education Coordination Office.

The studies conducted by CERID in 2002 under the Formative Research Project have also been included.

The main purpose of this stocktaking studies is to indicate the potential areas of research for the consideration of the Formative Research Project.

Chapter 2

Review of the Studies Related to BPEP II

This section presents a series of reviews of the study and research documents related to BPEP components and subcomponents. The study reports chosen for review were all prepared in the year 2002, excepting one which was done in 2001. The format of presentation of the reviews is the same as the one followed in the preparation of, stocktaking of studies related to BPEP II. Phase I (2002). Comments have been added at the end of review of each study report.

The study reports reviewed here have been prepared by different research institutions. These are: CERID (Five studies), European Commission Education Coordination Office (Five studies), METCON (Two studies), East Consult (One study), Centre for Research, Education and Development (One study), Management Innovation Training and Research Academy (One study), ICS Education Campus (One study), Centre for Educational Research and Social Development (Two studies).

The studies conducted by CERID have been done under the FRP. Studies done by EUECO have been done under the Technical Assistance of European Commission. DFID has supported a METCON study. The remaining studies (Seven studies) have been initiated by the Department of Education, with BPEP funds. (including the Study reports submitted to the Curriculum Development Centre, and the National Centre for Educational Development).

Wherever the names of the authors of the study reports have been mentioned in the concerned study reports, names of these authors have been cited in the review.

Studies Reviewed

BPEP component	Document No.	Study Report Titles
Alternate Schooling	1	Rapid Assessment of Alternative Schools
Girls Education	2	A follow-up study on Feeder Hostel and Female Teachers' Recruitment and Deployment policies
Special Focus Group	3	Access to Education for Disadvantaged Group
Community Mobilization	4	Community Mobilization in Primary Education
Literacy	5	Evaluation of Community Literacy Project
Curriculum and Textbook Renewal	6	Effectiveness of Primary Curriculum
	7	Evaluation Study of BPEP II Textbook Provision Experiments'
Learning Achievement	8	School Effectiveness in Nepal: A Synthesis of Indicators
	9	Effective Classroom Teaching Learning
	10	A Study of Teaching Materials and Subject-wise Classroom Observation
Teacher Training	11	Effectiveness of Primary Headteachers' Training
	12	Follow-up study of Primary Teacher Training Programmes
	13	Effectiveness Study of Teacher Training
Capacity Building	14	Quality and Accuracy of School Reported Data
	15	Development and Implementation of District Education Plan
	16	SIP-Based Development Programme: A Status Statement
	17	Supporting School Improvement Planning in Nepal
	18	Review of Decentralization of the Pilot Districts of BPEP II

Document 1:
Rapid Assessment of Alternative Schools

1. **Title:** Rapid Assessment of Alternative Schools
2. **Study Conducted by:** European Commission Education Coordination Office, Kathmandu; Study Report prepared by Mr. Sushan Acharya and Mr. Ganesh Bahadur Singh.
3. **Date:** November, 2002
4. **Purpose:** The purpose of the study was to assess the effectiveness of the two pilot programmes of BPEP II, (School-Out-reach Programme and Flexible School Programme) designed to provide schooling facilities for the children not enrolled in formal schools.
5. **Objectives:**
 - a. To assess whether the Alternative Schools Programme is efficient and effective.
 - b. To assess the impact of Alternative Schools Programme on children, schools and families.
 - c. To determine the cost effectiveness of the Alternative Schools Programme.
 - d. To recommend the directions for the future and suggest new options in the area of Alternative Schools Programme.
6. **Methods:**

Study Type: Evaluative study based on sample survey and secondary data.

Sampling: Purposive

Sample size: Two districts (out of 22 districts with School-Out-reach and Flexible School Programmes).

Tools/Strategies:

 - a. Document Review: BPEP documents, Facilitators training package, other study reports.
 - b. Review of delivery mechanism, using discussions, interviews, observation and document study.
 - c. Discussions with stakeholders: ASP participants, school teachers, NFEC staff, DOE staff, Facilitators, and staff of different agencies.
 - d. Interviews with selected personnel.

Tools used: Checklist, Discussion Guideline, Interview Schedule.
7. **Findings:**
 - 7.1 The Flexible Schools Programme (FSP) and the School Outreach Programme (SOP) are worth continuing in future in order to cater to educational needs of the out of school children, and also to meet the wish of children and parents to use these alternate modes of education.

- 7.2 The alternative schooling has been advocated as a system complementary to formal schooling. However, it is found that over 50% of the completers of alternative schooling do not join the regular primary schools. In spite of this lacking, there is one important positive aspect. These programmes have been successful to reach the "hardcore" groups identified by BPEP.
- 7.3 The facilitators are selected by the DEO either on the basis of suggested names (from VDC, RP, and NFE Supervisors) or on the basis of screening tests.
- 7.4 Training provided to facilitators has been useful. But there is no involvement of 'Mother' schools and Resource Persons in the training. RC and 'Mother' school resources are not utilized in training.
- 7.5 The NFEC expects the District authorities to monitor the programmes. But since NFEC is directly involved in implementation, the district authorities are not active in monitoring.
- 7.6 The government as well as civil society agree on the need of alternative education programmes to reach the 'hardcore' groups.
- 7.7 Dialogue between the formal system and the alternative system is felt to be needed but no such exchange has taken place systematically.
- 7.8 The alternative schools programme has created enthusiasm (among parents) to send children to schools. Student enrolment in the alternative school programmes have been within the set limits.
- 7.9 The quality of alternative schooling is yet to be assessed. However, the experience of school teachers (in schools with SOP completers) suggests that quality is at par with regular primary schools. This should be regarded as a tentative conclusion.
- 7.10 There have been some problems related to Flexible schools textbooks distributed by the NFEC. Other materials have reached the centres in time.
- 7.11 The study notes that the per child expenditure was Rs. 2562 in Flexible School Programme and Rs 3416 in school outreach programme. The study regards these per student costs as cost effective.

8. Recommendations

- 8.1 Proper facilitator selection is crucial for maintaining the quality of alternative schools programme. It is recommended that the responsibility of facilitator selection should be given to Mother schools and Resource Centres. Further, the R.C. should provide technical and administrative support.
- 8.2 The Resource Persons (RP) should be developed as lead trainers of facilitators. The RPs should provide training to Mother school teachers to become trainers. These teachers should be oriented on teaching/learning practices used in alternative schooling.
- 8.3 The facilitators' training should include contents related to managing multi cultural and multi-language classrooms. They should be trained in

developing educational materials. They should also be oriented on the expectations of the formal school system.

- 8.4 Collaboration with local NGO's at DEO level, RC level and 'Mother' school level should be promoted.
- 8.5 The responsibility of monitoring and supervision of alternative schooling should be given to the teachers of 'Mother' schools who are trained in alternative schooling. The facilitators themselves should be oriented in continuing assessment system.
- 8.6 As regards the flow of funds, the DEO should transfer the funds to the 'Mother' school's account. The 'Mother' schools should then disburse remuneration to the facilitators. This system will make Mother schools more responsible to the programmes.
- 8.7 A fund should be created at district level to facilitate the adoption of the innovative ideas emerging on FSP and SOP at the local level. The fund may be located in DEO; resources from various sources may be put into it. Alternatively, matching fund may be provided to NGOs.
- 8.8 Community resources should be mobilized by the 'Mother' schools (for the alternative school programmes). The facilitators should make efforts for mobilizing community resources.
- 8.9 It is observed that the VDCs/communities are willing to share costs of alternative school programmes. In such a situation, the NFEC should provide training, textbooks/educational materials, and local community should bear the remuneration of facilitators.
- 8.10 The NFEC should limit its role to technical support and policy advocacy educational material production and distribution should be done by JEMC or other agency.
- 8.11 The local NGO's should be used to monitor the quality of the alternative school programme.
- 8.12 There should be a system of complementary bridge course so as to link up the nonformal and formal education systems. This arrangement will speed up smooth transfer of Alternative School students to the formal school system.
- 8.13 The issue of 'birth certificate' has come up in the admission of the completers of alternative schooling to formal schools. This problem should be resolved by the local bodies soon.

9. Comments

This study report deals with various aspects of the alternative schooling programme such as the rationale for such schooling, facilitators', selection and training, funding mechanism, quality of the programme and monitoring. On the whole, the study report finds this programme to be quite useful in reaching out to the 'hard-core' group. The parents themselves want this system to continue. On the other hand, only about half of the completers of Alternative Schooling are seen to have joined the formal schools. There are some problems such as lack of full understanding between those running the formal schooling and alternative schooling.

The report pleads for greater role for the 'Mother' schools, and for the Resource Centres (and Resource Persons) in the training and selection of the facilitators. Also the Report recommends that local NGO's should monitor the Alternative schooling programmes (when being run). It also recommends that the NFEC should limit its role to technical back stopping and advocacy. The JEMC will not be able to take up the function of materials development as implied by the Report.

The Report is not explicit about the quality of Alternative Schooling Programmes. There are several factors that tend to limit the quality of the programmes.

Document 2:
A Follow-up Study of Feeder Hostel and Female Teachers' Recruitment and Deployment Policies

1. **Title:** A follow-up study of Feeder Hostel and Female Teachers' recruitment and deployment policies: Final Report
2. **Study Conducted by:** Centre for Educational Research and Social Development (CERSOD) for the Department of Education.
3. **Date:** October, 2002
4. **Purpose:** The study was undertaken with a view to address the issue of making the Feeder Hostels (FH) programmes more successful in attempting to meet the needs of the targeted secondary level girl students especially from the rural remote areas and disadvantaged groups of the country.
5. **Objectives:**
 - a. To review the study reports on Feeder Hostels and relevant documents to identify problems and suggest viable solutions in a practical and concrete manner.
 - b. To prepare an immediate, short-term, and long term strategic plan of action for the operation of feeder hostels.
 - c. To suggest policy guidelines for the recruitment and deployment of the feeder hostel graduates as primary school teachers.
6. **Methods:**

Study Type: Assessment based on document study and observations.

Sampling: Purposive sample

Sample size: 3 Feeder Hostel in 3 districts

Strategies and Tools:

 - Document Analysis: Previous research studies, concerned Acts and Regulations.

Tools:

 - Interview schedules: Interview with DEO/RP, Headteachers
 - Questionnaires for information collection from teachers, girl students.
 - Survey form to assess hostel facilities and inputs.
7. **Findings:**
 - 7.1 Most of the feeder hostels were found having inadequate physical facilities as was made evident from the situation of inadequate beds with old and torn clothes, inadequate toilet facilities, absence of library room,

absence of facilities for extra-curricular activities and health care facility. There was shortage of drinking water in Sarlahi feeder hostel.

- 7.2 There is an annual provision of Rs. 5,000/- for extracurricular activities, and of Rs. 10,000/- for vocational training of the girls staying in a feeder hostel. But no such extracurricular activities or vocational training were found in the feeder hostels.
- 7.3 Daily timetable, hostel rules/regulations, hostel records were found in all three surveyed feeder hostels. Besides, all three hostels had well run mess facility.
- 7.4 The teachers of feeder hostel schools said that the girls staying in feeder hostels were regular in the classes.
- 7.5 Most of the feeder hostel girls said they would like to be teachers after completing the SLC.
- 7.6 There was lack of records in the schools and DEO office on the girls who joined teaching jobs after SLC.
- 7.7 Most of the feeder hostel girls were from Brahmin and Chhetri communities, and not from the target group population.
- 7.8 The scholarship provided to the feeder hostel girls was not sufficient to meet their hostel expenses.
- 7.9 The feeder hostel management committees were found to be nonfunctional mainly due to the way these were formed.
- 7.10 The maintenance of the feeder hostels was not done on time.
- 7.11 The feeder hostel programme was mentioned by Headteachers, and Resource Persons to be appropriate for increasing number of female teachers.

8. Recommendations

- 8.1 The Report presents a Strategic Action Plan for the feeder hostel programme, which covers a wide range of areas such as (a) Selection of the girls (b) Admission in schools, (c) Incentives/scholarship for the girls (d) Hostel management (e) Extracurricular Activities.
 - 8.1.1 Selection criteria should be defined and followed strictly by the concerned institution.
 - 8.1.2 There should be tuition fee free admission of the girls in the secondary schools.
 - 8.1.3 Scholarship amount should be increased and provision of school uniform should be made.
 - 8.1.4 The feeder school girls intending to be school teachers after SLC should be given the opportunity of participating in teacher training.
 - 8.1.5 The feeder school management committees should be made more active.

- 8.1.6 The maintenance of feeder hostel physical facilities should be regularly done.
- 8.1.7 The extra curricular and vocational training activities should be conducted in the feeder hostels as provided in FH programme.
- 8.2 The Report also gives a set of recommendations for guiding the recruitment and deployment of the feeder school completers.
 - 8.1.1 Pre-service teacher training should be provided to the FH girls completing SLC.
 - 8.1.2 Scholarships should be provided for FH girls to study the Education stream at 10+2 level.
 - 8.1.3 These teachers should be recruited for teaching at primary level.
 - 8.1.4 The process and implementation of female teacher recruitment and deployment should be monitored.
 - 8.1.5 Records of FH girls (completing SLC, and those employed) should be monitored.
- 8.3 The targeted girls of rural remote regions should be encouraged to join schools in their neighbourhoods rather than bring them to distant feeder schools.
- 8.4 Some nonfunctional feeder hostels should be converted into female teacher training centres.
- 8.5 The FH girls should be motivated to work as change agents.

9. Comments

The Feeder Hostels programme has the objectives of providing opportunities for girls from remote/rural areas to study at secondary level, and of providing a pool of prospective female teachers. Now, more and more secondary education facilities are being provided in different parts of the country. So, the girls of the remote/rural areas may choose to study in nearby schools instead of going to distant schools linked with feeder hostels. These girls may be provided incentives to study in their neighbourhood schools.

There is a need of improving the physical facilities in feeder hostels and also improve the management.

There is a demand from the FH girls for higher amounts in scholarships and other facilities. The government should determine the maximum facilities that the government will provide, and also the obligations of the FH girls to bear some costs (living costs).

Document 3:
Access to Education for Disadvantaged Group

1. **Title:** Access to Education for Disadvantaged Group.
2. **Study Conducted by:** Research Centre for Educational Innovation and Development (CERID) under the Formative Research Project.

Study report prepared by Mr. Narendra Prasad Phuyal, Mr. Dhruva Raj Siwakoti, and Ms. Renu Thapa.
3. **Date:** July, 2002
4. **Purpose:** This study is intended to explore the status of educational access for the disadvantaged groups, to assess the effectiveness of implementation of various incentive programmes and to provide recommendations for formulation of policies relating to educational access for the special focus group children in Nepal.
5. **Objectives:**
 - a. To identify motivating (pulling) factors that encourages the children of the special focus groups to attend schools.
 - b. To identify de-motivating (pushing) factors that prevents special focus group children from school.
 - c. To assess the implications of different measures adopted by BPEP II in improving education of the special focus group.
 - d. To provide feedback to the programme to improve the participation of special focus groups in education.
6. **Methods:**

Study Type: Sample survey combined with secondary information

Sampling: Purposive

Sample size: 7 districts, 14 Pockets (ethnic/caste/religious groups)

Tools/Strategies:

Strategies:

 - Review of Related documents
 - Consultation with central, and district level programme implementers, 'pocket' implementers, and program implementing NGO's.
 - Focus group discussions.
 - Interviews with school headteachers, teachers and facilitators.

Tools:

 - Guidelines for community mapping
 - Guidelines for interviews with parents, stakeholders,

- Guidelines for preparing children projects
- Observation forms for school observation, class observation, and Alternate Education Centre observation.

7. Findings:

7.1 Condition of special focus groups in 'Pockets'

- 7.1.1 The Mushars groups in pure pockets of Siraha and Bara districts were found to be socially discriminated. This was one main reason for Mushars children not attending schools even when the schools were quite near from the village (5 minute distance).
- 7.1.2 In Dhading district, the Tamang families could not afford paying the school tuition fees (at primary level) which were being charged in order to start lower secondary level teaching. Further, language was a problem for the Tamang children. Besides, children were involved in parents' works.
- 7.1.3 The Praja communities in Chitwan had feelings of inferiority and regarded themselves as disadvantaged, illiterate, and backward. But their main problem was food shortage. This led to educational deprivation. Shortage of food was also felt in Kapilbastu pockets of Chamar families. This led to non-schooling of children.
- 7.1.4 Muslim students in Rupendehi Muslim pockets joined Madarsa and avoided enrolment in government aided public schools.
- 7.1.5 In 'pure' pockets of Kailali districts, the children dropped out from schools because their parents had to repay loans to their landlords. Enrolment of the Kamaiya children in regular schools is restricted by the family economic condition. However, recently Alternative schooling programme has been attractive to them.

7.2 Programmes and gaps

- 7.2.1 There were a number of incentive programmes conducted in the sample districts (Government, NGO, INGO programme). In case of the Educational Incentive Programme (EIP) under the BPEP II, the DEO (office) in Siraha and Rupandehi districts conducted the programme itself without involving the local NGOs. Incentive Management Committee (IMC) was formed at the local (pocket) level. At the district level, IMC was not formed.
- 7.2.2 There was a lack of coordination among the different scholarship providing agencies. In Siraha district (pocket), 21 children were getting EIP incentives (Rs 500/- for dress and Rs. 300/- for educational materials) as well as incentives provided by the Save the Children USA.
- 7.2.3 With regard to Dalit scholarship, two things were observed. There were several disadvantaged groups not identified in the centrally prepared list of Dalits (eligible for scholarships). Another issue was that there were more Dalit students than specified in Quota allotted for the particular district.

- 7.2.4 In Rupandehi district, there was a mismatch between central guidelines and practice followed at 'pocket' level. The Muslim children had some special needs.
- 7.2.5 With regard to Primary school scholarship, the practice of distribution differed from the central guidelines. Further, the schools were not publishing the notice on the Quota received from the DEO office.
- 7.2.6 Difficulty has been experienced in identifying caste groups and their locations in some pocket areas in course of school mapping.
- 7.3 Motivating Factors in Schooling.
- 7.3.1 In sample districts Kapilbastu, Kailali, Rupandehi, various programmes like street drama, children rally, and door to door visits were found to be have encouraged the special focus group children to join schools.
- 7.3.2 Adequate provision of school physical facilities (in proportion to the size of student body) is found to be one of the major motivating factors in attracting the SFG children to schools.
- 7.3.3 The incentives programmes of both the government and NGO/INGO have been found to be effective in attracting the SFG children to schools. The NGO/INGO's incentives (given by Save the Children/USA and others) have been mainly in the form of kind-like books, paper, school dress, caps, bag etc.
- 7.3.4 Local facilitators, though less qualified have been found to be effective motivators because of their knowledge of local language.
- 7.3.5 The Alternative schooling programme has been found to be one of the motivating factors in promoting education of the SFG children (in Chitwan district pocket area).
- 7.4 Demotivating Factors
- 7.4.1 Poor economic condition is the major factor hindering the participation of children in education. For instance, the Mushars families are engaged in agricultural labour, work in brick factory, basket making and were still not able to provide will for the children's education. The Tamangs in Dhading are unable to buy basic things like pen, pencils, school dress for children.
- 7.4.2 In some districts, mainly hill districts, distance to school is found to be a hindering factor. This is due to scattered nature of settlements.
- 7.4.3 The psycho-social discrimination is still prevalent. The advantaged groups still look down upon the Dalits and economically disadvantaged communities.
- 7.5 Programme Management.
- 7.5.1 There is a lack of coordination among government and other agencies (NGO/INGO's) which are providing incentives and scholarships to students.

- 7.5.2 The IMCs (Incentive Management Committees) are not functioning effectively. The DEO offices often use the IMCs only as witnesses while distributing the scholarships.
- 7.5.3 There is a lacking of monitoring of the distribution of the incentives/scholarships.
- 7.5.4 Central level guidelines on scholarship distribution are not being followed at the local levels.
- 7.6 Main issues in Education of Special Focus Groups.

The following issues were identified by the study report.

- a. House of School Distance: In a pure pocket area of Chitwan and a mixed pocket area of Dhading, the schools were situated away from homes (one hour or more walking distance).
- b. Low participation: In pure pocket area of Bara district, communities like Dusadh, Chamar, Dom did not send children to schools even when schools were situated nearby.
- c. Low Retention: Large proportions of Grade I students of Mushars community in Siraha and of Tamang community in Dhading were found to have dropped out.
- d. Low Cycle Completion Rate: A large proportion of SFG children leave school as soon as they become able to earn by doing different physical works.
- e. Inadequate management and supervision of incentives, scholarship distribution: The central level guidelines were found to be not properly followed in the programme. The Resource Persons (under BPEP) did not have time to supervise the incentives/scholarship distribution.
- f. Limited Quota: The allotted *Quota* of scholarships were felt to be inadequate.

8. Recommendations

8.1 Programme Implementation

- 8.1.1 Local government agencies should be used in identifying the special focus groups and their places of living.
- 8.1.2 Local NGO's should be mobilized as stated in Education Incentive Programme Guidelines.
- 8.1.3 Orientation on the programme should be conducted at pocket levels in coordination with the local government agencies.
- 8.1.4 Coordination between the government and the NGO's is needed in order to avoid duplication of programmes. There should be work division between the government organizations and the NGOs.
- 8.1.5 The programme implementing organizations, mainly the District Education Office should develop regular monitoring system as mentioned in the central level guidelines.

- 8.1.6 Orientation programmes should be organized at the district and local levels to explain the roles of Incentive Management Committees.
 - 8.1.7 The number of scholarship Quota should be increased.
 - 8.1.8 Record keeping systems (under Education incentives programme) at different levels (DEO, VDC, School and IMC) should be developed for evaluating the effectiveness of the programme.
 - 8.1.9 All the organizations and persons related to incentive programmes should be informed about the programme. The parental education programmes should be conducted (through VDC, NGO, CBOs) to make the beneficiaries aware about the importance of education as well as the programmes.
 - 8.1.10 The SFG incentive programme should be implemented only for the actual needy groups (not for all the children who do not need the incentive).
 - 8.1.11 The VDC/DDC should help the SFG children of particular wards/areas by creating a congenial educational environment within the ward/area.
 - 8.1.12 It should be emphasized that the incentive programme is not meant for providing money but for providing the things required for school education.
- 8.2 Motivating Factors.
- 8.2.1 Incentives such as school uniform, stationery, and school fee should be provided to the SFG children. Incentives should be in kind, and not in cash.
 - 8.2.2 The Resource Persons should identify the needy areas and visit the VDC members and other related persons, and make them informed about the programme.
 - 8.2.3 Local community should be mobilized in order to improve school physical facilities.
 - 8.2.4 Alternative schooling should be arranged for communities where schools are situated far away.
- 8.3 Dealing with Demotivating Factors.
- 8.3.1 As far as possible local teachers should be appointed in schools in order to attract the SFG children to schools.
 - 8.3.2 Most SFG children are observed to be leaving schools before completing the full primary education cycle. Income generation works should be arranged for the adults/parents of the community.
 - 8.3.3 School dress should be provided to the SFG children.
 - 8.3.4 Parental education should be conducted through CBOs, NGO's
 - 8.3.5 Details of SFG children should be considered in the process of school mapping.

- 8.3.6 Provision of hostel facilities could be considered for children who cannot attend schools because of long distances (to schools).

9. Comments

The study report has dealt with the status of education of the SFG children (different disadvantaged communities), the existing incentives/scholarship programmes, and processes of distribution and management of the scholarship. The study has identified various gaps in the implementation of the incentives scholarship programme. The study recommends adequate identification of needy SFG children, proper targeting of incentives/scholarship, activation of the local Incentive Management Committees. For proper management of the programme, the report suggests the provision of orientation to IMC members, involvement of NGOs, proper monitoring of the incentives/scholarship distribution, and proper record keeping.

The various recommendations of the study report are worth consideration by the central and district level programme implementers, the Department of Education (the District Education Offices and the IMCs).

The Report's suggestion of involving the Resource Persons in the supervision of the incentive/scholarship distribution may have to be rethought as the Resource Persons are already burdened with too many responsibilities.

Document 4:
Community Mobilization in Primary Education

1. **Title:** Community Mobilization in Primary Education – A Rapid Assessment of Community Mobilization in BPEP II Programme Implementation.
2. **Study Conducted by:** European Commission Education Coordination Office, Report Prepared by Mr. B.K. Phuyal
3. **Date:** December, 2002
4. **Purpose:** Community mobilization is one of the components of BPEP II. It is aimed at expanding student enrolment and promoting retention at the primary level. It also aims at enhancing the roles of Village Education Committees, School Management Committees and civil society in attaining the objectives of BPEP II. The purpose of this study is to assess the extent which this component has contributed to resolving the problem of low enrolment, low retention, and in promoting community participation in education.
5. **Objectives:**
 - a. To review progress in the implementation of community mobilization component
 - b. To analyze the contribution of this component in achieving BPEP objectives.
 - c. To evaluate the delivery modality/approach, planning, implementation and monitoring and evaluation mechanisms of this component/strategy
 - d. To identify the scope for improving community mobilization for improving enrolment, retention and learning achievement.
 - e. To identify gender issues in community mobilization component and give necessary gender focused recommendations.
6. **Methods:**

Study Type: Evaluative study based on Secondary data

Sampling:

Sample size:

Tools/Strategies:

 - Review of secondary documents
 - Interviews with key stakeholders
 - Field observations and contacts with community
7. **Findings:**
 - 5.1 7.1 Community mobilization is now being recognized as a important component of school governance. There is now a formal space created for interactions between the school authority and the

civil society. Parents, NGOs, CBOs, and community groups now feel empowered to approach their local area schools and engage in school matters.

- 5.2 7.2 Participatory approaches used in school mapping has enhanced community mobilization. School teachers and community members have been involved in school mapping.
- 5.3 7.3 Mothers' meetings, which come under the community mobilization component, have contributed to raising school enrolment, attendance and retention rate.
- 5.4 7.4 Wherever Resource Centres are effectively run, or where Resource Persons are committed, capable and self-motivated, community mobilization has been more effective.
- 5.5 7.5 The publicity campaigns undertaken under the community mobilization component (such as video-show, street-drama, children song competition, mothers' meetings) have been one way communication (covering of messages from the government). There is need of promoting dialogue among the local people.
- 5.6 7.6 Community mobilization efforts need to be broadened so as to include local political leaders, community leaders, intellectuals, government officials and middle class people so as to build up a stronger political support for Education for All activities.
- 5.7 7.7 Communities have so far been not involved in monitoring and evaluation of educational/school plans and strategy.
- 5.8 7.8 The educational authorities should pay attention to the 'Right to information' as essential prerequisite for community mobilization. Basic information on schooling matters such as Annual Plan, Academic Calendar, Resources, Personnel) should be made known to all concerned communities and stakeholders.
- 5.9 7.9 Community mobilization efforts should pay attention to social justice issues like the education of the children working in towns (in homes or other places).

8. Recommendations

- 8.1 The District Education Offices and Resource Centres should develop their strategies for community mobilization. State institutions, market institutions and civil society should be involved in educational activities. There should be better coordination of activities of these institutions.
- 8.2 Mass mobilization efforts with involvement of state institutions and civil society groups should be made to sensitize people on the need of attaining 'Education for All' (EFA).
- 8.3 Gender perspectives should be reflected in the community mobilization activities at the Resource Centre and district levels.

- 8.4 Political parties and elected bodies should be mobilized for educational development activities.
- 8.5 Emphasis should be placed on displaying all education information at the local level for the observation by the local general public. Such information can be displayed during local festivals, political meetings, and other mass gatherings and occasions.
- 8.6 It is necessary to organize issue based discussions with identified groups (issues such as: How to get all girls in the community to school?. How to promote teacher attendance in school?. How to improve school physical facilities)?
- 8.7 The School Enrolment campaign organized during admission period should emphasize participation of girls, Dalit children, and working children. Campaigns must be work planned and done in proper time (that is during admission period).
- 8.8 Learning resources on community mobilization should be developed or procured for the use of local volunteers and facilitators.
- 8.9 There should a clear vision for good schools. Such vision should be collectively developed by the community.
- 8.10 The EFA issues should be discussed in non-formal education centres (Such as Literacy classes, Community Forestry group meetings, Women's Saving groups and others).
- 8.11 If should be recognized that community mobilization is a part of the process of democratization. It will promote democratization of school governance.

9. Comments

The study deals with wider dimensions of community mobilization than that conceived in the BPEP II Plan of Implementation (PIP). For instance, it advocates bringing in political parties, wider civil society, and market institutions in the process of community mobilization for educational development. Several of the issues raised by the study are addressed by other components of BPEP. For instance, the issue of school physical facilities improvement (as a discussion issue) is addressed by the Physical Facilities Component of BPEP. The *vision of a good school* is addressed by the SIP component. It seems that the BPEP II intended community mobilization to focus on the problems of enrolment and retention. It would be better not to widely expand the scope of 'Community Mobilization', and to effectively implement what is planned to be done in the BPEP II Programme Implementation Plan (PIP).

Further, bringing in political parties in the process of community mobilization, which the study suggests, will create the problem of politicization of the educational issues.

The study has rightly raised the question of the need of 'Community Mobilization' efforts for bringing in working children (working in homes or other places) to schools.

Document 5:
Evaluation of Community Literacy Project

1. **Title:** Evaluation of Community Literacy Project: Final Report.
2. **Study Conducted by:** METCON Consultants, for Community Literacy Project, World Education, Nepal (WEN).
3. **Date:** January, 2003
4. **Purpose:** To conduct an evaluation of implementation of the Community Literacy Project, which has been under implementation since 1997 with grants from Department for International Development (DFID).
5. **Objectives:**
 - a. To evaluate the appropriateness, effectiveness, efficiency, impact and sustainability of the Community Literacy Project, including project identification, appraisal, project design, implementation and management.
 - b. To make recommendations for future support to the Literacy sub-sector taking into account the lessons learnt from the project.
6. **Methods:**

Study Type: Evaluation Study of a Literacy Project

Sampling:

Sample size:

Tools/Strategies:

Strategies:

 - Review of Reports and Documents
 - Interviews with key informants (government officials, CL profile Staff)
 - Participatory Rural Appraisal with selected Beneficiary Groups.
 - Focus Group Discussions with CLP Staff CLP (Partners, Facilitators, Initiators)
 - Literacy Learning Situation Observations.
7. **Findings:**
 - 7.1 The underlying concept of Community Literacy Project (CLP) is to make literacy relevant to the learners, to be used and learned in the community. The goal of CLP was to enhance literacy practices, communication and access to information in the local communities.
 - 7.2 The CLP activities were implemented by district based partner NGOs, VDCs and DDCs in Dhankuta and Rupandehi districts on a contractual

basis. The District CLP offices monitored the work of the partner organizations.

- 7.3 Major portion of the project funds amounting to £1.9 million (British Pounds) was spent on international and national consultants.
- 7.4 The beneficiaries of CLP, represented in the Forestry groups, Community Writing and Broadcasting groups, Vegetable groups, Official literacy groups and Health groups have expressed positive impact of the CLP activities on the performance of their related occupational works. For instance; the Forest group members stated that CLP contributed to eradication of illiteracy, and conservation of forest resources. The Savings and Credit group members felt that their saving habits were developed, and they used the savings for better health and education of children. The Vegetable group members understood weights and measures and also pricing of the agricultural produces etc. The members of Official Literacy groups gained understanding of simple official paperwork like form filling. The Health group members gained health awareness along with literacy learning.
- 7.5 There was an enhancement of women's empowerment due to their increased understanding of girls' education, and participation in decision making. There was increased articulation by females about women issues and greater involvement in income earning activities. There was appreciable female participation in training, and workshops organized by CLP and partner organizations.
- 7.6 The CLP with focus on the use of literacy and access to information and communication had tangible effect on the local people. Local people appreciated the official literacy programme.
- 7.7 The CLP led to capacity building of local NGO partners (through training and workshops).
- 7.8 The group working mechanism of CLP has reduced the class and caste gaps and increased the feeling of oneness among the group members.
- 7.9 The lack of linkage and coordination with the Non-Formal Education Centre (NFEC) of the Ministry of Education and Sports was felt to be a major problem.
- 7.10 The use of literacy in daily life of common people was found to be helpful in acquiring, retaining, and applying the literacy skills (in everyday life of people).
- 7.11 It was found that for retention of literacy skills, the adults should have an adequate level of literacy skill acquisition.
- 7.12 The linkage of literacy skills with livelihood activities (with social inclusion) enhanced quality of life and community empowerment.

8. Recommendations

- 8.1 In future, the Non-formal Education Centre (NFEC) of Ministry of Education and Sports should be involved in the project activities from the design phase.

- 8.2 Relevant government line agencies should be involved in capacity building activities from the beginning of the project. Further, coordination should be established with central and local level line agencies.
- 8.3 The NGO local partners should be selected on basis of a set of criteria including knowledge and experience in related area and on competitive basis.
- 8.4 The use of literacies experience of the CLP should be utilized and integrated with Non-formal Education programmes and activities.
- 8.5 Additional emphasis is needed in development of literacy skills in CLP programme.
- 8.6 More attention should be given to include a larger number of unreached population in future literacy and livelihood activities of the project.
- 8.7 Proper monitoring mechanism should be developed to monitor the progress of the project.
- 8.8 Stress on literacy alone as done in the traditional literacy programmes is unproductive. The government literacy programmes should learn from CLP experience.
- 8.9 The concept and modality of CLP should be implemented widely in the country either by integrating CLP with NFEC (as an integral part of NFE programme) or by establishing a separate CLP office.
- 8.10 The NFEC should utilize the CLP approach and methodology in the Post Literacy and Continuing Education Programmes, with a view to enable the neoliterates to retain and apply literacy skills in daily life.
- 8.11 In view of the reported inadequate integration of CLP planning with district local level agencies (such as DADO, DFO, and DEO etc.), the NFEC should find ways of integrating the concept of *using literacies* in programme planning and activities at the local level.
- 8.12 The CLP work needs to be continued by covering wider areas by including remote areas and unreached population.
- 8.13 Capacity building of NFEC is needed in order to carry out CLP activities (through NFEC).
- 8.14 The NFEC should utilize the experience gained in CLP and also the expertise developed by CLP office.
- 8.15 Most CLP work has been planned and implemented by CLP office at the central level. In order to establish further links and collaboration with partners and beneficiary groups, the CLP activities should be planned, managed and implemented at the local level.
- 8.16 The Literacy and Post-Literacy/Continuing Education programmes are community based programmes. So NFEC should delegate authority and responsibility to the DEOs, DDCs and VDCs, and link its literacy professional staff to these bodies while planning and implementing CLP activities.

9. Comments

The Community Literacy Project implemented by WEN and funded by the DFID of UK has been implementing innovative literacy activities in Dhankuta and Rupandehi districts, largely working through the NGO's. Its strengths are its emphasis on use of literacy in activities associated with daily life and income generation. Its weaknesses are the limited emphasis on actual literacy skills, and lack of links with NFEC programmes.

The Report has critically evaluated the strengths and weaknesses of the CLP project. It recommends continuation of CLP, and implementation with direct involvement of the government's Non-formal Education Centre. The CLP concept and methods are felt to be more useful in post literacy and continuing education activities.

Document 6:
Effectiveness of Primary Education Curriculum

1. **Title:** Effectiveness of Primary Education Curriculum.
2. **Study Undertaken by:** Centre for Educational Research and Social Development (CERSOD) for the Curriculum Development Centre, Sanothimi.
3. **Date:** October, 2002
4. **Purpose:** To review the present primary education curriculum in context of the changing aspirations and to indicate needed changes so as to make the curriculum representative of their demands and responsive to their needs.
5. **Objectives:**
 - a. To examine the effectiveness of primary education curriculum in terms of its relevance of objectives and matching of objectives and contents.
 - b. To explore the learning needs of primary school age children including the needs of girls and children from socially disadvantaged groups, their social and cultural aspects and expectations of parents.
 - c. To identify the areas of curriculum that needs revision/modification in the changed context.
6. **Methods:**

Study Type: Descriptive Survey and Analysis of Implementation.

Sampling: Random

Sample size: 10 Districts covering five Regions and three Ecological belts.
30 schools and respondents of various types: 38 Headteachers, 300 teachers, 704 students, 248 parents, 65 local leaders/social workers, 46 Employers/industrialists, 48 DEO/Resourc persons/ Supervisors.

Tools/Strategies:

Strategies:

 - Review of relevant curriculum, achievement studies
 - Logical analysis of primary curriculum
 - Analysis of process of curriculum implementation.

Tools:

 - Class observation forms
 - Focus group discussion guidelines
 - Interview schedules
 - School observation forms.

7. Findings:

- 7.1 A near relation was found between national goals of education and the objectives of primary education; however, the national goals relating to healthy social life, human values, and social beliefs were found to be less reflected in the objectives of primary education.
- 7.2 Almost all central level officials agreed on the existence of close relation between national goals of education and objectives of primary education. However, they felt that needs of rural people were not reflected in the curriculum.
- 7.3 There were some gaps between objectives of primary education and learning outcomes of primary curriculum with respect to the curriculum of following subjects: Nepali, Social studies, Physical Education, Creative and Expressive Arts and English.
- 7.4 There was an absence of assessment/evaluation techniques which are needed to assess the learning outcomes which were developed in behavioural terms.
- 7.5 The central level officials as well as the local representatives felt the need of extending the duration of primary education (cycle) up to Grade VIII.
- 7.6 The delivery of the curriculum was found to be not satisfactory despite favourable characteristics of teachers (qualification, tenure and teaching experience).
- 7.7 The survey conducted for the study showed that the effectiveness of curriculum delivery has been loosely related to teacher inputs in terms of training received, knowledge of curriculum, teacher guide and participation in curriculum dissemination.
- 7.8 Problems were noted in the delivery of Physical Education, 'Creative and Expressive Arts' curriculum. The lack of textbooks in those two subjects led to unorganized and non-sequential presentation of teaching/learning contents.
- 7.9 The students from rural and remote areas faced difficulty in understanding the class delivery because of the use of Nepali language in classes.
- 7.10 Curriculum which addresses the issues of equality, gender parity, local context, ethnicity and skills acquisition is seen to be more attractive to girls and students from disadvantaged groups.
- 7.11 For students who are terminating studies after the primary level, there should be opportunities to acquire skills in areas like handicrafts, animal husbandry, electrical works etc.

8. Recommendations

- 8.1 Review of curriculum is needed to address the humanistic and social base of education (healthy social life, formation of human values and social beliefs).
- 8.2 Well defined assessment criteria and procedures should be developed to realize the learning objectives defined in behavioural terms.

- 8.3 Curricular contents and textbooks should be revised so as to cover the needs of students of rural areas.
- 8.4 The duration of primary education should be extended to grade VIII in order to address the broad knowledge base and demands of competitive market.
- 8.5 Curriculum dissemination should be organized for teachers in order to help them to translate curricular objectives into classroom practice.
- 8.6 Contents of English subject (Grades 4 and 5) should be reorganized to reflect the intent of learning outcomes.
- 8.7 Textbooks should be developed in the Subjects: Physical Education, and Creative and Expressive Arts.
- 8.8 Curricular areas that are identified by the study as areas in need of revision should be revised immediately.

9. Comments

The report presents a systematic analysis of the primary education curriculum in the light of new developments. A wide ranging areas of revisions have been suggested. The Report recommends the use of local language in instruction in primary grades. It also recommends making the curriculum reflect the needs of the rural people. Inclusion of various practical skills for those students terminating at primary level has also been suggested. The Report also recommends extending the duration of primary education.

Two recommendations need to be taken with caution. Extending the duration of primary education to Grade VIII is not easy. It might have the effect of non-completion of primary education (8 years) by large number of students. Also the inclusion of vocational areas in primary education does not seem to be feasible from the point of view of the ages of primary school students and resources needed for delivery of vocational skill areas in schools.

Document 7:
Evaluation Study of BPEP II Textbook Provision Experiments

1. **Title:** Evaluation Study of BPEP II Textbook Provision Experiments.
2. **Study Conducted by:** East Consult (Supported by DANIDA - Education Sector Assistance Programme).
3. **Date:** October, 2002
4. **Purpose:** The study is intended to examine various modalities of free primary textbook distribution. The aim of textbook distribution modality is to ensure that textbooks are available to every primary school child within the first 2 weeks of the academic year.

5. Objectives:

To conduct a comparative evaluation of the textbook provision experiments (Local Purchase Order, Janak Education Material Centre (JEMC) coupon, Bulk Distribution, Reuse of Textbooks) on the basis of objective indicators.

To submit implementable recommendations to the MOES regarding the best system to adopt nationally.

6. Methods:

Study Type: Evaluation Study

Sampling: Random

Sample size: 12 Districts (3 districts for each of the four distribution systems: Coupon, Local Purchase Order, Bulk Distribution, and Reuse) and 926 schools.

Strategies/Tools:

- Desk study and review of relevant documents, consultation at the centre, Districts, Field Observation.
- Focus group discussions.

Tools:

1. Questionnaire (for each modality) for DEOs, Resource Persons, Headteachers, Teachers, Guardians and Retailers.
2. Indicators for Comparative Evaluation Criteria
 - Ability to cope with incorrect enrolment data
 - Effect of Nepal's varied topography
 - Understanding of the system
 - Acceptability of the system
 - Educational effects

7. Findings:

- 7.1 The normal practice is that DOE advises the CDC to get necessary sets of textbooks printed. JEMC gets the order from CDC to print the textbooks. The Sajha Publications has been made distributing agent of the textbooks throughout the country.
- 7.2 Under the Local Purchase Order System the schools acquire the books from the Sajha retailers in the districts on the basis of Local Purchase Order (LPO) issued by the District Education Officer.

In Bulk distribution System, the schools get the books from the Resource Centres. The Sajha delivers the books to the Resource Centres and the Resource Persons notify the Headmasters of schools to come and collect the books from the Resource Centres.

In the Reuse System (RS), the specially manufactured books are first delivered to the Resource Centres and from there to the schools.
- 7.3 The Resource Centres concept was utilized as much as possible in the Bulk Distribution System and the Reuse systems but not in the Coupon and the Local Purchase Order system.
- 7.4 The Bulk Distribution System (BDS) is found to be a simpler system. The BDS reduces the burdens of the DEO, Headmasters, and the parents.
- 7.5 The Reuse system has been put into practice in 3 districts using durable textbooks, (with better quality paper, strong binding etc). The R.S. system is felt to be a good system though it seems to be expensive. The books look more attractive
- 7.6 The LPO system was put into practice in 3 districts. It is not so bad system. The LPO has removed cash from the parent and school stages of textbook distribution. Thus, it has reduced the risk of misappropriation of cash.
- 7.7 The Local Purchase Order and the Coupon System have several similarities. The Coupon system seems to have not been properly implemented.
- 7.8 According to the stakeholders, the Bulk Distribution system and the Reuse systems are preferable from the point of view of textbook distribution effectiveness.
- 7.9 Also from the point of view of simplicity, the Bulk Distribution system and Reuse system are better systems.
- 7.10 From the point of view of availability of complete sets of textbooks, the Bulk Distribution and Reuse system are found to be better.
- 7.11 One advantage of the Reuse system is that majority of required textbooks are already in the school under the system. So delivery of the textbooks in time is much more assured.
- 7.12 The better quality of textbooks under the Reuse system seems to have motivated the students to use the textbooks more carefully.
- 7.13 In the Reuse system, the schools are required to collect books from old students. On the whole, the schools were found efficient in distributing

the returned books to students in time. The main benefit of the Reuse system is that books are already in the schools.

- 7.14 In Bulk Distribution system and Coupon system districts, the number of unusable books was high compared to the number in Reuse and Local Purchase Order system districts.
- 7.15 Comparative system cost of various systems shows the Reuse system to be the cheapest among the four systems in the long run.
- 7.16 From the point of view of minimization of involvement of different agencies and cash, Bulk Distribution system and Reuse system are better than other systems.

8. Recommendations

- 8.1 The Reuse system should be used only in Mountain districts. And the Bulk Distribution system should be adopted in the Hills and Terai areas for some time.
- 8.2 The process of textbook distribution should be strictly monitored and evaluated periodically.
- 8.3 The Bulk Distribution system and the Reuse system depend on the Resource Centres and Resources Persons for book distribution processes. So the role of Resource Centres should be clearly defined. The Resource Centres (and Resource Persons) should be brought into the mainstream of the educational structure.
- 8.4 Accurate projections of grade-wise student population for the subsequent year should be made, and at the same time the delivery of second distribution of textbooks should be continued in the absence of any other accurate data system. There should be a computerized stock control system to control and account for the textbooks stored in the Resource Centres.
- 8.5 The Resource Persons should be involved in the textbook distribution process. They should ensure regular monitoring of the textbooks distribution. They should check the mismatch between the demand supply of textbooks. The headteachers and teachers should also be engaged in proper monitoring of the books.
- 8.6 Paper factories of Nepal should be encouraged to produce heavy paper needed for printing books.
- 8.7 The students should be taught to take good care of their books by all means.
- 8.8 JEMC should be upgraded and supported with better and more adequate equipment. There should be a better monitoring of costing and estimating system, and also a system of forward planning. Skilled manning structure is also necessary in JEMC.
- 8.9 There should be frequent meetings with the parents/guardians at school to get their feedback on the durability and proper use of the textbooks. Their suggestions should be communicated to the Department of Education for consideration.

8.10 The Sajha is likely to remain the sole distributor of the textbooks. Terms and conditions of the contract with the Sajha need revision with advice from legal experts and financial experts.

9. Comments

From several points of view (such as effectiveness, simplicity, availability of complete sets, and better physical conditions), the Bulk Distribution system and the Reuse system have been found to be superior to the other two systems (the Local Purchase Order System, and the Coupon system).

The involvement of the Resource Centres and Resource Persons in both the B.D.S. and Reuse system is considered to be an attractive feature by the Report. Originally, the Resource Centres have been established to provide academic support to the primary teachers, and also to provide recurrent training to the teachers. The Resource Persons are responsible for all the activities conducted in the Resource Centres. Too much involvement of Resource Persons in book distribution will deflect them from doing their main work which is helping the teachers and supervising their work. Similarly, the Resource Centres are assumed to have enough space for storing the books (prior to distribution). In reality the space in the Resource centres is limited.

It seems that whatever the system of distribution, the parents and the children must be taught to take better care of the books.

It would be advisable to explore the possibility of local printers (in main towns such as Biratnagar, Pokhara, Janakpur, Bhairawa, Nepalgunj) to print the primary textbooks, and to supply the textbooks in the nearby markets.

Document 8:
School Effectiveness in Nepal A Synthesis of Indicators

1. **Title:** School Effectiveness in Nepal: A Synthesis of Indicators
2. **Study Conducted by:** Formative Research Project, CERID, Study Report prepared by Mr. Vishnu Karki.
3. **Date:** July, 2002
4. **Purpose:** The purpose of the study is to provide inputs to educational planners and policy makers by suggesting strategies for improving educational achievements and reducing educational wastage. The key question to seek answer about: How much and what type of educational input leads to improvement of students' achievement?
5. **Objectives:**
 - a. To assess school effectiveness with reference to enrolment and retention, achievement test scores, and educational resources available to schools.
 - b. To assess whether economic and socio-cultural backgrounds of students contribute to or hinder students' achievements.
 - c. To assess community/parents' perception of schools.
6. **Methods:**

Study Type: Survey

Sampling: Random

Sample size:

 - 7 districts, 20 schools (3 Primary, 3 lower secondary, 7 secondary, 3 primary + secondary mixed)
 - 8990 students, 161 primary school teachers

Strategies/Tools:

Strategies:

 - Determination of Research Questions
 - Data collection
 - Focus group discussions with parents, community, school management committee members, teachers.

Tools:

 - School Data Form
 - Parental Interview Form
7. **Findings:**
 - 7.1 The survey findings indicate low dropout rates at the primary level in the schools surveyed. The Report states that the MOES/DOE

data represent over reporting of the proportion of school dropouts.

- 7.2 Students belonging to the poor and working class families were in abundance in the public schools. Most of the students in public schools come from deprived families, and special focus groups.
- 7.3 Schools' physical facilities/conditions were found to be having some positive impact on student promotion and girls' enrolment.
- 7.4 Overall achievement test score, an average, was significantly positively related to school's physical condition.
- 7.5 In recent years, the enrolment in the public schools is increasing, particularly in case of Dalits.
- 7.6 There has been an increase in the enrolment of under aged children in Grade 1. This has apparently led to an increase in the Repetition rate.
- 7.7 Average class size varied from 32 (Dhankuta) to 76 (Chitwan). In general, there has been an increase in class size in recent years.
- 7.8 In general, it is found that average class size is inversely related with achievement level. It is implied that achievement level is higher in schools with smaller class size. Class size is found to be significant determinant of the achievement level.
- 7.9 The study finds the per student expenditure to be an important indicator of the school effectiveness. There were wide variations in per student expenditures in the sample school highest being Rs. 4580 per year in Gokuldeswar Secondary school, Dhankuta and lowest being Rs. 777 per year in schools in Chitwan. District average was highest in Kathmandu Rs. 3,800.- per year. The average for all schools (surveyed) was Rs. 2270.- per year. Of this amount 90% was spent on administrative costs, mainly teacher salaries.
- 7.10 The cost per student and school physical conditions were found to significant predictors of school effectiveness based on criteria such as girls enrolment, promotion and repetition rates, and student achievement.

8. Recommendations

- 8.1 Since (i) the school's physical conditions and (ii) expenditure per student both seem to have positive impact on key efficiency indicators like the enrolment, achievement, and promotion rates, efforts are needed (i) to improve school physical facilities as well as (ii) to increase expenditure per student.
- 8.2 It is recognized that improving physical facilities involve much costs; yet from standpoint of the long-term benefits (improved learning achievement and reduced student wastage) these improvements would be cost effective.

- 8.3 In order to reduce financial pressures of investments in physical facilities: (i) there should be minimum set of physical facilities that any primary school should have, (ii) improvements need to be taken up on an incremental basis (iii) private public partnership and community support should be utilized.
- 8.4 The issue of improving retention of children from the Dalit and disadvantaged communities is now a major problem. Similarly raising their achievement rates is also a challenge. Measures needed for meeting these challenges are: (i) making effective use of existing scholarships/incentive programmes for the girl students and Dalit students (ii) conducting awareness programmes for the parents (iii) organizing training for teachers to ensure equal treatments of disadvantaged children in schools, and to afford equal opportunities to them (iv) expanding formal education opportunities for the disadvantaged children by providing support to the public schools (now called 'community schools').
- 8.5 In order to tackle the problems of enrolment of under aged children in grade I, the following measures are suggested: (i) keeping in operation early childhood development centres (though these centres will not fully solve the issue of under aged enrolment and (ii) expanding retaining pre-primary section in public schools, (iii) providing support to public schools in equipping pre-primary classes with appropriate educational materials.
- 8.6 Reduction of class size (students per class) is observed to have positive impact on student learning achievement. The government has stipulated the normal class size to be 35 in the Mountains, 45 in the Hills and 50 in the Terai. Reduced class sizes would mean requirement of more teachers. So it is recommended that there should be studies on appropriate class size in context of Nepalese situations, and their prospective impact on student learning.
- 8.7 Additional physical and financial support should be provided to the public schools to make these schools more effective.

9. Comments

The report constitutes one of the first studies in Nepal in the area of school effectiveness. The report highlights a number of indicators with respect to school effectiveness. The report states that improved physical facilities, increased expenditures on students, smaller class sizes are associated with higher learning achievements of the students. The report takes up the issue of low retention among the disadvantaged children. Another issue taken up is the presence of large number of under aged children in primary schools (especially in Grade I).

The report pleads for providing support to the public schools to improve their physical facilities, and to provide facilities for increased enrolment and retention of the disadvantaged children. The report recommends increased expenditure per student. In this respect, all the elements of the expenditure on the students should be analyzed.

Document 9:
Effective Classroom Teaching/Learning

1. **Title:** Effective Classroom Teaching/Learning (Phase I: Classroom Delivery)
2. **Study Conducted by:** Formative Research Project, CERID, Report Prepared by Mr. Ganesh Bahadur Singh
3. **Date:** July, 2002
4. **Purpose:** The study has been done to present a situational analysis of the use of curricular materials (curriculum, textbook, teacher guide) and transfer of training skills for classroom delivery. The study is intended to examine the classroom practices of the teachers, utilization of curriculum materials and the transfer of training skills by the teachers.

5. Objectives:

- a. To examine practices of the teachers in classroom delivery including student assessment practices and their effect.
- b. To examine application of skills and knowledge acquired by the teachers during training, in the classroom.
- c. To find out types of problems teachers have been facing by way of using the teaching skills they have acquired in the training.
- d. To analyze gaps, if any, existing in the stated intention of the curriculum, and classroom practice, and find out corrective measures.
- e. To analyze classroom environment, classroom management, use of instructional materials, and other support to the teachers that could have direct implication on classroom teaching/learning.
- f. To suggest effective classroom practices that could be adopted in the Nepalese conditions.

6. Methods:

Study Type: Assessment of curricular materials use and training skills application

Sampling: Purposive

Sample size: 3 districts, 16 schools and class observation in one more district total observed class 153 of grades 1-5.

Strategies:

- Analysis of school and teacher information from 16 schools
- Analysis of classroom observation
- Interviews with teachers, headteachers, Resource Persons, School Supervisors District Education Officers
- Focus group discussion

Tools:

- School information form
- Teacher background form
- Classroom observation forms
- Specific observation forms for 'General', 'Language', 'Physical Education', Arts and Craft' classes)

7. Findings:

7.1 Primary school teachers' classroom practice has been mostly influenced by textbooks. The general pattern of classroom practice is that the teacher reads the textbook with his or her interpretations; He/She would also ask one of the students to do the reading.

In lower grades of the primary cycle, chorus recitation/repetition of the text is the usual practice; question/answer is generally done. Translation method is used in English language classes.

7.2 A small number of teachers involved the students actively in teaching/learning like use of real objects in mathematics teaching, used objects in the classroom or around the school to illustrate the lessons, or encouraged students to ask questions in English (in language classes).

7.3 Textbook was found to be used by all the teachers than curriculum and Teacher Guide (TG). Some teachers consulted teacher guides for preparation of teaching; curriculum was consulted by fewer numbers of teachers.

7.4 Teachers deviated from curriculum objectives during classroom delivery to a large extent in language classes. Deviation from curriculum was noted also in the classroom delivery of Social Studies, Environment Education and Health Education.

7.5 Textbook has been found to be the most used curricular material by teachers. There was emphasis on rote memorization of the content matter of the textbook. In most cases, activities mentioned in the textbooks (in Social Studies, Environment and Health Education) were not conducted.

7.6 The 'Curriculum' and 'Teacher Guide' (TG) were used to only a limited extent by the teachers. One reason for this was non-availability of these curricular materials in the schools. In none of the 16 schools visited in 3 sample districts there were complete sets of curriculum and TG.

7.7 In most of the observed classes, the activities to involve students in problem solving, inquiry and out of class activities in Social Studies, Environment Education and Health Education were not found being conducted.

7.8 The Teacher Guides contained suggestions on discussion, question/answer, problem solving, inquiry method, group works outside class activities, games and use of instructional materials. The teachers did not follow these suggestions and most of time they were engaged in

lecturing, making students read the textbook content, do the exercises, and memorize questions/answers.

- 7.9 In 10% of the schools visited about 30 minutes to one hour time was wasted due to late opening and early closing of the school.
- 7.10 Generally, exposition of content matter in textbooks matched with curriculum objectives. In case of Nepali and English language, textbook contents and curriculum objectives were difficult to match. In Health Education, Social Studies, Environment Education subjects, higher and habit formation level curriculum objectives are not adequately addressed in the textbooks and teacher guides.
- 7.11 Usual practice in classroom delivery and testing practices emphasize and promote rote memorization.
- 7.12 Regarding transfer of training skills (learnt in teacher training) the various skills (lesson plan, materials collection, teaching methods, evaluation) were not used during classroom delivery in most of the cases in the observed classes.

The skills (taught in training) of classroom organization, enhancement of classroom environment, use of black board, use of group methods, students' attendance board, and tests, were not used widely in the classroom.

- 7.13 Many curricular materials have been provided to the schools; and teachers have been provided with a number of training. But there has been little use of the curricular materials and there has been little transfer of training skills. Professionally committed teachers having training skills one expected to use the curricular materials and use of skills gained in training. But such professionalism was found lacking in most of the teachers.
- 7.14 Providing more curricular materials and more training to teachers will mean very little in the absence of strong and effective monitoring.

8. Recommendations

- 8.1 A complete set of curricular materials (textbooks, curriculum, teacher guide should be made available to the schools (at least one more time). Curriculum materials should be put on sale as well. The schools should be made responsible to keep the complete set of the curricular materials in the school after these receive the complete set.
- 8.2 In order to enhance professional work of the teachers (with reference to use of curricular materials and transfer training), the Resource Persons should conduct regular and effective monitoring. The role of Resource Persons should be more on providing professional supervision rather than administrative supervision.
- 8.3 The school management should ensure that the teachers and students spend the intended time on teaching/learning in the classroom.
- 8.4 It would be useful to develop a Handbook on each subject for each grade, for use by the teachers. Such Handbook should combine curriculum and teacher guide. Existing materials in the form of curriculum, teacher

guide, content elaboration, learning outcome indicators, specification grid, test specimen, should be covered in the Handbook.

- 8.5 Feasibility of addressing the higher level habit related curricular objectives (in Social Studies, Health, Environment subjects) should be studied.
- 8.6 There is a need to improve the quality of testing in primary schools. Quality model tests should be developed and used in place of rote memorization emphasized tests. These model test should be used in individual schools.

9. Comments

The study report has dealt on a very important aspect of primary school education that is the quality of delivery of education in schools. Curriculum renewal, teacher training, textbook improvements, and use of educational materials are the main elements of raising quality of school education. The study has critically dealt on the curriculum, textbooks and training skills that have been used in the classrooms.

Many lackings have been pointed out. The report has strongly emphasized the need of regular monitoring of the teacher performance (classroom delivery) in the classrooms. It has also stressed the need of making curricular materials available to all schools. One suggestion is to put these materials on sale. The schools and interested teachers can purchase the materials if they have lost the materials already supplied by the government. The idea of Handbook for teachers is worthy of being taken up by the various educational assistance projects on education.

Document 10:
A Study on Teaching Materials and Subject wise, Classroom Observation

1. **Title:** A Study on Teaching Materials and Subject wise Classroom Observation
2. **Study Conducted by:** Management Innovation, Training and Research Academy, for Research and Development Section, Department of Education.
3. **Date:** September, 2001
4. **Purpose:** The study has been undertaken to examine the status of availability of teaching materials in schools, the use of these materials in classroom teaching and the effect of training on handling of the materials.
5. **Objectives:**
 - a. To assess the availability, extent of utilization and effectiveness of the curricular materials (curriculum, textbook, teacher guides, supplementary materials, readers, black board etc) inside the classroom.
 - b. To assess the use of additional materials in the classroom.
 - c. To identify the effect of teacher training in classroom practice regarding the use of teaching materials.
 - d. To analyze the classroom principles with the current classroom management practices of the primary schools.
 - e. To analyze the current instructional practices of the primary schools.
 - f. To recommend strategies for the facilitation, use of teaching materials and equipment for improvement of learning.
6. **Methods:**

Study Type: Assessment of classroom practices

Sampling: Purposive

Sample size: 15 districts, 50 schools.

Strategies/Tools:

 - Interviews with Headteachers, Teachers, DEOs, RPs, Sajha staff, Parents of the students.
7. **Findings:**
 - 7.1 Curricular materials were available in most schools. However, the schools in remote rural areas did not have the materials. The problem was mainly related with topography.
 - 7.2 The available materials were not found to be good in terms of cover, colour print, and printing paper.
 - 7.3 Major methods of teaching used were lecture, question/answer and illustrations.
 - 7.4 In the classrooms observed, there were no shortage of space and curriculum.

- 7.5 There was no practice of displaying children's works.
- 7.6 Interaction between teachers and students was inadequate.
- 7.7 Trained teachers have not been able to use the skills (learnt) adequately.
- 7.8 Teaching materials, other than textbooks were hardly used. Resource materials were not considered necessary while introducing a subject in classroom.
- 7.9 Two methods of evaluation were giving 'Homework' and asking questions. Classroom observation showed that learning by heart, doing exercises, and copying from the lessons were commonly practiced homework.
- 7.10 Trained and experienced teachers and those with mastery on the subject were observed to be integrating students' ideas.
- 7.11 Traditional ways of maintaining discipline was slowly disappearing in the classrooms.
- 7.12 Most teachers used nonverbal methods to explain.
- 7.13 Teachers generally concluded a lesson by presenting the summary and asking questions.

8. Recommendations

- 8.1 The quality of textbooks should be improved. There should be textbook reuse policy in place. The policy of 'Buy and sell' of used textbooks will encourage parents and students to handle textbooks properly.
- 8.2 There should be involvement of all teachers in curriculum dissemination. Curriculum dissemination should be integrated with recurrent training.
- 8.3 There should be a system of peer supervision and monitoring of teachers' work. The supervisors should organize group sharing.
- 8.4 There should be timely availability of materials in schools of the remote and interior regions. Local dealers should be prepared in order to distribute the materials to schools. The RC system may also be used for distribution purpose.
- 8.5 Textbooks should be practice-based so that students will be active to bring their local knowledge to classroom.
- 8.6 There should be collaboration between NGO/INGOs, government, and community in improving physical aspects of schools.
- 8.7 Community and school activities should be taken up to generate resources.
- 8.8 Where possible, student seating in classes should be in oval shape.
- 8.9 Students' and teachers' works should be displayed in classrooms.
- 8.10 Student groups should be formed, and group leaders should be made responsible for follow-up of group members in learning activities.
- 8.11 Students should be made to prepare materials with teachers' cooperation.
- 8.12 Raw materials collection and display should be promoted.

- 8.13 There should be fund allocation for purchase of items to develop educational materials.
- 8.14 Students should be involved in library management. They should be engaged in newspaper cutting works.
- 8.15 A diagnosis of individual problems and needs of teachers is needed in order to promote effectiveness of training received. There should be reflection sessions, and discussions (during training period).

9. Comments

The report has dealt well on the availability and use of curricular materials. Problems of remote/rural areas in this area have been mentioned. Suggestions have been given about increasing the use of the curricular materials. Also there are suggestions on promoting the use of training skills (skills learnt in training). Marketing solution (sale and purchase of used textbooks) has been suggested to promote textbook reuse. This idea is worth pursuing by the government.

Document 11:

A Study on the Effectiveness of the Primary School Headteachers' Training

1. **Title:** A Study on the Effectiveness of the Primary Headteachers' Training.
2. **Study Conducted by:** The METCON Consultants for the Department of Education.
3. **Date:** June, 2002
4. **Purpose:** The purpose of the study was to assess the overall achievement of the Primary School Headmasters Training conducted by the NCED and the Department of Education. The study focuses on the effectiveness of the training in terms of gain in knowledge and skills among the primary headteachers and assessment of the impact of training on school management and functioning.
5. **Objectives:**
 - a. To assess the effectiveness of headteachers training provided by NCED and the Department of Education.
 - b. To examine the relevance of training materials/contents and the modality of training packages.
 - c. To look into the provision and performance of trainers.
 - d. To suggest measures for the improvement of headteachers' training.
6. **Methods:**

Study Type: Evaluative study

Sampling: Purposive Two-stage sampling

Stage One: Selection of districts, (ecological and regional balance)

Stage Two: Selection of schools.

Sample size: 5 districts, and central level officials, 50 headteachers, 99 teachers, 123 SMC members, 194 Parents 200 students, 5 DEO's, 5 supervisors, 10 R.Ps, 10 trainers, 12 Package Developers.

Tools/Strategies: Interview with Headteachers, Teachers, DEOs, Supervisors, R.Ps. Trainers, Package developers.

Group interview with SMC members, Parents.

Focus group discussions: Teachers, Headteachers, SMC members, Parents Observation.

Tools: Questionnaires (separate) for trainers, package developers, headteachers; Teachers Group Interview Questionnaire

Questionnaires for DEOs, Supervisors, R.Ps. observation checklist.

7. Findings:

- 7.1 As regards effectiveness of the headteachers training, it was found that the classroom activities were claimed to be based on participatory approaches but such practice was not adequately used. The schedule of training was not in accordance with school schedule. Further, the trainers themselves were not adequately trained or qualified.
- 7.2 As regards relevancy of training materials/contents, it was found that both the Ten month long NCED package and the DEO package materials were relevant to the headteachers' jobs. However, some contents were not adequately covered in the DOE package. Further, addition of new contents in the training was felt necessary by the respondents. Educational Regulations, Child Psychology, Student Evaluation Techniques were some of the additional topics felt to be needed in the package.
- 7.3 The performance of the trainers, in general, was not satisfactory. Most trainers lacked the desired qualifications. Trainers' classroom activities were dominated by lectures. No enough practical activities were conducted.
- 7.4 Various findings were noted with respect to impact of the headteachers training. The impact was assessed in the scale of '*Very Low*' '*Low*', '*Medium*', '*High*', '*Very High*'. Impact on academic affairs was felt to be *Medium level*. Impact on use of teaching materials was rated to be *Medium*, and impact of educational planning was *Low*.
 - Impact on school administration/management was rated to be *Medium*, and that on School Financing *Low*. Similarly, impact on school physical facilities development and school positive was rated to be *Medium*.
 - In general the impact of headteachers training appears to be *Medium* in most cases.
 - The lack of '*High*' impact on several aspects of school education indicates the need of reviewing the Headteachers Training Programme.
- 7.5 Field observation (conducted in course of the study) shows that there is a lack of conducive environment in most of the schools for the use of the skills learned by the headteachers. This is mainly due to the heavy work load of the headteachers, lack of timely decision making by the SMC and also due to financial constraints.

8. Recommendations

- 8.1 Training contents: The existing training packages need to be revised for incorporating contents such as Child Psychology, Health and Nutrition, First Aid, Account Keeping (of practical nature) Educational Act and Regulations, Student Evaluation, Extra curricular activities and a fixed number of supervised teaching sessions.
- 8.2 No. of package: There should be a single teacher training package. The NCED package and the DOE package should be integrated.

- 8.3 Duration of training: The training period for headteacher training should be made of one and half months in order to ensure coverage of new contents and practical exercises on Finance component.
- 8.4 Materials for training: The PTTCs should be equipped with overhead projectors, videos and computers so as to make the headteacher training meaningful and practical oriented.
- 8.5 Methods: Attempts have been made to make the classroom activities of participatory nature. However, further efforts are needed to make it fully participatory. Lectures with too much theory should be discouraged.
- 8.6 The training schedule should be designed such that it will not disturb the school schedule.
- 8.7 Training Materials: Timely availability and adequate provision of training materials should be made.
- 8.8 Trainers: There should be a cadre of well trained trainers with sound professional skills as per the training packages and the performance based skills. The trainers' qualification should be M.Ed. A programme of developing skilled Master Trainers should be developed. A three month training programme should be developed and provided to trainers. There should be a system of evaluation of trainers.
- 8.9 Regular monitoring of use of skills by the headteachers should be made. The DEOs, RPs, and Supervisors should conduct such monitoring.
- 8.10 Conducive environment should be created in schools for use of skills by the headteachers.
- 8.11 Refresher training should be provided to the trained headteachers.

9. Comments

The study report has pointed out various strengths and weaknesses of the Headteacher Training programmes presently being run in the country. The report emphasizes the need of integrating the headteacher training provided by NCED and DOE (Under BPEP). The report has identified the new contents that need to be added. It has also pointed out that training presently provided is largely theoretical. It suggests preparing a pool of trainers for conducting training.

It seems that a number of new activities such as school improvement planning is being done in pilot districts. The headteachers training needs to incorporate some contents on the SIP.

The main aim of headteacher training is improvement of school management. A well managed school will be able to deliver quality education.

Document 12:
Follow-up Study of Teacher Training Programmes

1. **Title:** Follow-up Study of Teacher Training Program.
2. **Study Undertaken by:** ICS Education Campus, Minbhavan, Kathmandu for the National Centre for Educational Development, MOES, Sanothimi.
3. **Date:** December, 2002
4. **Purpose:** To conduct the follow-up training provided by NCED in order to identify the effects of classroom based follow-up mechanism and to suggest follow-up strategies for effective transfer of training skills in classroom teaching.

5. **Objectives:**

- a. To prepare manpower for follow-up activities of the teacher training programme
- b. To evaluate the classroom situation and identify major problems hindering the transfer of acquired skills
- c. To suggest follow-up strategies to assist NCED to conduct the follow-up of teacher training programme
- d. To help improve classroom teaching through the application of follow-up strategy.

6. **Methods:**

Study Type: Assessment of primary teacher training activities; development of follow-up strategies.

Sampling: Random

Sample size: 8 districts, 126 schools, 538 teachers and 126 headteachers.

Tools/Strategies:

- Classroom observations
- Interviews:
- Focus group Discussion

Tools:

- Interview schedules
- Focus group discussion guidelines
- School survey form
- Classroom observation form.

7. **Findings:**

- 7.1 The 10 month long primary teacher training programme is presently being run in a segmental form: Packages First and Fourth being run

through the PTTCs and Packages Second and Third through the Distance Education Centre (under a very important decision of the Ministry of Education).

- 7.2 So far, there is no policy measure regarding conduct of a single stretch full cycle of the ten month training.
- 7.3 Primary teacher training programme has been facing a number of problems such as lack of long term vision in the planning of teacher training programme, lack of conducive environment in the PTTCs, lack of programme for producing committed teacher trainers, and shortage of teaching materials in training.
- 7.4 The involvement of NCED staff in all phases of the follow-up study has been useful for preparing manpower needed for follow-up of teacher training programme.
- 7.5 The First and Second packages of the 10 month teacher training were found to be delivered more competently than the Third and Fourth packages.
- 7.6 Training in Mathematics was found to be more useful than in Social Science and English subjects.
- 7.7 The trained teachers regarded 'Evaluation Techniques' followed by 'Planning and Preparation of Instructional Materials' to be more useful skills applicable in the classroom.
- 7.8 Various factors such as lack of support from school, overcrowded classrooms, heavy workload, shortage of instructional materials, lack of professional support and poor physical facilities led to limited use of skills learnt in training.
- 7.9 Follow-up and supervision of training was almost non existent.
- 7.10 There was no system of checking the homework of students in the schools observed during survey.
- 7.11 English was felt to be most difficult subject followed by Nepali and Mathematics by the students.
- 7.12 The system of having written lesson plan was lacking in all types of schools.
- 7.13 It was observed that teaching/learning activities improved as a result of immediate feedback given to teachers under the follow-up strategy (used in the Study).

8. Recommendations

- 8.1 Teacher training packages need to be updated from time to time considering the developments of new knowledge and skills. Skills of practical use such as planning, content knowledge, teaching/learning techniques, teaching methods and student evaluation techniques should be included in the revision/updating.
- 8.2 The policy of providing training to all teachers should be followed. Headteachers should be provided with management training.

- 8.3 Demand-driven and need-based refresher training should be provided to the in-service teachers.
- 8.4 Training programmes should emphasize skills, child centre pedagogy, preparation and use of instructional aids and instructional techniques.
- 8.5 Follow-up of classroom teaching is needed; such follow-up should be conducted immediately after training follow-up of the teachers and supervision should be entrusted to school heads.
- 8.6 NCED staff should be trained in follow-up skills.
- 8.7 Equal attention should be given to Third and Fourth packages, as given to the first two packages.
- 8.8 Problems such as overcrowded classrooms, heavy workload, shortage of instructional materials, and lack of physical facilities should be addressed.
- 8.9 Studies should be conducted by NCED on effective follow-up strategies.

9. Comments

The study points out the reasons for the lack of impact of various teacher training programmes on classroom teaching. The government has emphasized provision of teacher training for improvement of classroom teaching. Follow-up of the trained teachers in schools will help promote the application of skills learned in training. There is a need to (i) improve school facilities and environment (ii) to improve the quality of teacher training and (iii) to raise the motivation of teachers to work effectively. Then alone training provided will have an impact on quality of teaching in classrooms. The report has provided several recommendations to improve primary teacher training system. Monitoring of training, and follow-up of the trained teachers are among the measures recommended.

Document 13:
Effectiveness Study of Teacher Training

1. **Title:** Effectiveness Study of Teacher Training: A Study Report
2. **Study Conducted by:** Centre for Research, Education and Development (CRED) for National Centre for Educational Development, Sponsored by Department of Education.
3. **Date:** October, 2002
4. **Purpose:** The study has been undertaken to investigate the extent of the effectiveness of the 10 month in-service primary teacher training by the NCED, and to identify the barriers to the transfer of training in the classroom.
5. **Objectives:**
 - a. To assess the effectiveness of teacher training programmes conducted by NCED.
 - b. To identify the professional activities carried out by the trained teachers in the real classroom situations.
 - c. To find out the barriers that hinders the teachers in translating the acquired skills into classroom practices.
 - d. To suggest possible measures to revise the teacher training packages.

6. Methods:

Study Type: Evaluative Study

Sampling: Purposive

Sample size: 3 Districts representing 3 ecological belts; (Mountains, Hills, Terai) 305 Teachers, (at least 75 teachers under each training package from the sample districts)

- 109 schools representing at least 34 schools from each sample districts
- 16 Resource Persons

Strategies:

- Review of training packages by package writers/reviewers
evaluation of training packages by 14 evaluators, Focus groups
Discussions, (24 SMC groups, 18 student groups)

Tools:

- Classroom observation checklist
- Interview questionnaires for Headteacher, Trainers, Teachers
- Interviewed Questionnaire for Headteachers, Trainers Resource Persons
- Focus group guides

- Evaluation (training package evaluation) checklist.

7. Findings:

- 7.1 About a third of the trained teachers did lesson planning mentally or in written form, implying unsatisfactory professional activity by the trained teachers.
- 7.2 Considerable proportion of the trained teachers did not use educational materials indicating low impact of training on use of the materials.
- 7.3 In most schools, classrooms were found to be satisfactory in terms of cleanliness and light but overall classroom management (including seating) was not satisfactory.
- 7.4 Group-work, and pair-work techniques were used by only about a third of the teachers.
- 7.5 The teachers were found to be using motivation techniques well in classroom.
- 7.6 Students regarded teaching in classroom to be satisfactory.
- 7.7 There were some lack of discipline in classrooms, but student-teacher relations were satisfactory.
- 7.8 Majority of the teachers depended on textbooks totally though some used reference materials.
- 7.9 The teachers were found 'questioning' and 'feedback' techniques appropriately. The teachers were observed to be doing continuous evaluation in the classroom.
- 7.10 Most trained teachers regarded the training packages to be useful; some of them regarded the packages to be very useful.
- 7.11 The teacher training was regarded by the teachers be of participatory nature with use of discussion and question/answer. The training was not activity based however.
- 7.12 Most of teachers (trained) regarded the performance of the trainers to be good. A small percentage of teacher rated the trainers' performance to be very good.
- 7.13 Most of the teachers, and headteachers, trainers thought delivery of all the four packages at a stretch was preferable.
- 7.14 Most teachers thought the packages were up to their expectations; however they felt that the packages lacked focus on practical problems and did not have child centered approach.
- 7.15 The teachers felt that the packages (training) had made positive impact on the teachers in training with respect to the construction and use of materials, use of teaching methods, lesson planning and questioning techniques.
- 7.16 The Resource Persons' role in management of training was minimal because their main roles were school supervision and Resource Centre management.

- 7.17 All trainers expressed the need of conducting refresher training at the internal of this year.
- 7.18 According to the teachers, the main barrier in the transfer of training was the lack of materials, other barriers mentioned by a large number of teachers were: large classes, heavy work load of teachers, insufficient physical facilities.
- 7.19 The head masters thought the barriers in transfer of training to be mainly due to inadequate number of teachers, financial constraints, teacher absenteeism and unsupportive attitude of teachers.
- 7.20 All trainers interviewed thought training of trainers was necessary.
- 7.21 The teachers thought the training helped them to improve teaching, improve their results and participation in learning process.
- 7.22 The SMC members had positive opinion on the effect of training in improvement of classroom teaching.
- 7.23 The SMC members' involvement in school supervision was inadequate. Only two third of them visited schools frequently.
- 7.24 According to evaluators of the training packages, the packages were good in terms of match between training objectives and training packages language used and skill contents in the packages.
- 7.25 The classes on 'Creative and Expressive Arts' and Physical Education were ineffective due to lack of materials
- 7.26 Teachers felt a shortage of time for practice and creativity as the cause of problem in delivery of training.

8. Recommendations

- 8.1 In view of the observations and survey findings, the training packages, should give more attention (weightage) on 'instructional planning' component, there should be more practical lessons on preparation and use of materials; and packages should stress on equipping the teachers with skills of interactive teaching (including group work and pair work).
- 8.2 More practical approach and student friendly techniques should be adopted in 'Creative and Expressive Arts' subject.
- 8.3 The delivery of training should be more activity based than lecture based.
- 8.4 The delivery of all four packages of the 10 month training should be done at a stretch.
- 8.5 The training packages should incorporate more practical works and be child-centered.
- 8.6 The Resource Persons should be made more capable in delivering the training effectively.
- 8.7 Only competent trainers should be recruited. The trainers should be provided refresher TOT.
- 8.8 There should be efforts made to minimize the effects of barriers (in transfer of training) skills such as inadequate number of teachers,

inadequate physical facilities, absenteeism of teachers, and poor delivery of training.

- 8.9 Training packages should address the real classroom situation of schools by including the techniques of handling large classes and managing multi-grade teaching with limited resources.
- 8.10 TOT for the trainers should be made compulsory before starting training.
- 8.11 There should be regular monitoring of training in operation.
- 8.12 Various subject specific improvements should be made in the training packages. In general, more practical exercises, use of self-learning materials, preparation and use of instructional materials and evaluation tools should be stressed.

9. Comments

The report presents an assessment of teacher training (10 month teacher training) conducted by the NCED. Though the Second and Third packages are delivered by the Distance Education Centre, (DEC) the report does not inquire about how the DEC training delivery is done; what are the relationships between NCED and DEC, the quality aspects of training provided in the Primary Teacher Training Centres.

The recommendations are worth considering for improving the quality and effectiveness of NCED training.

There are a number of problems relating to conducting the 10 month training (4 Packages) at a stretch. Main problem is that the teachers can not be away from schools for long period of time.

It seems that most primary school teachers have undergone the *Whole School Approach* training. So what has been missing in the NCED training may have been covered (at least to some extent) by the Whole School Training.

Further, the headmasters have pointed out that the absenteeism of teachers is one of the main causes of limited transfer of training in the classrooms. This problem needs to be resolved by developing professionalism among the teachers.

Document 14:
Quality and Accuracy of School Reported-Data

1. Title: Quality and Accuracy of School Reported-Data
2. Study Conducted by: Formative Research Project, CERID Study Report
Prepared by Mr. Gyaneshwar Amatya
3. Date: July, 2003
4. Purpose: The aim is to examine the quality and accuracy of the school reported data for helping the Department of Education to strengthen the implementation of BPEP II programme..

5. Objectives:

- a. To assess the level of understanding on data collection instruments among the local data managers.
- b. To examine the data keeping system at the school level.
- c. To explore the range and magnitude of errors in the school reported data.
- d. To identify the factors responsible for data errors at the local school level.
- e. To suggest possible measures for quality data collection and compilation at the school level.

6. Methods:

Study Type: Assessment of data management based on field surveys

Sampling: Purposive

Sample size: Three districts, Six primary schools from each district.

Tools:

- School statistical information form (2001)
- Questionnaire for Headteachers
- Questionnaire for Resource persons
- Questionnaire for DEOs.
- Questionnaire for SMC Members.

7. Findings:

7.1 Most of the schools has maintained records on:

- Admission forms
- Student attendance register
- Student results
- Fee records
- School register
- Records on school maintenance

- 7.2 The data keeping system is relatively poor in the public schools (now defined as Community Schools) than in private schools (Institutional schools).
- 7.3 Data managers in 13 schools out of 78 schools expressed that the School Information Form (DOE Form) is complex. The causes of complexity is attributed to lack of training for the data managers.
- 7.4 The process of counting dropout and repetition proved to be particularly difficult for the data managers.
- 7.5 The instructions contained in the School Information Form (of Department of Education) were found to be incomplete, creating difficulty of understanding for data managers.
- 7.6 Most schools were found not having complete and organized data recording system. Not a single school had single register with complete required information sought by the School Information Form.
- 7.7 Most of the data managers of the public schools had received training on data management. Data managers of private schools had not got any training at all.
- 7.8 In the study data discrepancies were worked out by comparing school reported data and survey data.
- 7.9 There were discrepancies of various ranges, with wide discrepancies found in data on Promotion, Repetition New Entrants/Transfers and Dropout, and Age levels of students. In most of the schools, the age of the students has been entered only by guess work because there is no record keeping system (on age) of all students.
- 7.10 An examination of the School Information Forms submitted by schools to the respective DEO offices indicated various types of errors:
 - (a) Data left blank on (i) Current year enrolment, (ii) Promotion, Repetition/New entrants/Transfers, (iii) Age wise Enrolment.
 - (b) Calculation errors made on (i) Current year enrolment (ii) Promotion Repetition, New Entrants, Transfer (iii) Age wise Enrolment.
 - (c) Incorrect entry: putting boys in place meant for girls.
 - (d) Data left blank for a number of grades.

8. Recommendations

- 8.1 The School Information Form (of DOE) should be simplified and clear guidelines should be incorporated in it.
- 8.2 The data managers should be given practical hands-on experience in calculating the indicators and filling up the form, Data management training should be incorporated in other training programmes (Headteacher training, RP training and SIP training).
- 8.3 A standardized record keeping system should be developed.
- 8.4 Awareness raising campaigns on importance and accuracy of data should be conducted for the data managers. The Regional Directorates and

District Education Offices should organize such campaigns on 5 years interval.

- 8.5 The Headteachers in schools and the Resource Persons in Resource Centres should verify the calculated data on Repetition, New Entrants, Transfers, Promotion and Dropout in relation to the current year enrolment.
- 8.6 Schools should provide the Standard Admission Form for enrolment (for giving to new entrants) at time of admission.
- 8.7 The schools should give Transfer Certificate to the transferring students.
- 8.8 The Schools should share the student progress data with School Management Committee and parents before the start of new session.
- 8.9 There should be strict enforcement of data collection time limit and deadline in data collection. The responsible agencies: (a) Schools (b) Resource Centres, (c) District Education Offices (d) Regional Education Directorates and (e) Department of Education should fulfil the specified tasks with respect to data collection, compilation processing analysis, and publication (as applicable to particular agency) within specified time period. Such time period and timeline should be made known to all concerned, and mandatory compliance should be enforced.

9. Comments

The study report has pointed about several problems of school data collection, compilation and analysis. Accuracy and reliability of the school data is essential for planning. For example, wrong reporting of age of students will lead to incorrect reporting of Net Enrolment Ratios, which is the main indicator used in planning of Primary Education goals. The forms should be as simple as possible. The schools should maintain records of admission, transfers, results etc of students properly. Training should be regularly organized for the school staff and DEO staff on data collection, compilation and processing.

Document 15:
Development and Implementation of District Education Plan (DEP)

1. **Title:** Development and Implementation of District Education Plan (DEP)
2. **Study Conducted by:** Formative Research Project CERID, Study Report prepared by Mr. Hari Prasad Upadhyaya
3. **Date:** July, 2002
4. **Purpose:** The study is intended to assess the implementation of decentralization policy reform in the Education Sector and to examine how district based education plans are designed, managed and implemented at the local levels.
5. **Objectives:**
 - a. To review the existing planning process and methods.
 - b. To review the policy, objectives, priorities, and programme components of the DEP and their implementation.
 - c. To review the role of District Education Committee, District Education Officers, Resource Persons, Headmasters, Supervisors, local bodies, NGOs, and other stakeholders in preparing and implementing the DEP.
 - d. To highlight the skills required for developing and implementing the DEP.
 - e. To assess the linkages established in developing and implementing the DEP.
 - f. To review the DEP implementation strategies.
 - g. To review the monitoring and reporting of DEP implementation.
6. **Methods:**

Study Type: Assessment of Present Situation and Field based study

Sampling: Purposive

Sample size: 5 districts, 5 DDC chairman, 17 DDC members, 4 DEOs, 20 Supervisors, 15 HMs, 52 teachers, 51 VDC/Municipality Members.

Strategies:

 - Review of documents related to decentralization and DEP
 - Study of the DEPs prepared by different districts
 - Interviews with DDC chairman members, DEO, Supervisors, Resource Persons, Headmasters, Teachers, Mayors, VDC chairman, and members, parents, NGOs, Headmasters.

Tools:

 - Interview schedules
 - Discussion guidelines

7. Findings:

- 7.1 A major focus of BPEP has been to shift planning and implementation responsibilities to the districts. The aim is to initiate district based planning immediately and then promote school-based planning gradually.
- 7.2 The responsibility of developing district level education plans lies with the District Education Officer. The planning and implementation unit in DEO is to be made responsible, for planning, coordinating, implementing and monitoring the district level BPEP activities.
- 7.3 The PIP of BPEP has two strategies:
 - (a) Promoting bottom-up planning based in School Improvement Plan (SIP) and Village Education Plan (VEP).
 - (b) Developing district level education plan with initiative taken by DEO, using available secondary data and also participatory processes.
- 7.4 The process of preparing DEP started in mid-1999, and by Feb. of 2000, each district had prepared a DEP. The process has succeeded in generating educational data for use in the plan, setting targets by developing various performances, monitoring indicators, developing programmes and allocating budgets for them, mentioning means to monitor and evaluating implementation, and developing strategies for involving people in school activities.
- 7.5 A review of DEP of selected districts indicates the following trends/practices.
 - a. Methods/Process: The DEPs did not follow the decentralized planning process. Plans were prepared by DEO staff members and then presented to Plan Advisory Committees.
 - b. Issues Identification: All the DEPs had examined the issues related to Access and Retention, Quality of education, and Institutional Capacity enhancement. Issues identified were generally same in all the districts. There was a lacking in the analysis of issues. For instance, in case of Dalits' access to education, only lack of awareness was mentioned in all DEPs, without dealing on social, cultural, economic aspects.
 - c. The objectives: The objectives of DEP were guided by the PIP of the BPEP. They were apparently not based on district local needs assessment. Generally, the following objectives were noticeable: increasing the participation of the disadvantaged, the Dalits and girls; promoting completion of the primary education cycle; improvement of quality through teacher training and use of materials, and raising the attendance rates.
 - d. Targets: The DEP targets were similar to national targets and naturally they were ambitious; targets appeared to be fixed without considering the available resources and capability of the implementers.

- e. **Priorities:** Priorities laid down in different DEPs were nearly similar. The priorities indicated were universalization of primary education, quality improvement, improvement of educational awareness.
 - f. **Programme components:** The DEPs concentrated on including components mentioned in BPEP II; the DEPs did not have any programme outside of the components mentioned in BPEP II.
 - g. **Implementation Plan:** The implementation plan specified the responsibility of implementation by the DEO and Resource Centre. The involvement of local bodies and NGO was not been mentioned generally.
 - h. **Resource Mobilization:** The DEPs were prepared on the assumption that the Department of Education (on whose initiative all the DEPs were prepared) would provide the entire resources needed for implementation. The district planners made no effort to explore other funding/resources possibilities at the local level.
 - i. **Monitoring and Evaluation (M and E).** Though there was mention of theoretical aspects of M and E in some DEPs, there was no M and E plan specified in the DEPs.
- 7.6 Despite various lackings, the DEP represents an effort in the direction of promoting bottom-up planning. It has created awareness that local participation is necessary in order to reflect local needs/priorities in the educational plans and also in implementation of plans.
- 7.7 Most DEPs present comprehensive review of the educational situation in the concerned districts. The DEPs also attempt to provide direction of improvement by setting out educational targets, determining the priorities, estimating the required resources, and working out implementation plans.
- 7.8 It is seen that the preparation of DEPs had to face several difficulties. One problem was the limited availability of required expertise in the districts. The DOE tried to resolve the problem by providing the services of consultants in the initial stage of plan formulation. The system of hiring consultants was later discontinued.
- 7.9 The Department of Education provided plan formation guidelines and also a draft format on DEP to all the districts. The DEOs tried to follow the guidelines as well as format in preparing DEPs. In that process, DEPs could not accommodate the aspirations of local people and local organizations fully.
- 7.10 The DEO made an effort to build up capacity for planning at the district level by organizing week long training programme which was participated in by 2 persons from each district. These trained persons were expected to train other team members of the planning team of the concerned district. Such training activities did not take place. The DEO provided training was thus, not adequate to resource the shortage of skilled human resources needed for planning.
- 7.11 It was presumed that the DEPs would be based on micro plans developed in the districts. The micro plans are the School Improvement Plans (SIPs)

and Village Education Plans (VEPs). In actuality, the DEP formulation preceded the work on developing SIPs and VEPs. Similarly, the School Management Committees, which are expected to provide inputs (by SIP formulation), had not been formed in many districts. So the DEPs had to be developed without much reliance on the micro plans.

- 7.12 The DEP were developed by a selected group of people without adequate participation of the local people (district population). Thus, there is a weak sense of ownership of DEP among the local people.
- 7.13 Most DEPs (of districts) could not incorporate programmes beyond those components mentioned in BPEP II programme; thus some innovative activities being done in the concerned districts were into included.
- 7.14 There was a general pattern of fixing ambitious targets in the DEPs, which were beyond the resource availability of the districts. Besides the DEPs relied completely on government resources.
- 7.15 The DEPs did not envisage the local bodies in the scheme of implementation of the DEP activities.
- 7.16 The lack of a plan of monitoring and evaluation is a major lacking of the DEPs. The DEO staff members are not trained adequately to monitor the progress of DEP.

8. Recommendations

- 8.1 The DEP Planning Guidelines and Format (provided by the Department of Education) should be revised to include the methods and processes of needs assessment, prioritization and development of education programmes relevant to local situations and needs.
- 8.2 Local planning capacity should be strengthened by enhancing planning and programme development skills of the plan formulation team..
- 8.3 The DEP should reflect both the long term vision and periodic progress targets (in the field of education) at the district level.
- 8.4 The DEO office should have a pool of trained persons/resource persons and increasingly assume the role of providing technical support.
- 8.5 Specific roles of different stakeholders in the preparation DEPs should be mutually agreed upon and adhered to.
- 8.6 The local bodies (especially VDCs, Municipalities) should be made responsible for formulation and implementation of educational development plans.
- 8.7 Effective partnership should be developed between local bodies and educational agencies/establishments in order to reduce conflicts and confusions and optimize complementarity of efforts.
- 8.8 The DEPs should be developed as a synthesis of school, village and Resource Centre level educational plans at local level so that basic and primary education is taken up as a collective concern of all stakeholders.
- 8.9 A system of monitoring and sharing of experiences should be locally developed and institutionalized.

9. Comments

The report presents a comprehensive review of educational planning efforts at the district level. The DEPs have been prepared with the initiation of the Department of Education. The DEP formulation process has made the DEO offices to look closely into the implementation aspects of various educational programmes that they have been conducting since past many years. The DEPs now give an opportunity to assess the status of the educational development in the districts and to identify what needs to be done in order to achieve various national level and district level education goals.

Several lackings have been pointed out. Of these, the lack of planning expertise, the shortage of resources, the lack of involvement of local bodies/NGOs in implementation, absence of participatory needs assessment, and lack of a M and E system are the main deficiencies.

The DEPs are presently limited in scope. They cover only primary and basic education. A full-fledged DEP should include Secondary Education as well.

Document 16:
SIP Based Development Programme: A Status Statement

1. **Title:** SIP Based Development Programme: A Status Statement
2. **Study Conducted by:** Dr. G.M. Shrestha, Mr G.R. Gautam, and Ms. S. Singh for the EC. Education Coordination Office (ECECO) and the World Bank/Nepal.
3. **Date:** November, 2002
4. **Purpose:** The purpose of the study was to assess the progress made in the implementation of SIP-Based development programme in line with the spirit of the Mid-Term Review of BPEP II and in the direction of improving school performance.
5. **Objectives:**
 - a. To review the conceptual evolution of SIP and its efficacy in meeting the related objectives of BPEP;
 - b. To review the modality of implementation of this component;
 - c. To review the progress since the MTR;
 - d. To identify outstanding issues including gender equity in relation to SIP based development programme;
 - e. To make recommendation for improving the performance in line with the recommendation of the MTR and the BPEP II goals.
6. **Methods:**

Study Type: Evaluative study based on secondary data

Study Tools and Strategies

 - Document Review: Study of Documents made available by Department of Education, ECECO, and World Bank/Nepal
 - Consultation with DOE officials.
 - Field visits: visits to 3 districts.
7. **Findings:**
 - 7.1 DOE has taken initiative in restructuring of the management system for implementing BPEP activities. However, a formal mechanism of SIP based development programme implementation has not yet evolved.
 - 7.2 SIP workshops have been held in 3 SIP districts at the district level (Three districts out of five) but no training/workshop activity has been undertaken at VDC/school level;
 - 7.3 In the current fiscal year (2001/2002), a sum of Rs 2,38,99 thousand (39% of the fund allocated for SIP development) has been disbursed to the five districts for SIP related works.
 - 7.4 SIP has so far remained a fund - driven activity rather than guided by a vision. The schools receiving SIP funding are required to spend the fund

for Access, Quality, and Management related activities at the ratio of 30:40:30 respectively.

- 7.5 The DEO staff and school staff are presently inclined to follow the SIP structure given by the DOE rather than evolve their own prioritized plan of action.
- 7.6 An integrated model of school quality improvement has so far been lacking. All efforts (of DOE) seem to be directed to fulfilling the components (component driven BPEP). There should have been a SIP driven BPEP instead.
- 7.7 Uniform model of school quality improvement may not be applicable for all schools, which have differing vision, improvement potentials and aspirations.
- 7.8 The cascade system of providing guidance to SIP implementation is not the best practice for SIP promotion. Alternatively, the Department of Education and the District Education Office should adopt a facilitation model.
- 7.9 SIP should be a continuous process of identification, prioritization and implementation of quality improvement activities with the partnership of the school and community.
- 7.10 Uniform funding as presently practiced may not be appropriate. Schools may have diverse needs, which should be considered in providing funding support.
- 7.11 Gender issue has not been addressed in developing SIPs. Active participation of women in SIP decision-making is needed.

8. Recommendations

- 8.1 SIP based development programme should be the central focus of school reform. It should have the following essential aspects
 - Gender responsive
 - Community school partnership
 - Support of VDC and school management committee
 - Collaboration between teachers and parents
 - Policy and programme support from the Department of Education
 - Professional support from Resource Centre, and from Resource Person as facilitator
 - Joint monitoring of process and outcome.
- 8.2 A conceptual framework that envisages stimulating classroom environment and active child learning should be adopted. Efforts of teachers and headteachers, professional support, School Management Committee, and parent support groups will be needed in creating the classroom environment for active student learning.

- 8.3 Gender mainstreaming should be one of the key elements in conceptualizing and developing SIP based development programme. The aim should be to achieve gender equal educational output; gender equality achievement; and performance indicators should be developed at all levels and steps.

Gender issue should be incorporated from school level in preparation, planning, participation, implementation and monitoring of SIP based development plan.

- 8.4 SIP based development programme should aim at making schools into self-sustaining progressive schools (change from centre dependent schools)
- 8.5 A broad framework of SIP based development programme should be built on the principles of: School Community Partnership, Improved learning condition in classroom, proper teacher preparation, communication/ interaction between schools and parents, active and supportive SMCs community mobilization for supporting school improvement and a System of joint monitoring of process and outcomes.

9. Comments

This relatively brief study report (24 pages) deals mainly with the conceptual issues of SIP development. It outlines various elements of a successful SIP preparation and implementation. The study mentions some issues in SIP implementation such as its fund driven nature, the cascade model of supporting SIP promotion. It expresses concern over the inadequacy of attention given to gender issues. Various recommendations have been given. Principal ones are developing school - community partnership, active and supportive SMC, appropriate teacher preparation.

Document 17:
Supporting School Improvement Planning in Nepal

1. **Title:** Supporting School Improvement Planning in Nepal
2. **Study Conducted by:** Study conducted by a group of researchers (Mr. Sushan Acharya, Ms. Mo Sibbons, and Mr. John Bailey), supported by European Commission Education Coordination Office, Kathmandu.
3. **Date:** June, 2002
4. **Purpose:** The study was conducted to work with the Department of Education to develop a plan of action for implementation of assistance to the school improvement planning process.
5. **Objectives:**
 - a. To document the status of the school improvement planning process being piloted by the DOE.
 - b. To document other school improvement models being carried out in Nepal, through various programmes of assistance in the primary and secondary sub-sectors.
 - c. To assist the DOE in developing a plan for improving the way in which schools and their communities plan and implement their educational objectives, consistent with current and proposed policy.
 - d. To identify the support needed from various levels of the education system for this process.
 - e. To assist the DOE primarily at the sub-district level, to implement the improved process.
6. **Methods:**

Study Type: Assessment study based on secondary data and information.

Sampling:

Tools/Strategies:

 - Conducting an orientation and issue identification meeting with the staff of Department of Education,
 - Review of documents, prepared by different agencies,
 - Organizing workshops
 - Development of indicators
7. **Findings:**
 - 7.1 Status of school improvement planning process:
 - 7.1.1 The school improvement planning process is understood as a micro planning process undertaken with involvement of the beneficiaries. It involves setting goals/objectives of the school

targets to be achieved, fixing responsibilities; and it also envisages a monitoring and reporting system.

7.1.2 The Mid-Term Review (2002) had emphasized SIP as an important component of BPEP. Activities relating to promotion of SIP have picked up since then.

7.1.3 Though SIP to start with, was supply driven (expected flow of funds), it has led to several positive changes such as initiation of keeping written records and documents, preparing school profiles, realization of importance of data for planning, and appraisal of needs.

7.2 Decentralization:

The development of district and school level education plans needs to consider the provisions of the Local Self Governance Act, 1999, and the 7th Amendment of the Education Act and Education Regulations. The revised Education Regulations provides for the formation of Village Education Committees (VEC)s. The VECs are expected to develop Village Education Plans. The Village Education Plans are expected to be developed using the SIPs of schools as a basis. The workshop conducted for this study arrived at the conclusion that VEC and SMCs should be formed before initiating the SIP processes.

7.3 Funding Mechanism

The DOE will provide block grants to the schools implementing the SIPs through the concerned VDCs

7.4 SIP has introduced a system of formula funding for providing grants to the schools in 5 districts where SIP is being introduced. Under the system, Rs 150/- is allotted per student in the Terai districts, and Rs 200/- per student in the Hill districts.

8. Recommendations

8.1 There is a need to coordinate the delivery of programmes within the SIP and a close working relationship should be encouraged between the various Sections of the Department of Education.

8.2 There should be a core working group in the DOE to include the Primary Education as well as Secondary Education activities in one single SIP.

8.3 The SIP programme should be comprehensive and include personnel requirements, capacity building activities, training needs, resource requirements, means of monitoring etc.

8.4 The facilities in Resource Centres and the skills of Resource Persons should be utilized for promotion of SIPs. The Resource Centres should be utilized for provision of training on school improvement planning.

8.5 Gender/ethnicity training and orientation should be provided to staff of all levels in the education system. VECs, SMCs, headteachers and teachers should be provided gender/ethnicity training as part of VEC, SMC, SIP, and Headteacher training package.

- 8.6 The contents, materials, and methods of Headteachers training should be reviewed in order to add or re-orientate the contents relating to SIP in appropriate sections of headteacher training curriculum.
- 8.7 Finance management (with a view to improve the management of block grant money) should be included in the SMC training and in the SIP training.
- 8.8 A series of communication activities should be conducted. These will include the following: preparation of flipcharts, posters, leaflets to explain the rules and regulations; hand books for VDCs, VECs, and DECs explaining rules and regulations, government commitments and available resources, orientation to DEO officials.

9. Comments

This study analyzes the various aspects of school improvement planning. At the outset, the study clearly states what is SIP, and what are the main elements of SIP. From the study report, it seems that SIP development can be quite complex if issues like how to integrate SIP for primary schools are to be integrated with SIP for secondary levels, how to involve the SMCs, and Village Education Committees in the planning process. The study report deals with composition of SMCs, and District Education Committees, as well as Village Education Committees. It also briefly deals on the roles of these bodies in context of school improvement planning.

Document 18:
Review of Decentralization of the Pilot Districts of BPEP II

1. **Title:** Review of Decentralization of the Pilot Districts of BPEP II
2. **Study Conducted by:** European Commission, Education Coordination Office, Prepared by a group of researchers: Mr Sushan Acharya, Mr Devendra Shrestha, Mr. Ganga Ram Gautam, Mr. Binaya Kushiya and Mr Roy Carr-Hill.
3. **Date:** March, 2003
4. **Purpose:** To gather information helpful to guide the expansion of decentralization in the Education Sector. The study is intended to assess the implementation of school improvement planning in four districts.
5. **Objectives:**

Main objective: To review the decentralization (of education) in the BPEP pilot districts.

Other objectives:

 - a. To document and analyze school improvement plans and their implementation
 - b. To review the flow of funds and their utilization
 - c. To record the views of stakeholders of all levels on the benefits, bottlenecks and constraints
 - d. To analyze the implications of piloting experience for policy making
 - e. To recommend improvements that could be made in the five pilot districts,
 - f. To recommend measures for extending the SIP in more districts.
6. **Methodology:**

Study Type: Assessment of implementation of innovative activities.

Sampling: Purposive

Sample size: Districts, with selection of 1-piloted and 1-nonpiloted Resource Centres in 2 districts and changed number of Resource Centres in 2 districts

Tools/Strategies:

 - Unstructured interviews with stakeholders from different levels
 - Group discussions with SMC members and parents

7. Findings:

- 7.1 Nearly all schools in the five Pilot districts have completed the preparation of SIPs. Block grants based on formula funding have been provided to all the schools with SIPs.
- 7.2 Participation of SMC members and community members has increased in course of successive SIPs.
- 7.3 Training on SIP has been provided to all concerned. The contents of SIP training has gradually improved. The training is now based on problems.
- 7.4 Most of the SIPs prepared in the districts have put emphasis on Access and Scholarships than on Quality Improvement activities.
- 7.5 SIPs have been prepared based on the allocated funds (Based on Unit costs). Little emphasis is placed on mobilization of funds from other sources.
- 7.6 There are two systems of fund release. Either funds are released directly from the DEO to schools or from DEO to Village Education Committee and then to the schools.
- 7.7 Village Education Plans have been prepared in some cases. The VEPs are mostly compilation of SIPs.
- 7.8 The handover of the schools to the community has been another decentralization effort undertaken along with preparation of SIPs. It was felt that the school handover is linked with the concept of community school in which the school ensures both access and quality to the surrounding community.
- 7.9 There were differences in the understanding of SIP among SMC members, teachers and headteachers. Understanding of SIP also differed at various levels from DOE to schools. The quality of education is understood to be the main concern of SIP. But there were difference of opinions regarding which type of programmes helped promote quality.

1.4.1 District-wise findings

Jhapa

- 7.10 In 2001/02, the DEO sent a circular stating that schools will not get financial support unless they prepared SIPs.
- 7.11 Participation of teachers and Resource Persons has increased in development of SIPs.
- 7.12 The major motivation in preparing SIPs was the hope of getting financial resources, which the schools could not generate from other sources.
- 7.13 Most SMC members and parents were unprepared (not educated enough) to carry such academic exercises such as SIP preparation.
- 7.14 The training, the workshops on SIP, and SIP preparation exercise helped raise the competency of headteachers, teachers, parents, SMC members and the DDC programme officer in preparing SIPs.
- 7.15 The SIP exercise led to an increase in student enrolment and it also provided a guide in addressing the problems.

- 7.16 The SIP exercise led to other positive effects: such as increased regularity of students (due to availability of incentives), improvement of physical facilities, increased contacts between parents and school.
- 7.17 As regards constraints, it was felt that there was a shortage of trained persons in SIP preparation. Further, there was a gap between time of training (in SIP) and time of preparation.
- 7.18 The channeling of funds (granted to school upon completion of SIP preparation) through the VDC was not liked by the schools as VDCs were much politicized.
- 7.19 The fund flow mechanism (fund being channelized through DDC) is very lengthy.
- 7.20 The SIP has become complicated because it came to be linked up with the process of handing over the school to the community.
- 7.21 Decentralization in education had wider implications. For instance, it included arrangement of fund flow through the DDC, Formation of Village Education Committee, handing over schools to community, and giving of authority to SMC to hire and dismiss teachers.

Bardiya

- 7.22 There was an apprehension among teachers that SIP preparation was being done for facilitating transfer of schools to local community. They feared that, once schools are handed over to the local community, local politics will dominate the school education, and teachers will begin to be affiliated with one or other political party.
- 7.23 A number of positive effects of SIP preparation were observed. For instance, there were now more frequent interactions between parents and teachers, people's involvement in school affairs increased and schools began collaborating with local agencies and NGO's.
- 7.24 There were differences of opinion between DEO and schools regarding the priorities for expenditure of SIP funds. The schools regarded teacher shortage and inadequate physical facilities as main problems. The DEO wanted that the funds should be spent for quality purposes. Further SMC members and the teachers had differing opinions on how SIP money should be spent.
- 7.25 Again, there was no system of monitoring and follow-up of fund utilization.

Syangja

- 7.26 The participation of community people and parents in preparation of SIP was limited in early stage; it increased later.
- 7.27 Training programmes at various levels helped in increasing the capacity of all stakeholders in the SIP preparation process.
- 7.28 There was increase in enrolment mainly attributed to distribution of scholarships to girls and Dalits from the SIP based funds. The teachers felt that there may not be such enrolment increase once scholarships are discontinued.

- 7.29 There were other positive effects such as increased regularity of student attendance, improvement of physical facilities and wider community participation after SIP implementation.
- 7.30 There were some constraints such as lack of trained persons for SIP preparation, delays in release of funds, and low priority to quality aspects compared to the emphasis on physical facilities improvement.

Dadeldhura

- 7.31 Improvement of physical facilities was more emphasized in SIP than improvement of quality.
- 7.32 There was an attempt to increase enrolment of children of disadvantaged community by providing scholarships from SIP based funds.
- 7.33 It was felt that SIP could not be effective without creating accountability among different stakeholders of the schools.
- 7.34 Shortage of trained persons in SIP preparation, delays of fund release, and lack of emphasis on mobilization of local resources for SIP implementation were felt as constraints.

8. Recommendations

- 8.1 There is a need of extensive programme of capacity building and training in SIP preparation.
- 8.2 There is a need of more direct involvement of nonformal education personnel in training for SIP preparation in order to address the issue of out of school children.
- 8.3 Cascade training layers should be reduced. Human resources need to be prepared at school, RC, DEO, RED, and DOE levels.
- 8.4 The mechanisms of fund flow and auditing have to be clarified both at the centre and district levels.
- 8.5 The SIP training schedule and school teaching schedule should not overlap.

9. Comments

The report presents the experience of decentralized planning process (SIP planning mainly) of four districts. The benefits of SIP planning and implementation, various constraints and the fund flow mechanism in each pilot district are extensively discussed. The issue of school handover to the community has also been included as an extension of the SIP exercise in the districts. SIPs have led to positive results in school community relations. It seems necessary to make the SIP planning processes easily understandable by all.

Chapter 3

Analysis of Findings of the Studies and their Relevance to BPEP II Components

3.1 Introduction

A review of the findings and main recommendations of the study documents related to BPEP II components has been presented in Section 2. This section will present an analysis of major findings and recommendations of the study report in relation BPEP II components and major educational issues. The areas and number of the study documents reviewed in the 'Stocktaking' by their coverage are as follows:

S.N.	Component Areas	Number of studies
1.	Alternative schooling	- 1
2.	Girls' Education	- 1
3.	Education of Special focus groups	- 1
4.	Community mobilization	- 1
5.	Literacy	- 1
6.	Learning Achievement (Classroom Delivery, School Effectiveness, Teaching Materials)	- 3
7.	Curriculum and textbooks	- 2
8.	Teacher training	- 3
9.	Strengthening Capacity Building	- 5

3.2 Analysis by BPEP Components

3.2.1 School Physical Facilities

The physical facilities component of the BPEP aims at improving access particularly for the girls and disadvantaged children, reducing student overcrowding in the classes, enhancing quality of classroom, and improving environmental and health situation in the classes. Construction and rehabilitation of the classrooms, improvement of the external environment of the schools and provision of sanitation and drinking water supply in the schools are the programmes conducted under the component.

Two studies have commended on the school physical facilities component.

The CERID study, *'School Effectiveness in Nepal: A Synthesis of Indicators'* (July 2002) has concluded that the school's physical condition (along with cost per student) are significant predictors of school's effectiveness measured on key criteria such as girls enrolment, promotion and repetition rates and student achievement.

The field survey done for this study found that most of the classrooms in the community (Public/government aided) schools had bare walls, a chalkboard and some furniture. There was an absence of materials and environment to make classrooms attractive for the children. The report recommends increasing investments in improvement of school physical facilities.

The study on *'Review of Decentralization of the Pilot Districts of BPEP II'* supported by ECECO (March 2003) present summaries on experiences of school improvement plan implementation in 4 districts. SIP implementation has contributed to improvement of physical facilities improvement in the concerned districts. A school in Jhapa was able to add two classrooms by use of matching fund

it received after submitting first SIP. In Syngja, 218 schools received support Rs. 11,000/- each for improvement of physical facilities of the schools. The fund was used in construction of classrooms, toilets, provision of drinking water, plastering of classrooms and supply of furniture. The classroom environment in the schools improved as a result of the various construction/repair activities.

3.2.2 Alternative Schooling

One of the objectives of BPEP II is to provide access to education to all children either through formal schools or through alternative schooling arrangements. The alternative schooling programme under BPEP II comprises of (i) out of school programme (OSP for children aged 8 to 14) comprising of 9 months of basic education followed by 9 months of functional literacy classes, (ii) school out reach program (a type of branch school) offering regular grade 1 to 3 primary education in areas where children do not have easy access to school, and (iii) flexible school programme under which condensed primary education is provided to children age 8-10 years in flexible hours.

One study report 'Rapid Assessment of Alternative Schools' (ECECO, 2002) has presented an assessment of the extent of efficiency and effectiveness of the Alternative School Programme. The study report appreciates the role of the 'School out-reach' and 'Flexible school' programmes, and notes that the parents also wanted continuation of the programme. Important aspects of implementation of the Alternative schooling programmes are (a) the performance of the facilitators (b) the system of monitoring and supervision of the programmes. (c) the management of the programme at central and district level. The quality aspects of the Alternative Schooling Programmes (in terms of learning gained by the participants) have not yet been emphasized.

The study report (reviewed) suggests a key role for Resource Persons in training of the facilitators in organizing workshop for assessing work of the centres conducting the programmes.

3.2.3 Education of the Girls

There are a number of programmes under BPEP II aiming at promoting girls education. One of the programmes is the support provided for the operation of a selected number of Feeder Hostels. The Feeder Hostel programme was launched in the 1970's and 1980's with the purpose of providing hostel facilities for secondary school girls from the remote areas. The secondary school girls, after completing this SLC Examination, were expected to work as primary school teachers. Thus, there were two aims in the feeder schools programme: (i) to help secondary school age girls to complete their secondary education and (ii) to increase the supply of female teachers at the primary level.

One of the study reports reviewed here is "A Follow-up Study on Feeder Hostel and Female Teachers' Recruitment and Deployment Policies" (Department of Education 2002). The report analyzes the problems of the feeder schools extensively on the basis of review of documents, and field level survey. The report recommends an increase in scholarship amount for the girls staying in the feeder hostels, and also proper maintenance of physical facilities in the hostels besides several other measures. With regard to recruitment of the feeder hostel SLC pass students, the Report states that these students should be recruited as female teachers in primary

schools (to fill up vacant posts). Such recruitment should be made mandatory by Educational Regulations, according to the Report.

3.2.4 Education of Special Focus Groups

The BPEP II programme has incorporated several incentives programmes with the objective of promoting education of children of the disadvantaged groups.

The CERID study 'Access to Education for Disadvantaged Group' (July 2002) analyzes extensively the factors (motivating and demotivating) influencing the participation of the children of special focus groups (Musahar in Siraha and Bara, Tamang in Dhading, Chepang in Chitwan, Chamar in Kapilbastu, Muslim in Rupendehi and Tharu in Kailali). The study presents essential features of the Educational incentive programme under the BPEP II. These include programme objectives, programme coverage (districts/VDC/ethnic grouped, mode of implementation, agencies responsible, and gaps. The study has made several recommendations with respect to implementation and monitoring of the programme. Important recommendations include conducting awareness at district and local level about the incentive programme, making the Incentive Management Committees effective and conducting proper monitoring.

Another report "School Effectiveness in Nepal: A Synthesis of Indicators" (CERID, 2002) mentions that there has been an increase in the enrolment of the Dalits and disadvantaged groups in the public schools (community schools) in recent years. The study report suggests that there needs to be further support (incentive/scholarship) for increasing the participation from the deprived and special focus groups in the public schools.

3.2.5 Community Mobilization

Community mobilization is a relatively small component (in terms of funding allocated for their programme, which is \$1.2 million over the BPEP II project period). The community mobilization activities under BPEP II are aimed at addressing the issue of non-enrolment, non-attendance, and low retention of the students mainly through advocacy activities such as Awareness Workshop, Street Drama, Folksong competition, Video demonstration, Mothers' gathering, Speech competition and Children's Rally (Annual Strategic Implementation Plan for School Level Education, 2003/34, Department of Education).

One of the study reports reviewed here is "Community Mobilization in Primary Education" (ECECO, 2002). The report is completely based on the premise that 'publicity', awareness campaigns do not amount to community mobilization. It advocates including gender sensitization in mobilization activities, mobilizing political leaders, community leaders government officials etc. in educational activities, involving communities in monitoring and evaluation of school plans, and also promoting social justice as a key issue of education. Somehow the original aim of community mobilization, which is promoting enrolment, attendance and retention of students seems to have been less emphasized in the report.

Community involvement in educational affairs at the local level is also discussed in the report on 'Supporting School Improvement Planning in Nepal (ECECO, June 2002). One key principle of school improvement planning is that the community, through School Management, Committees, should provide the leadership of

educational development in the committees. This aspect is dealt in the report and functions of School Management Committee are described.

3.2.6 Literacy

The Non-formal Education Centre (NFEC) executes the adult literacy programme of 6 months duration, and post literacy programme of 3 months duration. These programmes are addressed to the adults 15 to 45 years of age. The NFEC also implements the out of school education programme of 9 months duration for the children (8-14 years). The BPEP II implements Women Education Programmes for adult women with the objectives of providing literacy, and functional skills to these women.

One study report reviewed here is the 'Evaluation of Community Literacy Project' (METCON, 2003). The report evaluates the strengths and weaknesses of the community literacy programme, which emphasizes on the use of literacy in daily life (mainly economic activities). There are several aspects of community literacy programme (such as emphasis of use of literacy skills by members of Vegetable groups, Savings groups and other groups). Provision of trained and motivated facilitators working for CLP for long periods is also another aspect that could be adopted by adult education programmes.

3.2.7 Learning Achievement

Raising of quality of school education is one of the main problems of education at present. The BPEP II programme intends to create a better learning environment in schools by implementing following strategies:

- i. Increase the daily attendance of students and teachers
- ii. Control enrolment of under-aged children in grade I (by providing facilities for early childhood education)
- iii. Create a healthy, safe, and pleasant school environment
- iv. Provide teachers with appropriate training and classroom support
- v. Increase the grade promotion and school retention rates
- vi. Improve learning in schools by developing teaching methods and materials.
- vii. Promoting smaller class sizes.

Three study reports with relevance to quality of education and learning promotion are reviewed. The study report on "School Effectiveness in Nepal: A Synthesis of Indicators" (CERID, 2002) presents a new angle of viewing school instructional quality. The report assesses the effectiveness of schools with respect to variables like enrolment, retention, student achievement and educational resources available to the schools. The study concludes that (i) school's physical conditions (physical facilities, furniture, classroom condition, drinking water etc.) have positive impact on student enrolment, retention and achievement, (ii) schools with higher level of expenditure per student have high retention rate and high achievement, (iii) average class size is inversely related with achievement levels (implying that smaller class sizes are desirable for attaining better achievement levels).

The three findings would suggest that schools need improved physical facilities, more expenditures per student, and smaller class size for attaining better performance (in terms of student achievements).

The second related study is 'Effective class room Teaching/Learning; Classroom Delivery' (CERID, 2002). This study analyzes the use of curricular materials (Curriculum, Textbook and Teacher Guides) and also the use of training skills (learnt in training) in classroom delivery. This report deals specifically with issues like use of curriculum, textbooks in the classroom. It notes that curriculum was consulted by only a few teachers. Most teachers relied totally on textbooks for teaching. Further, the study notes that those teachers who had received training did not use the skills learnt in training (in observed classes). The study suggests making provision of curricular materials in all schools, putting these materials on sale, increasing the frequency and quality of monitoring by the Resource Persons.

This study considers the activity of consulting and using curricular materials by teachers, and also use of training skills as crucial for quality enhancement in schools. Thus, it emphasizes monitoring of teachers' work. Also it suggests preparing teachers' Handbooks on the subjects taught in schools.

The third related report is ***A study of Teaching Materials and Subject wise Classroom Observation (MITRA, 2001)***. This report is related to use of curricular materials including textbooks in classroom, distribution of textbooks in districts, teaching methods, and effectiveness of teacher training.

The issues discussed in this report are similar to those mentioned in the second report to some extent. Actual behaviour of the teachers in the classroom are more widely covered in this report. Similarly, the recommendations made in this report are different from those in the second report. This report states that school physical facilities should be improved with NGO/INGO community and government assistance. The report deals on seating arrangement in classrooms and how students' work should be displayed in walls of classrooms. It deals on how teaching materials should be prepared (including newspaper cuttings). It suggests conducting discussions on Curriculum and Teacher guides. There are some suggestions also for enhancing effectiveness of teacher training.

The three studies together have provided a wide range of suggestions for improving teaching and effectiveness of schools.

3.2.8 Curriculum Renewal and Textbooks

The primary education curriculum presently used in the schools was developed over ten years ago. A great deal of work was done during 1990's to prepare the curriculum. It is now felt that the curriculum should be revised in context of various changes and developments in the country. The BPEP II thus has envisaged a programme to renew the primary curriculum, textbooks and teacher guides. The BPEP II also envisage a programme of trying out various models of textbook distribution.

The following study reports reviewed here have dealt with the issues relating to curriculum, and textbooks.

- (i) ***Effective Classroom Teaching and Learning Phase I: classroom delivery*** (CERID, 2002)

- (ii) ***A Study on Teaching Materials and Subject wise Classrooms Observation*** (MITRA, 2001)
- (iii) ***Effectiveness of Primary Education Curriculum*** (CERSOD, 2002)
- (iv) ***Evaluation Study of BPEP II Textbook Provision Experiments***. (East Consult, 2002)

The CERID study '***Effective classroom teaching and learning***' notes that only a few teachers have used the curriculum and teacher guides. Most of the teachers used the textbooks for teaching purposes. The study noted a lack of curricular materials in most of the schools. The study recommended that a set of curricular materials should be made available to all schools for one more time. The study has noted a close matching of textbook contents with the curriculum objectives in all subjects except Nepali and English languages (textbooks).

The study on '***Teaching Materials and Subject wise Classroom Observation (MITRA, 2001)***' notes that the schools in remote and rural areas did not have curricular materials. The study notes that textbooks were generally poor in terms of cover, printing paper and printing. The textbooks were the main resource materials used by the teachers. The study recommends adoption of textbook reuse policy, and makes several recommendations for improving the physical feature of the textbooks. It also suggests used of integrated textbooks of Grade I to III. This particular suggestion seems to be problematic as previous attempts of adopting integrated textbooks have not been quite successful.

The study on '***Effectiveness of Primary Education Curriculum***' (CERSOD, 2002) notes that there was a near relation between national goals of education and objectives of primary education. The study notes that the delivery of the curriculum was not satisfactory despite favourable characteristics of the teachers (qualification, teaching experience etc). There was difficulty in teaching Physical Education, 'Creative and Expressive Arts' subjects because of lack of textbooks on these subjects. The study considers that curriculum revision should address issues of gender equality, local context, ethnicity, skill acquisition, and needs of girls and disadvantaged groups. The recommendations of the study regarding extending the duration of Primary Education Cycle to 8 years (Grade 1 to 8) is not feasible considering the low cycle completion rate of the present 5 years long Primary Education Cycle. Other recommendations of the study such as addressing of needs of rural children and humanities and social values are worth consideration in the process of curriculum revision.

The fourth report '***Evaluation Study of BPEP II Textbook Provisions***' (East consult 2002) notes that the Bulk Distribution System (BDS) and Reuse Systems (RS) are better than the Local Purchase Order System and the Coupon system. The rationale for this preference is that Resource Centres (and Resource Persons) are involved in the distribution of textbook under the BDS and Rs system. However, it should be stated that there are already too many responsibilities given to the Resources Persons.

3.2.9 Teacher Training

Provision of teacher training (Recurrent and Certification') has been emphasized as one of the main programmes for raising the quality of education in schools. Teacher training is being provided by training centres under the NCED and by Resource Centres (under the Department of Education).

This stocktaking includes review of three reports dealing specifically with teacher training and two reports dealing with issues relating to use of teacher training.

Specific studies

- i. ***Effectiveness of Primary School Headteacher Training (METCON, 2002)***
- ii. ***Follow-up study of Primary teacher Training Programmes (ICS Ed. Campus, 2002)***
- iii. ***Effectiveness Study of Teacher Training (CRED, 2002)***

1.4.2 Other related studies

- i. ***Effective Classroom Teaching Learning (CERID, 2002)***
- ii. ***A Study of Teaching Materials and Subject wise Classroom Observation (MITRA, 2001)***

The ***Effectiveness of Primary School Headteacher Training*** (METCON, 2001) has noted that there are two headteacher training (NCED, DOE). There are several differences between the two systems in terms of subject coverage, duration, and venue of training delivery.

The training itself was delivered much in a theoretical manner, with inadequate practical activities. Most of the trainers also lacked the desired qualification and their performance was, in general, not satisfactory. Regarding the impact of training on performance of headteachers, the assessment was rated to be of ***medium level***.

The report contained several recommendations regarding contents of training, methods of training, training materials, trainers and monitoring of the use of skills by the trained headteachers.

One important recommendation is that the NCED training and DOE training (under BPEP) should be integrated and the duration should be made of six weeks. The NCED training is provided in the Primary Teacher Training Centres, and the DOE training is conducted in Resource Centres. Obviously, the physical facilities are better provided in the NCED system.

Most important aspect is the use of training provided. For this the headteachers need to be provided with adequate powers and resources.

The Report on "***Follow-up Teacher Training Programme'*** (ICSEC, 2002) deals mainly with the delivery of Packages of 1 and 4 of the 10 month in-service Primary Teacher Training. Though Packages 2 and 3 are parts of the 10 month training, the report does not deal with the delivery of these packages (by the Distance Education Centre).

There are certain comments on NCED training such as lack of conducive environment in the PTTCs, and shortage of teaching materials for training, and lack of competent trainers which NCED should look into. The comment on lack of

conducive environment in PTTCs seems to be far fetched as all the PTTCs have excellent physical facilities for training.

Again the report concludes that factors such as lack of support from schools, overcrowded classroom, shortage of instructional materials, and poor physical facilities in schools have led to limited use of skills learnt in training. Here again, the proactive role by the teachers themselves is given less importance by the report.

The report emphasizes the need of follow-up of the classrooms teaching by the trained teachers. Herein the role of the Resource Persons and the supervisors appears to be important. At the school level the headteachers has also an important role in supervision.

The third report '*Effectiveness Study of Teacher Training*' (CRED, 2002) presents a slightly different picture of primary teacher training system than the study on primary teacher training programme.' The teachers who had been trained regarded the training packages to be useful, and regarded the trainers performance to be 'good'. The packages met their expectations. The packages helped the teachers in development and use of materials, use of teaching methods, lesson planning, questioning etc in the class.

Most of the trained teachers felt the main barriers in the transfer of training (skills learnt in training) were lack of materials, large classes, heavy work load and insufficient physical facilities. The headmasters, on the other hand, blurred teacher absenteeism, unsupportive activities of the teachers, financial constraints, and inadequacy of teachers as main barriers.

One of the recommendations made is that all the four packages of the 10 month training should be provided at a stretch. This is presently not feasible for the government. The teachers can not be away from the schools for long periods of time.

A number of other suggestions have been made in the report (like putting emphasis on activity/practical activities in teacher training, making the trainers more competent, regular monitoring of training). These recommendations should be implemented.

The report on '*Effective Classroom Teaching and Learning*' (CERID, 2002) comes to the conclusion that there has been very little transfer of training (skills learnt in training) in the classroom. The trained teachers were not using skills relating to lesson plan, materials development, teaching methods, classroom organization, use of group methods etc. The report recommends that the Resource Persons should conduct regular and effective monitoring of the teachers' work in the classrooms.

3.2.10 Capacity Building

The BPEP II Programme Implementation Plan (PIP) envisages programmes for strengthening the central level institutions under Ministry of Education, particularly the Department of Education, and enhancing district and local level planning capacities. The BPEP II has given a thrust to district educational planning and school improvement planning. The preparation of District Education Plans (DEP) has been completed by all the districts of the country. The Annual Strategic Implementation Plan (ASIP) (2003/4) mentions an activity relating to preparation of DEPs by all the districts for the period 2004-2009. The preparation of school improvement plans in various districts is also envisaged in the ASIP 2003/4.

The BPEP II PIP document contains guidelines for decentralized planning (District Education plans and school Improvement plans). The DEPs are developed and implemented by the districts themselves with project funds based on district plans. Teacher salaries textbook provision, certification training are treated as national cost items and not included in district plans.

The SIPs are prepared by the concerned schools with involvement of SMC members, parents and teachers. The BPEP provides funds the implementation of proposals by school based on well defined criteria.

This review contains four reports on decentralized planning and one on data management.

These are as follows:

Data Management

Quality and Accuracy of School Reported Data (CERID, 2002)

Decentralized Planning

1. ***Development and Implementation of District Education Plan*** (CERID, 2002)
2. ***SIP-Based Development Programme - A Status Statement*** (ECECO, 2002)
3. ***Supporting SIP in Nepal*** (ECECO, 2002)
4. ***Review of Decentralization of the Pilot Districts of BPEP II.*** (ECECO, 2002)

Data Management

The Study on '*Quality and Accuracy of School Reported Data*' (CERID, 2002) has brought into light several problems of data management. The main point stressed in the report is that there needs to be considerable improvement in the recording of school information in the form supplied to schools by the Department of Education. For this, the school level data managers need to have a good understanding of the various (educational) statistical terms, they should fill up the form in correct manner. (especially the information on Dropout, Repetition promotion, Transfers, New entrants).

District Education Planning

The study report on '*Development and Implementation of District Education Plan*, (CERID, 2002) has mentioned the step wise process of preparation of the district education plans. The report mentions that the concerned district officials have developed a better understanding of the education issues of the districts as a result of efforts to prepare the DEP. The report points out the shortage of expertise in preparation of the plan as a major problem.

Further, there is a problem regarding the financing of the proposed activities. So far the BPEPs are being financed by Department of Education under the BPEP II. Once the project is terminated, the project finance would not be available. There is a need to explore other resources to finance the development work in education at the district level.

School improvement plans. Three study reports were commissioned by the European Commission on School Improvement Planning. The report on the SIP-

Based Development Programme - A Status Statement' (ECECO, 2002) deals basically with the conceptual aspects of SIP. The report considers SIP to be a continuous process of identification, prioritization and implementation of quality improvement activities with the partnership of the school and community. SIP preparation requires support of VDC, SMC. It also requires support from Resource Centre and Resource Persons.

The report on "**Supporting School Improvement Planning in Nepal**" (ECECO, 2002) is comprehensive in its coverage of various aspects of SIPs. It discusses the role of SIP in context of decentralization efforts of the government. The main elements of SIP are clearly spelt out in the report. Funding modalities of SIPs are described. There are also number of recommendations relating to SIP implementation, role of Resource Centres and Resource Persons in implementation SIPs. The report describes in detail what the SMCs, Headteachers, Village Education Committees should do with respect to SIP preparation and implementation.

The Report **Review of Decentralization of the Pilot Districts of BPEP II** (ECECO, 2002) presents case studies of development and implementation of SIPs in Jhapa, Bardiya, Syangja, and Dadeldhura districts. There is also a short description of SIP implementation in Chitwan districts.

This report states that different people have different understanding about SIPs. There needs to be a clear understanding about SIP. The SIPs have been stressed mainly for improvement of quality of school education. But there are different opinions about what constitutes quality and how to measure it. The report stresses development of human resources for SIP preparation and implementation.

Areas of Study Reports

The research had tried to identify and get hold of the relevant research study reports on various components of BPEP. Some components have not so far been studied by any agency; one such area is special Education (Inclusive Education).

Chapter - 4

Suggested Research Areas

4.1 Introduction

One of the main objectives of the 'Stocktaking' study is to indicate areas of research that may be considered for sponsorship by the Formative Research Project (FRP). As explained in the earlier sections, 18 study reports (all completed in 2002 excepting one) have been reviewed in this stocktaking study. A few of these studies have suggested areas for further study.

While developing the indicative areas of future research it is necessary to look into the shortcomings and problems of various programmes and activities that have been analyzed in the concerned study reports.

Further, it is necessary to take account of the emerging educational policies and strategies of the government in the Education Sector (mainly the Primary Education Sub-sector), as stated in plan documents, Annual plans as well as the Education Act and Regulations.

A list of the research studies that were reviewed in 'Stocktaking' in 2002, and those reviewed in Stocktaking in 2003 is presented below. The studies sponsored by FRP in 2003 are also mentioned in the table.

**Areas of Research
(Completed and Ongoing)**

BPEP Components Access and Retention	Areas of Studies reviewed in first Stocktaking, 2002	Areas of Studies reviewed in present Stocktaking, 2003	On-going FRP Studies (2003)
1. School Physical Facilities			
2. Alternative Schooling		Rapid Assessment of Alternative Schools (2002)	
3. Education of Girls	Gender Assessment in the Education Sector (2001)	A follow-up study on Feeder hostel and Female Teachers Recruitment and Deployment polices (2002)	
4. Education of Special Focus Groups	Reaching the Unreached: Social Assessment for Inclusive Education (2001)	Access to Education for Disadvantaged Group (2002)	Access of Muslim children to education Effectiveness of Incentive Programmes for Girls and Disadvantaged Children
5. Special Education	-	-	-
6. Early Childhood Development (ECD)	Nepal: Country Case Study - In search of ECD Indicators (2000) Evaluation of Community based ECD programmes (2001) Strategic Action Plan for Community based ECD, (1999)		Early childhood Development in Nepal
7. Community Mobilization		Community Mobilization in Primary Education (2002)	
8 Literacy		An Evaluation of the Community Literacy Project (2002)	
Improving Learning Achievement			
1. Curriculum and Textbook Renewal	a. Bilingual Education (2001)	Effectiveness of Primary Curriculum Evaluation of Textbook Provision Experiments (2002) Study of Teaching Materials and Subject wise Classroom Observation (2001)	A Study of Multi-grade Teaching
2. Classroom and School Effectiveness (related to Learning Achievement)		School Effectiveness in Nepal: A Synthesis of Indicators (2002) Effective Classroom Teaching Learning	School Effectiveness Research Synthesis and Indicators Effective Classroom Teaching

		(2002)	Learning
3. Student Assessment	School Based Assessment in Nepal Primary Schools 2001 (Related to Continuous Assessment System) National Assessment of Grade 3 Students (2001) District Level Assessment (2001)		
4. Teacher Training	Primary Teacher Training in Nepal: An Analytical Report (1999) Whole School Approach Teacher Training (1999) A Study on Monitoring of Distance Teacher Training Programme (1999) Effectiveness of Distance Teacher Training in Nepal (2001)	Effectiveness of Primary School Headteacher Training (2002) Follow-up Study of Primary Teacher Training Programme (2002) Effectiveness Study of Primary Teacher Training (2002)	
Strengthening Capacity			
1. Strengthening Central Level Institutions and Department of Education	Report on Organization Structure, HRD, Database System of Ministry of Education (1999) Capacity Building for Educational Development: An Institutional Analysis of MOES of Nepal (2001)		
2. Strengthening District Planning and Implementation		Quality and Accuracy of School Reported Data (2002) Development and Implementation of District Education Plan (2002)	
3. Strengthening Local Capacity		SIP-Based Development Programme (2002) Supporting SIP in Nepal (2002) Decentralization of Pilot Districts of BPEP (2002) (Case Studies on SIP)	School Improvement Plan and its Implementation
Other Areas			
Internal Efficiency	Improvement of Internal Efficiency of Primary Education (2001) Students' Regularity in Primary Education (2001)		
Comprehensive Studies	Basic and Primary Education Project (1992-1998) - A Synthesis of Experiences, (1999) Nepal: Priorities and Strategies for Education Reforms, (2001) Third Party Review of BPEP Phase II (2001)		System Indicators Study

4.2 Major findings of the Studies by areas of BPEP programme

4.2.1 Alternative schooling

- Over 50% of the completers of alternative schooling do not join the regular primary schools.
- Since the Nonformal Education Centre (NFEC) is directly involved in implementation, the District Education Offices are not active in monitoring of the programme.
- The quality of alternative schooling is yet to be assessed.
- The Resource Centres should provide technical and administrative support to the centres where alternative programmes are conducted.
- The facilitators play important role in conducting the alternative schools programmes (School Out-reach and Flexible Schools Programmes). The Resource Persons should act as lead trainers of the facilitators.
- There is lack of dialogue between the formal system and the alternative system.

4.2.2 Girls Education

- Feeder hostels have inadequate physical facilities, and the facilities are not well maintained.
- Most Feeder hostel girls expressed interest in becoming primary teachers after SLC, but there is no certainty that they will join teaching. The concerned DEO offices do not have information on those girls being engaged as teachers.
- Most Feeder hostel girls are from Brahmin and Chhetri communities and not from the target population.
- Feeder hostel management committees are not functioning properly at present.
- Scholarship amounts for Feeder hostel girls are not adequate to meet the necessary expenses.
- Girls from the remote rural areas should be encouraged to study in the secondary schools of their own neighbourhoods instead of bringing them to the feeder hostels.

4.2.3 Education of Special Focus Groups (SFG)

- Various factors such as social discrimination (in case of Mushars communities in Siraha, Bara districts), inability to pay school fees (in case of Tamang families in Dhading district), food shortage and inferiority feelings (among Praja communities of Chitwan district) have led to low participation of the children of the disadvantaged groups in school education. The Kamaiya children's schooling was restricted by poor economic condition.

- Incentive programmes of the government, NGOs, INGOs have been effective in attracting the SFG children to schools.
- The alternative schooling programme has been a motivating factor in promoting education of SFG children.
- Poverty of family, distance of schools from homes (in Hills) and social discrimination of the SFG people are the major demotivating factors.
- The lack of coordination among agencies (government, and NGOs/INGOs) providing scholarships, nonfunctioning status of Incentive Management Committees, lack of monitoring of scholarship distribution, and limited number of regular scholarship quotas are the problems related to scholarship/incentive distribution.
- Orientation about scholarship programmes should be conducted at district and local levels (for the parents, beneficiaries, and related organizations).
- Coordination among related agencies (providing scholarships) is needed.
- The incentives should be provided only to the actual needy groups.
- The Resource Persons should identify the needy areas (in need of scholarships).
- Alternative schooling should be arranged for communities where schools are situated far away from homes.
- Most SFG children are seen to be dropping out of schools before completing the primary education cycle. So there should be income generating opportunities for adults/parents.
- School mapping should identify the SFG children.

4.2.4 Community mobilization

- Participatory approaches used in school mapping (like involving the teachers and community members) have enhanced community mobilization.
- Mothers' meetings (as part of activities under community mobilization) have positively contributed to raising school enrolment, retention, and attendance rate.
- Community mobilization has been more effective in places where Resource Centres and Resource Persons are active.
- Community mobilization efforts should involve local political leaders, community leaders, government officials, local people for gaining support for Education For All (EFA) goals.
- Community mobilization should aim at promoting social justice (like opportunities for working children) besides promoting enrolment and retention.
- Gender equity considerations should be included in community mobilization.

- Enrolment drive under community mobilization should emphasize providing 'education for all', especially girls, Dalits, and working children.

4.2.5 Literacy with reference to Community Literacy Project (CLP) of World Education/Nepal

- The CLP aims at making literacy relevant to the learners. It emphasizes literacy practices, communication and access to information.
- In CLP, literacy activities are conducted through various groups (Saving/Credit/Agriculture, Forestry etc) and these activities are conducted and supervised by facilitators of the local NGOs, which are used by CLP as partners for implementation.
- Actual literacy skills (Reading, Writing, simple calculation) attainment by the participants should be emphasized.
- The CLP programmes should establish more effective links with the Non-formal Education Centre (NFEC) and the district level line agencies. The capacity building needs of the line agencies (with respect to monitoring of CLP activities) should be fulfilled.
- The use of literacy (as emphasized in CLP) should be stressed in the adult education programmes of the government.

4.2.6 Curriculum (Effectiveness Evaluation)

- There is a close relationship between national goals of education and objectives of primary education.
- The present primary curriculum lacks relevance to the needs of rural children.
- Delivery of curriculum by the teachers is not satisfactory.
- The lack of textbooks in 'Physical Education' and 'Creative and Expressive Arts' has hampered teaching of these subjects.
- Teaching Nepali language was found to be difficult in rural remote areas.
- The future revision of curriculum should address the humanistic and social base of education, and the needs of children of rural areas.
- The duration of Primary Education should be extended to 8 years (up to Grade 8).
- The assessment tools for evaluating learning objectives defined in behavioural terms (Health, Environment) should be developed.
- The revision of curriculum should address issues of equality, gender parity, local context, ethnicity, and skills acquisition.

4.2.7 Textbook (Distribution)

- The aim of an efficient textbook distribution system is to ensure the availability of textbooks for all eligible students two weeks before the start of new session.

- Four types of textbook distribution system were analyzed. The Bulk Distribution System (BDS) and the Textbook Reuse system (RS) were found to be the better systems compared to the Coupon System and Local Purchase Order System.
- The involvement of Resource Centres and the Resource Persons are the main factors related to the superiority of the BDS and RS. system.
- The Coupon system has some merits but it has not been implemented properly.
- The BDS requires the Resource Centres to assume the role of collecting and storing textbooks from the Sajha dealers, and then distributing these to the schools. Reuse system requires schools to take back books from the students who have used these in the previous year.
- Accurate projection of grade-wise student population in subsequent years is needed for printing the textbooks in required quantities.
- Students need to be taught about better care of the books.

4.2.8 School Effectiveness

- Students from poor families and working class families were in abundance in the public schools.
- Good school physical facilities have positive impact on student promotion, girls enrolment and students achievement scores.
- Average class size is found to be inversely related with achievement level.
- Enrolment in public schools is increasing, particularly from Dalit communities.
- Per student expenditure is found to be an important indicator of school effectiveness.
- Minimum set of physical facilities necessary for a primary school should be defined, and resources for financing physical facilities improvements should be explored including public, private resources and community support.
- Underaged enrolment in Grade I is a problem. It needs to be tackled by allowing public schools to conduct preprimary classes, apart from promoting the ECD classes.

4.2.9 Classroom Delivery and Use of Materials

- Primary school teachers' classroom practices have been influenced mainly by textbooks.
- The curriculum and the teacher guides are used only by a few teachers.
- Teachers were found to have deviated from the curriculum particularly in language classes. Some deviations were observed in Social Studies, Environment Education and Health classes.

- Generally, exposition of contents in textbooks matched with curriculum objectives.
- Usual practice in classroom delivery and teaching practices emphasize and promote rote learning.
- The trained teachers were not using the various skills learnt in training during classroom delivery.
- There is a need of effective monitoring of teachers' classroom delivery and performance. Without this, providing more curricular materials and more training to the teachers will mean very little.
- The Resource Persons should conduct regular and effective monitoring (of teachers' work). The Resource Persons should devote more time and effort on providing professional supervision than administration supervision.
- A handbook (on each subject and each grade) should be developed for use by the teachers incorporating the various curricular materials already available.
- The quality of examinations at the primary level should be improved.

4.2.10 Teacher Training

(a) Headteacher Training

- Regarding process of training, participatory methods were not used adequately in the training sessions. The trainers were not fully qualified and trained for the work the trainers performance was not satisfactory most of them relied on lecture method.
- Regarding content of training the NCED Headteacher training package and the DEO (BPEP) Head teacher training package were relevant to the work of the headteachers.
- The impact of the head teacher training on their work was assessed to be of 'Medium' level.
- There was a lacking of conducive environment in most schools for the use of skills learnt by the head teachers.
- The existing training package should be revised. Contents as child Psychology, Education Act and Regulations, Account keeping and Student Evaluation should be added.
- The NCED package and the DOE (BPEP) package should be integrated into making one single package.
- The PTTCs should be provided with various audio/visual equipments for conducting training.

(b) Certification Training (Ten Month Training)

- The training package: Most teachers (who had got training) regarded the packages up to their expectations. However, they felt

that there was less focus on practical problems and the packages did not have child centred approach.

- The teachers felt that the training (packages) made positive impact on their work with respect to use of materials, teaching methods, lesson planning. Most teachers regarded the trainers' performance of Medium level.
- Regarding impact, Only a third of the trained teachers were found doing lesson planing (mentally or in written form).

Considerable proportion of trained teachers did not use educational materials group work/pair work techniques were used only by a third of the teachers.

- There were obvious instances of training skills not being used in teaching. The head teachers and the teachers had different opinions about it. The head teachers said inadequate number of teachers, financial constraints, teacher absenteeism and unsupportive attitude of teachers as the causes of this. On the other hand, the teachers said large classes, heavy work load, insufficient physical facilities were the reasons for this situation.
- SMC involvement in school affairs was limited.
- Improvements needed in training include emphasis on activity based learning, techniques of handling large classes, multigrade teaching.
- 10 month training at a stretch is preferable.

(c) Follow-up of Training

- The follow-up study of teacher training programme concludes that there are several issues like the lack of long term vision in the planning of teacher training programmes, lack of conducive environment in the PTTCs, and lack of programme for training trainers, and shortage of training materials.
- The various factors such as lack of support from school, over crowded classes, heavy workload, shortage of instructional materials, lack of professional support, and inadequate physical facilities were mentioned as the cause of limited use of skills learnt in training
- Teacher training programmes should emphasize skills, child centered pedagogy, preparation and use of instructional materials and instructional techniques.
- Demand driven and need based training should be organized for in-service teachers.
- English was felt by teachers to be most difficult subject to teach followed by Nepali and Mathematics subjects.

4.2.11 Capacity Building

(a) Data Management

- The sample schools did have various kinds of data records: Admission forms, Attendance Register, Results Record, Fee Records, School Register and School Maintenance Records.
- There was problem in data reporting on the statistical form (Department of Education); the problem was mainly due to lack of training for the data managers.
- Counting dropout and repetition was particularly difficult for the school level data managers.
- The DOE form had inadequate instructions on filling up of the form.
- Schools did not have reliable system of recording age of students. Reporting of age of students is mainly guess work.
- There were discrepancies in data reported mainly with respect to promotion, repetition transfer, new admission, dropout, and age of students.
- Data managers need practical training especially in calculating various indicators.
- There should be awareness programmes for data managers. Head teachers and Resource Persons should verify the calculated data on Repetition Dropout, Transfer, Promotion, New Entrants.
- All related agencies should fulfil their respective tasks related to data collection reporting, compilation processing, analysis (as applicable to particular agency)
- Standard Admission form should be used.

(b) District Education Plan (DEP)

- The responsibility of developing DEP is that of the District Education Office. The process of DEP preparation includes the following steps: issues identification, objectives determination, fixing of targets, determination of priority, and programmes, and implementation plan. Raising enrolment of girls and disadvantaged groups, raising quality of education and completion rates are major objectives.
- The Department of Education provided guidelines for plan formulation, and also a draft format of DEP.
- The preparation of DEP had to face problems like shortage of expertise in plan formulation. Initially the DEPs were developed with help of consultants.
- It was conceived that the DEPs will be based on Village Education Plan (VEP) and School Education Plans (SIP). Such integration of subdistrict and school level plans with DEP has not yet been

achieved. All districts now have prepared DEPs. Only 5 pilot districts have SIPs.

- The DEPs are totally dependent on project (BPEP) finance.
- DEPs incorporated only BPEP components and related to primary level only.
- DEPs have not so far involved the local bodies in implementation work.
- The lacking of a monitoring and evaluation plan in DEPs is a major deficiency in the DEPs.
- Despite various lackings the DEPs have raised the realization among the local people about educational issues. It has also raised awareness about need of local participation in planning in order to reflect local needs and priorities.

(c) School Implementation Plans

(Findings based on review of three studies)

(i) Concept of SIP

- At present, the SIPs are fund driven and these lack a vision of school improvement. A model of school quality improvement has so far been lacking.
- SIP should be a continuous process of identification, prioritization and implementation of quality improvement activities with the participation of the school and community.
- Gender issues have not been addressed in the SIPs so far.
- The SIP should have following essential features: (i) Gender responsive (ii) Community school partnership (iii) Support of VDC and SMC (iv) Collaboration between teachers and parents (v) Policy and programme support from DOE (vi) Professional help from Resource Centre and RP (vii) Joint monitoring of process and outcome.

(ii) Supporting SIPs

- The development of DEP and SIP needs to consider the provisions of Local Self Government Act, 1999 and the Seventh Amendment of Education Act and Education Regulations. The revised Educational Regulations requires formulation of Village Education Plan.
- SIP funding is based on formula funding (Rs 150/- per student in Terai, and Rs 200/- per student in Hills)
- SIPs should be comprehensive in coverage; personnel requirements, capacity building activities, training needs, resources, monitoring aspects should be included in the SIPs.
- Resource centre facilities and Resource Persons should be utilized in preparing SIPs.

- Headteacher training package should include contents relating to SIP also.
- Communication activities for providing orientation on SIP should be conducted for VDC, VEC members, and DEO officials.

(iii) Decentralization of Pilot Districts

- Block grants based on formula funding has been provided to all schools (which have prepared SIPs) in the 5 BPEP pilot district (SIP piloting).
- Most of the SIPs in the districts have put emphasis on 'Access' and 'Scholarship' than on 'Quality' related activities.
- The SIPs have been totally dependent on BPEP (Project) funds. Little emphasis has been placed on mobilization of funds from other sources.
- VEPs have been prepared in some cases. The VEPs are mostly compilation of the SIPs.
- The handover of the schools to the communities has been carried out along with the preparation of SIPs.
- The SIP preparation experience of Jhapa district indicates that teachers and Resource Persons have participated in preparing SIP. Further, it is observed that there was an increase in student enrolment with the implementation of SIP in the schools (attributed to availability of incentives, improvement of physical facilities and more contacts between parents and schools).
- SIP preparation was regarded as an activity undertaken for school handover to the community. There were some positive results like greater involvement of people in school affairs, and more interaction between teachers and parents.
- In Syangja district, community participation in SIP preparation was limited in early stage; it increased later. Positive results like increased regularity of student attendance implement of physical facilities were observed.
- In Dadeldhura district, SIP laid emphasis on increasing enrolment of the disadvantaged children by providing scholarship from SIP funds. Shortage of trained persons (in SIP) was felt.
- Extensive programme of capacity building is felt to be needed for SIP preparation and implementation.
- Non-formal education personnel need to involved in SIP preparation in order to address to issue of out of school children.

4.3 Main Areas of Research

Analysis of findings of the studies in relation to BPEP components has been presented in Section 3. The findings have been briefly reviewed also in this section. Based on the findings of the particular studies, following areas for further research have been identified.

4.3.1 Alternative Schooling

1. Causes of majority of participants of Alternative School Programmes not joining the regular primary schools.
2. Performance of the Facilitators' of the Alternative Schooling Programmes
3. Monitoring and supervision of Alternative schooling programmes at the district and local levels
4. An assessment of the quality of alternative schooling programmes
5. The role of local committees, VDCs, and schools in conducting the Alternative Schooling Programmes
6. Supervision of the Alternative Schools (Centres)
7. Field Support for the Alternative School.

4.3.2 Girls' Education

1. Development of a document describing the facilities available in feeder hostels, obligations of the girls and expenses to be met by the government and by the Feeder Hostel girls
2. Role and functions of Feeder Hostel management committees
3. Present status of female teachers in primary schools
4. Feeder Hostel repair/maintenance needs and resources for meeting these needs.

4.3.3 Education of Special Focus Groups

1. Assessment of the system of distribution of incentives/scholarships for special focus group children
2. NGO programme related to meeting the educational needs of the special focus groups.
3. Monitoring and supervision of programmes for the special focus groups.

4.3.4 Related Study

1. Preparations and requirements for implementing Compulsory Primary Education

4.3.5 Literacy

1. Use of literacy experiences of CLP for incorporation in regular adult education programmes.
2. Community Literacy Centres (CLCs): its role in promoting post literacy activities and promoting literacy retention.
3. Monitoring and supervision of literacy programmes at district and local level.

4.3.6 Community Mobilization

1. Community mobilization efforts for promoting the concept of community ownership of primary schools.

2. Community participation in monitoring of school functioning.
3. Community mobilization measures for promoting regularity of students and teachers in schools.
4. Community mobilization for provision of minimum facilities in schools, and their maintenance.
5. Analysis of community mobilization media and messages.

4.3.7 Curriculum Revision

1. Study on implications of extending the duration of primary education to 8 years (up to grade 8).
2. Development of assessment tools for evaluating learning objectives (defined in behavioural terms).
3. Preparation needed for introducing English from Grade 1 in public primary schools.
4. Measures for resolving the issues in teaching Physical Education Creative and Expressive Arts subjects.

4.3.8 Textbooks

1. Feasibility of involving private sector printers/publishers in printing primary textbooks in major towns.
2. Steps needed for improving quality of textbooks.
3. Steps needed for making parents and students take better care of textbooks.

4.3.9 School Effectiveness

1. Analysis of total expenditure (per pupil) in the 'Effective' schools by areas of expenditures.
2. Identification of areas on which per pupil expenditures need to be increased for greater school effectiveness.
3. Role of school management (SMC and Headmasters, community) in enhancing school effectiveness.
4. Role of Resource Persons/Supervisors in promoting school effectiveness.

4.3.10 Classroom Teaching/Learning

1. Role of supervisors and resource persons in improving classroom teaching/learning: Factors that prevent supervisors and RPs from fulfilling their basic roles/functions.
2. Promoting homework system in public schools.
3. Developing a handbook on curriculum for teachers
4. Classroom teaching learning situation in schools handed over the communities

4.3.11 Primary Teacher Training

1. Common elements and differences between the NCED Headmaster training packages, and the BPEP Headteacher training packages and modes of delivery.
2. Analysis of implementation of Headteacher training in the PTTCs.
3. Time attraction of Headteachers in the public schools.
4. Functioning of private teacher training institutions (Primary Level).

4.3.12 Related study

1. Teacher Licensing system: steps in implementing the system

4.3.13 Capacity Building

1. Basic training package on Educational Statistics and Data Management (for school level, and district level data managers).
2. Preparation of a Basic Educational Statistics Handbook (by Department of Education) for local and district level data managers.

4.3.14 District Educational Plans

1. Assessment of activities undertaken in districts under the DEPs.
2. Resources for DEP implementation (besides the project funds).
3. Integrating SIPs, and VEPs with DEPs.

4.3.15 School Education Plans

1. Assessment of activities undertaken in schools under SIPs.
2. Training packages for headteachers and SMC members on SIP formulation.
3. Resource generation possibilities for SIP implementation
4. Improvement of local level educational management.

4.3.16 Related study

1. Revision of Teacher Education Curriculum to incorporate contents on DEP and SIP in the regular Education courses.

Chapter - 5 Summary

1. A Stocktaking of the research studies relating to BPEP II conducted by different research agencies was conducted in 2002 under the Formative Research Project. This present Stocktaking of the studies relating to BPEP II is the second similar work under the Formative Research Project.
2. Like the first Stocktaking work, the present Stocktaking work has two objectives: (a) To highlight the main findings and recommendations of the studies and also indicate the relevance of the conclusions of the studies to BPEP implementation (b) To identify research areas which the Formative Research Project may consider for undertaking or supporting in the future.
3. The present Stocktaking covers 18 research studies most of which were completed in 2002 by different research agencies. The areas which have been covered by the studies are: (a) Alternative Schooling, (b) Girls Education, (c) Education of Special Focus Groups, (d) Literacy, (e) Community Mobilization (f) School Effectiveness (g) Classroom Delivery and Use of curricular materials, (h) Curriculum and Textbooks, (i) Teacher Training including Headteacher Training (j) Data management (k) District Education Plans, and (l) School Improvement Plans.
4. Gist of major issues identified by the study reports:
 - a. Alternative Education: Facilitators have main role in implementing the alternative schooling programmes. Facilitator training covering all aspects is essential. Monitoring and supervision of the alternative school needs to be ensured.
 - b. Girls Education: There is a problem of proper targeting of the girls for enrolment in the Feeder Hostel System. The DEO offices lack information on the Feeder school girls who have joined teaching after SLC. Feeder Hostel Management Committees are not functioning properly.
 - c. Education of Special Focus Groups: There is a lack of coordination among the agencies which are providing scholarships and incentives to the focus group children. The Incentive Management Committees are not functioning effectively (in identifying the proper children for scholarship award).
 - d. Community Mobilization: Resource Persons contribute much to making community mobilization effective. Communities have so far not been involved in monitoring and evaluation of educational (school) plans. There needs to be discussions at community level on how to get all girls to schools; how to promote teacher attendance in schools; and how to improve school physical facilities.
 - e. Literacy: The use of literacies in daily life is helpful for acquiring, retaining, and applying the literacy skills. There is need of linking the community literacy project activities with NFEC and district line agencies.
 - f. Curriculum: Delivery of curriculum in class was found to be not satisfactory despite favourable characteristics of the teachers. The lack of textbooks on Physical Education, and Creative and Expressive Arts subjects

was felt to be a problem in teaching these subjects. Curricular contents did not meet the needs of students from rural areas. A need of extending duration of primary education cycle was felt.

- g. Textbooks: The Bulk Distribution System (BDS) and Reuse System (RS) were found to be preferable systems compared to Local Purchase Order System and Coupon System. These systems (BDS and RS) depended on the Resource Centres for management of distribution of textbooks to schools.
- h. Head Teacher Training: The headteachers experienced problems in implementing skills learnt in training due to heavy workload, absence of timely decision making by SMC, and financial constraints. As regards training itself, the trainers were found to be lacking desired qualifications, and training was mainly lecture based. There is a need of integrating the NCED and BPEP systems of headteacher training.
- i. 10 Month Teacher Training: There is a need of updating the teacher training packages to incorporate new developments in education; and practical skills should be emphasized. Child centered teaching methods and instructional materials preparation should be stressed.

The teachers and headmasters had different opinions regarding the inability of the trained teachers to use the skills (learnt in training) in classroom teaching. The teachers pointed out large classes, inadequate physical facilities, and heavy workload. Headmasters pointed out teacher absenteeism, and unsupportive attitude of teachers as the causes.

- j. School Effectiveness: Better school facilities, higher per student expenditure, and smaller class sizes were found to be positively related to better achievement level of students. The issues now are: how to finance improvement of physical facilities; and which items of expenditure (per student) needs to be increased. Also the retention of students from Dalit communities is seen as a problem.
- k. Classroom Delivery: The teachers were found not using the skills learnt in training in their classroom teaching. Curriculum and Teacher guides were used to a limited extent only. Non-availability of these curriculum materials is felt to a problem. Classroom teaching is based mainly on textbooks.
- l. Data Management: There is a system of keeping several types of records in schools. Schools also annually fill up Annual Statistical Forms of the DOE. Filling up the rates on Dropout, Repetition, Promotion has been particularly difficult. Practical training on data management is needed for school personnel.
- m. District Education Plan: DEP has started the process of bottom up planning in education and DEPs are to be part of District Development Plan. The involvement of community people and organization in DEP formulation is low. Local capacity in DEP preparation is limited. DEPs are dependent on Central (Project) resources, and no exploration of district/local resources for plan implementation has been made.
- n. School Improvement Plan: The SIPs are plans prepared by individual schools for improvement of quality of instruction in schools. It envisages school community partnership and support of the SMC and the concerned

VDC. It is commented that the SIPs are presently fund driven and, that there is a lack of vision of school improvement in the SIPs. The SIP preparation in the pilot districts (5) has become more and more complex as attempts are made to relate it to the decentralization scheme of the government, and to the policy of government to transfer schools to communities; and as new concerns like gender equality are brought up for consideration.

5.1 Main Areas of Research

Analysis of findings of the studies in relation to BPEP components has been presented in Section 3. The findings have been briefly reviewed also in this section. Based on the findings of the particular studies, following areas for further research have been identified.

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2. Training packages for headteachers and SMC members on SIP formulation.
3. Resource generation possibilities for SIP implementation
4. Improvement of local level educational management.

5.17 Related study

Revision of Teacher Education Curriculum to incorporate contents on DEP and SIP in the regular Education courses.

Support Staff

Mr. Bishnu Bikram Giri

Mr. Bhakta Bahadur Shrestha

Cover Design & Layout

Mr. Gautam Manandhar