Implementation of School Improvement Plan
Identification of Successful Cases

Tribhuvan University
Research Centre for Educational Innovation and Development
Balkhu, Kathmandu, Nepal
2005

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Acknowledgement

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Abbreviations

BPEP II   Basic and Primary Education Program
CBO   Community-based Organization
CMS   Community Managed School(s)
DDC   District Development Committee
DEC   District Education Committee
DEP   District Education Plan
DEO   District Education Officer
DOE   Department of Education
EFA   Education for All
EMIS   Education Management Information System
GER   Gross Enrolment Rate
GO   Government Organizations
HM   Headmaster
HMG   His Majesty's Government
HNEC   Higher Level National Education Commission
INGO   International Non-government Organizations
LSS   Lower Secondary School(s)
MEP   Municipal Education Plan
MOES   Ministry of Education and Sports
NER   Net Enrolment Rate
NGO   Non-Government Organization
PS   Primary School(s)
RC   Resource Centre
RP   Resource Person
SIP   School Improvement Plan
SMC   School Managing Committee
SS   Secondary School(s)
VDC   Village Development Committee
VEC   Village Education Committee
VEP   Village Education Plan

Executive Summary

Background

The School Improvement Plan (SIP) in Nepal was introduced under BPEP II for promoting decentralized reform process especially in primary education. The process was implemented for enhancing the effectiveness of the school system. To ensure the attainment of the desired goal, effort was made to equip stakeholders such as SMC members and head teachers with appropriate training and resources for the planning, management and operation of the SIP process at the school level. With the implementation of the Secondary Education Support Program (SESP), SIP process included secondary schools. At present, SIP covers 12 districts. In these districts, all the schools have to prepare and implement SIP in order to get the development funding. Further, SIP was extended to schools under 2 RCs in other districts. Thus, SIP has become one of the instruments for planning school programs, resources and educational outcomes. Moreover, it has also been regarded as a tool for the transformation of school through the involvement of stakeholders. As SIP occupied a central position for the funding of school and school activities, a block grants scheme was launched for schools which gave top priority to SIP. In fact, SIP was assumed as a key reform strategy within a decentralized framework for promoting school-based management and linking grants and resources with school activities.

The present study is the continuation of previous one. In the previous study, effort was centered on the design and implementation of SIP. As SIP is introduced for promoting decentralized reform schemes, it further sheds light on how the decentralized reform endeavor is going on.

Research Questions

This study attempted to answer the following research questions:

- How is SIP being implemented (in terms of inputs and process for implementation)?
- What are the conditions essential for the successful implementation of SIP?
- What are the important features of a successful SIP?

Research Procedure

Study Design

This study used a qualitative framework of research to identify the traits and features of a SIP based on its successful implementation. The data collected were qualitatively analyzed and presented as thematic categories to answer the research questions.

Identification and Selection of School

Three schools that were able to implement their SIPs successfully were visited. These schools were selected from Chitwan, Syangja and Morang districts. The school were selected based on the discussion with DOE and DEO staff members. The schools were so selected that they could represent the system indicator (longitudinal) study.

Data Collection and Sources of Data

The study included different data sources such as interview, focus group discussion, obtrusive and unobtrusive observation and review of school documents and archival records. Semi-structured and open-ended interviews and focus group discussion protocols were developed to

record the implementation of SIP and trace the changes perceived in school quality. Activities of the stakeholders and their interactions were observed. The data thus collected were analyzed. Themes were drawn and diagnosed to address the research questions.

Findings

- SIP could have about changes, but SIP alone did not do as much as was expected for school improvement.

- SIP acknowledged the diverse characteristics of the schools.

- SIP did not seem to be a means, it appeared to be an end.

- SIP also created conditions conducive to school improvement.

- HT's strategic and visionary leadership contributed to the effective implementation of SIP.

- Coordination and relationship between HT, SMC members, parents and community members culminated in the success of SIP.

- Strategy adopted by the school to involve the stakeholders in the process of SIP formulation and entrust with them tasks and responsibility in SIP implementation have developed a feeling of school ownership.

- Schools developed a culture of approaching local bodies, NGOs, INGOs, CBOs etc. for funds/grants.

- SIP paid attention to quality and physical facility development both but it laid more stress on the latter.

- SIP reflected on flexibility and strove to address the local needs.

- Gender aspects were little considered in the process of SIP implementation.

- Implementation of SIP gradually transforms the school culture and enhances the quality school management.

- Resource planning also received little attention in SIP.

- Link between policy and practice was missing.

- SIP still stands in need of more support for the schools and the capacity development of the authorities.

- Successful implementation of SIP does not necessarily mean better educational outcomes.

- The system lacks the norms and criteria for evaluating schools with regard to success.

- The SIP process promoted the social process in local education, made the stakeholders accountable to the community people, and advanced the principle of social inclusion in educational programs. However, the weakness of the process was that it could not boost up children's learning and performance.

- The SIP implementation has the following features:

  - Promoting social process

  - Creating feeling of accountability

  - Developing feeling of ownership

  - Developing school transparency

  - Mobilizing resources

  - Promoting social inclusion

  - Improving school facility

Suggested Action Steps

- Insist on SIP as a basis for all reform endeavours and institutionalize it. (DOE and DEO)

- Make technical appraisal mandatory. (DOE and DEO)

- Monitor and follow up SIP activities. (DOE and DEO)

- Develop HT's quality and capability through management training, seminars, study tours etc. (DOE and DEO)

- Involve local stakeholders in school affairs and assign them tasks and responsibilities. (School)

- Promote the team work culture. (School)

- Motivate local bodies, NGOs, INGOs and CBOs to contribute funds for education. (DOE, DEO and School)

- Provide additional resources to schools. (DOE, local bodies)

- Make SIP gender-sensitive. (DOE, DEO and School)

- Include gender in all documents and programs. (DOE, DEO and School)

- Stress resource planning during SIP preparation. (DOE, DEO and School)

- Develop the capacity of SIP planners on resource planning. (DOE, DEO and School)

- Develop capacity of the SIP appraisal team. (DOE and DEO)

- Lay more stress on educational outcomes. (School)

- Prepare norms and criteria for school evaluation. (DOE)

Introduction

Context

After the restoration of democracy in Nepal, decentralization has become one of the policy measures for strengthening development efforts in the country. Commitments in this direction were expressed in different policy documents such as the 9th and 10th Development Plans and the EFA National Plan of Action, 2000 of the Government. For this purpose, Local Self-Governance Act 1998 was enacted and timely revision and amendments were made in other Acts, and Rules and Regulations. Amendments were also made in the Education Act (7th amendment) and Regulations so as to foster the reform endeavor in education. Further, schools management transfer was initiated to boost up the reform process.

The School Improvement Plan (SIP) in Nepal was introduced under BPEP II with a view to promoting decentralized reform initiatives in education, especially primary education. Equally important, the process was implemented for enhancing the effectiveness of the school system. To ensure the attainment of the desired goal from this reform endeavor effort was made to equip stakeholders, SMC members and head teachers with appropriate training and resources for the planning, management and operation of the SIP process at the school level. With the implementation of the Secondary Education Support Program (SESP), SIP was extended so that it could include secondary schools and secondary education level too. Initially the SIP process covered only 5 pilot districts. At present, it covers 12 districts. In these districts, all the schools have to prepare and implement SIP in order to get the development funding. Moreover, SIP was extended to schools under 2 RCs in other districts. Thus, SIP has become one of the instruments essential for planning school programs, resources and educational outcomes. Moreover, it has also been regarded as a tool for the transformation of school through the involvement of stakeholders.

For both the Government and the donors, SIP occupied a central position for the funding of school and school activities. For the purpose, a block grants scheme was launched for schools which gave top priority to SIP. In fact, SIP was assumed as a key reform strategy within a decentralized framework for promoting school-based management and linking grants and resources with school activities. The Government has recognized the centrality of schools with SIP. Therefore, the study of SIP was significant.

The present study is the continuation of previous one. In the previous study, effort was centered on the design and implementation of SIP. As SIP is introduced for promoting decentralized reform schemes like the District Education Plan and the Management Transfer, it further sheds light on how the decentralized reform endeavor is going on.

Research Questions

As mentioned above, the SIP process has been implemented in the country for fostering reform in schools. As the process was implemented in the schools, it is natural that some schools showed encouraging or impressive results while some did not. To provide useful ideas, strategies and information for the successful implementation of SIP in other schools it is obvious that stories of successful schools (in terms of SIP implementation) needs to be recorded and replicated in other schools. For the purpose, a study should be made to answer the following research questions:

- How is SIP being implemented (in terms of inputs and process for implementation)?
- What are the conditions essential for the successful implementation of SIP?
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Research Procedure

Study Design

This study used a qualitative framework of research to identify the traits and features of a SIP based on its successful implementation. The data collected were qualitatively analyzed and presented as thematic categories to answer the research questions.

The study included different data sources such as interview, focus group discussion, obtrusive and unobtrusive observation and review of school documents and archival records. Semi-structured and open-ended interviews and focus group discussion protocols were developed to record the implementation of SIP and trace the changes perceived in school quality. Activities of the stakeholders and their interactions were observed. The data thus collected were analyzed. Themes were drawn and diagnosed to address the research questions.

Data Collection and Sources of Data

Discussions with DOE Staff Members

Discussions with DOE staff members were held to identify the schools that successfully implemented their SIPs and to get the ideas for a successful SIP. For the purpose a discussion session was organized in Kathmandu.

Identification and Selection of School

Three schools that were able to implement their SIPs successfully were visited. These schools were selected from different districts. The schools were so selected that they could represent the system indicator (longitudinal) study.

In the process of identifying successful SIPs, discussions with concerned authorities of DOE and DEO were made. A DOE authority stated that three elements-participation, commitment and leadership were essential for the success of SIP implementation and change. In his view, stakeholders' participation, teacher's commitment and strong leadership (enabling conditions) were the crucial for success. Basing his view on these three parameters, he said that SIP should realistically reflect the actual needs of stakeholders and be formulated on the available resource bases. It should activate functional committees. It should be prepared not only for getting resources but also for improving school activities. On the technical aspect, SIP should be judged by whether or not it promoted participation of stakeholders and made interaction with them, developed visions and made efforts for prioritization, developed strategies and, detailed programs, estimated resource requirement and finally, the proposed activities for children's learning. Basing his assessment on these parameters, the DEO authorities provided a list of the schools which they regarded as successful in terms of SIP implementation and suggested visits to the schools mentioned in the list.

Getting this information we visited the Chitwan district and consulted with the DEO office and its staff members. We visited the school suggested by both DOE and DEO. The school did not seem to be successful in terms of SIP implementation because it failed to involve parents and other stakeholders during the preparation of SIP. How can a school be successful without involving the stakeholders. In fact, there were no set norms and standards against which schools could be evaluated.

Therefore, we identified the successful schools in other districts, on our own exploration. Discussion with DEO, school visits, observation and interaction with the school staff were

made for the purpose. During exploration, we were cautious about whether school involved parents and other stakeholders in the process of SIP preparation and implementation.

Discussions with DEO Staff Members

At the district level, discussions with the DEO staff members (DEO, supervisors and selected RPs) were made to identify the factors that contributed to the success of SIP implementation in the sample schools. Their views about the success of SIP were solicited.

Review of School Documents and Artifacts

School minutes, supervision diaries, administrative reports, letters, etc. were reviewed to get relevant information. SIPs of the schools were also reviewed to examine their contents and quality.

Observation

Observation of the school and the school environment was made to have and idea of the functioning of the school and stakeholders' behavior. For the purpose, both obtrusive and unobtrusive observations were made.

Interview with HT

The school head teacher was interviewed. The interview focused on the themes of the research.

Discussion with SMC Members, Teachers and Parents

The idea and perception of SMC members, teachers and local parents (including female parents) on the themes of the study were solicited by organizing a discussion session. A separate session was arranged for SMC members, teachers and parents.

Children's Journal

Children were requested to write their own experiences about their activities. This helped provide children's context of learning and their perspectives on the school, community and household.

Preparation and Use of the Tools

Discussion Protocols

- Discussion protocols were prepared for:
- DOE staff members
- DEO staff members
- SMC members
- Teachers
- Parents
- Disadvantaged groups in the community

Interview Schedule
An interview schedule was prepared and used to get information from HT.

Experience Sharing Session

A one-day experience sharing session was organized at the headquarters of the districts. In the session DEOs, supervisors and RPs, HMs and SMC chairpersons of sample schools participated. A workshop was arranged after collecting the data.

An experience sharing session was also organized at the central level, in which the staff members of DOE and CERID participated.

School Improvement Plan

Conceptual Framework

Educationists' concerns are growing up in the world about what makes a difference in the attempt to improve the quality of education in the school. One should recognize, however, that no single method or modality is enough to ensure quality improvement. There has been a reluctance to offer hard and fast rules for improving the school because the schools have their own individual contexts and cultures. School improvement essentially involves change. Changes in the functioning of the school may come up variously. Various individual and organizational factors determine the school's readiness for change. Therefore, accepting the school as a complex and social organization that operates within a wider socio-cultural and political context would be significant.

In recent years, the notion of improving a school in its totality (distinct from strengthening individual inputs or processes) has gained momentum in the world. It finds three different examples of conceptual frameworks. 'School improvement' actors argue that schools themselves should play the agents for a change; 'whole school development' takes a holistic approach to implementing systemic changes; and 'child-friendly schools' turn to a right-based model. These three ideas build on the foundation that the school should be more central to reform and improvement.

School improvement has been described as a branch of study of educational change which considers how to bring about changes in the schools' functioning. Changes require time, dedication, effort and (more) resources, so it is often called a tedious process. Most researchers have pointed out three broad change processes: initiation, implementation and institutionalization. This means that changes in the organization come from internal pressure (sharing and reviewing the progress after a minute analysis) and external pressures (independent monitoring, supervision and evaluation). Corrales (1999) stated nine ways to make changes happen.

Change requires political initiatives followed by continuous political support through	Demands for change needs to strengthened	Opposition to change needs to be addressed
▪ Formation of independent advisory councils that can sustain the impetus for reform despite any political change; ▪ Work towards consensus including agreement with opposition parties ▪ Linkage of education reform with other issues such as economic competitiveness, social cohesion and nation building	▪ Information campaigns can help make parents and employers aware that reform is in their interest ▪ Stakeholders e.g. teachers may be actively involved through participation in policy development and parents through participation in school boards. ▪ As a further step, actors at local level may be given financial authority.	▪ Incremental implementation may ease the tensions raised by change through reform. ▪ Opponents need to be turned into allies through early consultation and adaptation of plans to address their concerns ▪ In some cases, salary increases or other incentives may need to be given to teachers and the role of their unions be better acknowledged

Government policy is the foundation of change. It can play a significant role in making schools work better. Policy symbolizes a sense of what a school should be and how it can improve. The issue basically is whether a policy places the schools at the forefront of improving education quality or not.

As the learner is the heart of the teaching and learning process, so is the school the center of the education system. Policy must acknowledge students' diverse characteristics, circumstances and learning needs. Learner-responsive teaching and learning must be addressed through curriculum and its implementation. Even beyond classroom activities there are factors that can create an environment that is conducive to teaching and learning. Better teachers, better schools and a strong knowledge infrastructure can bring about a difference desired in the quality of education.

Another important issue is to what extent the quality improvement requires autonomy and leadership. It involves important questions regarding the levels of authority, responsibility and accountability that should lie with those who work directly in and with the school. This issue relates to the degree of decentralization of public services. Therefore, reforms to improve quality should give appropriate attention to empowering schools to improve their own performance. Schools, however, cannot bring about meaningful changes without good capacity and considerable support.

Although the focus and emphasis might be different, school improvement requires the following broad set of principles:

- The school should be the focus of change.

- The processes of education changes are important.

- The school should be a partner in education reform.

- Improvement requires strong group dynamics, teacher empowerment and capacity building.

- The bottom-up processes of education planning and curriculum development are most effective.

It is clear from the nature of these principles that an enabling environment is prerequisite for school improvement. A more genuine form of school improvement emphasizes skills, aspirations and energy of the closest to the school rather than a centrally driven set of prescriptive changes. It recognizes that teachers and learners can learn from one another and in doing so improve interpersonal relationships and the culture of the school. This is pre-condition for enhancing the nature and quality of learning experiences.

School improvement is a way of creating conditions that enable teachers, parents, community members and learners to promote and sustain learning among themselves. Hopkins (2001) illustrated this with the example of a school improvement framework and the major policy implications (table below). The particular import of the school improvement model is the centrality of learning, learners and learning achievement and the focus it gives to school-driven change strategies.

School Improvement: Policy Implications

Strategies	Policy implications
Focus on students' achievement, learning and empowerment	- Keep an unrelenting focus on student achievement and learning - Develop curriculum and teaching programs that are based on what is known about learning
Develop curriculum and teaching programs that are based on what is known about learning	- Pay attention to context – develop knowledge about what works and where - Build capacity and strengthen known capacity-creating components
Create the conditions and capacity for school improvement	- Nurture professional learning communities and provide incentives for teacher and school enquiry - Improve research and dissemination of its results and make it relevant to its practitioners
Implement focused changed strategies	- Make a commitment to, and allow time for, effective management - Link pressure and support at all levels of the system
Build policy context and external support networks	- Establish local infrastructure and networks supported by good external facilitation - Assure policy coherence

There are some critics who would like to see whether this model can be applied systematically where resource constraints exist. It might be difficult even in the developed countries because school level change strategies are too time-consuming and expensive and are therefore most likely to be effective for schools that already have a strong capacity or tendency for change.

By considering the above-model as well as the opinion of the critics, the Global Monitoring Report, 2003/04 highlights the following propositions, which should be considered while planning for school improvement:

- Education reform has to work at the level of the school.

- A multi-agency approach should support schools.

- System linkage should be 'wide' and 'deep'.

- Reform itself is a learning process.

- A strong vision of reform is essential.

- A strong focus on classroom practice is needed.

- Teachers are learners too.

- Commitment comes from empowerment.

- Both local and central initiatives can work.

- Parents and communities can bring about a difference.

Based on the evidence of the research studies and the above propositions as well as their critical reviews, the following would be beneficial to taking actions to improve the school in order to ensure the quality of education:

- Understand the diverse needs of learners, especially multiple disadvantaged learners.

- Give priority to where teaching learning takes place – the classroom.

- Support reform that focuses on teaching and learning outcomes: appropriate goals and relevant content; values as well as skills; sufficient and effective instructional time; structured teaching in child-centered classrooms; assessment of learning environment.

- Get the enabling environment right with good learning materials that are used well by teachers; a safe, healthy infrastructure; professional, motivated teachers; and well organized, well-led schools – which are central to improving quality.

- Build a strong professional support system and a knowledge infrastructure.

- Develop and maintain sound, coherent, long-term education sector policies and a nationally owned, financially realistic framework for quality-related reform.

- Address barriers to reform: build partnerships; develop accountability.

Making school work better is not easy but is at the heart of the educational enterprise. It is important to have a vision of what a good school is. Greater autonomy can make a difference if schools are well supported. After all, leadership has a critical role in school improvement, whether the school exercises greater autonomy or not.

School Improvement Plan in Nepal

In Nepal SIP has been introduced under BPEP II to bring about the decentralization policy reform. Since its initiation, BPEP II has insisted on decentralized planning for the improvement and development of education at the local level. BPEP II introduced the district planning procedure and envisaged that the procedure should be increasingly participatory and build upon VEPs or SIPs. The concept of bottom-up planning was initiated by strengthening the school level EMIS and enhancing local capacity. Micro-planning exercises were taken as basic to the preparation of SIP that would include action plans for the physical and instructional improvement of the schools. However, SIP was introduced as an integral part of local capacity building, not as an independent program.

The main purpose of SIP is to encourage the school to work closely with the community for boosting its development. It recognizes the strategies or interventions proposed by the school and its community for the resolution of problems. It intends to generate, mobilize and manage resources at the local level. SIP promotes ideas and solutions to development problems that come from the school itself and the community rather than from outside. It places emphasis on school-community links and participatory approaches by involving members of the community in the decision-making process, encouraging schools to look at planning as a tool to provide locally devised solutions, developing better teaching-learning conditions in schools, and gradual devolution of authority and freedom of control over resources to the school and the community. Thus, SIP stands as a major instrument for implementing the decentralization reform process in the education sector. It has the following areas focus:

- Promotion of social process in school planning and management

- Promotion of better school-community links

- Improvement of teaching-learning process besides facility development

- Motivation for resource planning

- Promotion of the decentralized reform process in education.

The SIP process started in the schools of 12 districts in the first year of BPEP II implementation (1998/99). In the following year, SIP was extended to 20 districts. In 2000/01, 75 districts were covered. As SIP generated from the schools and operated (at the school level), the roles of HTs and SMCs in its design and implementation came to be considered significant. Therefore, efforts were made to enhance their capacity. Schools were given freedom to design their own programs in consideration of their own problems and

needs. In addition, management trainings were also provided to them to enhance their managerial capacity.

However, the funding for SIP was confined to definite districts and a limited number of schools. For making resources available to the schools, the schemes of Fund A (Rs. 2000/-), Fund B (Rs. 11000/-) and Fund C (Rs. 15000/-) were introduced. As the amounts allotted under were limited and the schemes covered only a limited number of schools, these schemes did not do much for effective SIP operation. Consequently, SIP implementation did not evolve as a major instrument for school development.

Even though the effort to introduce SIPs in the country could not gather momentum, the importance of SIP for change in school education has not shrunk. DOE did not undermine the contributions of SIP to the development of schools. Therefore, the Department altered the strategy and introduced SIP as a pilot program in the 5 selected districts in order to record its strengths and limitations and to observe the changes it could make for the advancement of primary education.

At present, SIP is being implemented in all the schools of 12 districts, and in the remaining districts where SIP has been introduced in the schools under the 2 RCs. SIP has covered even the lower secondary and secondary schools. The provision of funding for SIP in these schools is based on the head count of students aged six to ten. The per cap amount varies between Terai, Hills and Mountains as Rs150/-, 175/- and 200/- respectively. Besides, the lump sum grants are provided to lower secondary and secondary schools. The SIP grant is released by DEO only upon the submission of the SIP document by the school. The participants were oriented on the administrative process for plan approval and fund flow mechanism.

For the preparation of SIP, DOE organized a capacity building program -- a 6-day training. At first, a master trainer training for HT, SMC and VEC members was conducted. This training was designed based on the needs of the school. Practical exercises were done during the training. In the training, the participants were oriented on the EFA program, SESP program, CSSP program, school accreditation, school grants operation guidelines, and on the concept of SIP. Similarly, participants were visited schools for practical exercises. They interacted with stakeholders, collected data and information from the school, prepared a school visit report, drew up a prepared school profile (which included school status), identified problems, set priorities, visions and objectives, identified programs and strategies, determined targets, estimated costs, developed an annual action plan and a monitoring plan.

That master trainers organized training in concerned districts for resource center level personnel who later organized a training for the school planning team.

Currently, a School Grants Operational Guidelines was developed for and distributed to the school with a view to empower SMCs to manage schools by providing flexibility with respect to the utilization of resources, to ensure universalization of education for all children within the service area of each school in coordination with all schools within the VDC or Municipality, to link the school grants with the achievements of the school based on given indicators, and to motivate schools for undertaking self-assessment and analysis in partnership with stakeholders. Based on the guidelines, the school and the VDC could estimate how much money they got from the government for SIP and VEP implementation.

Education for All and SIP

In the EFA plan (2004-09), decentralization is regarded as one of the major strategies for the implementation of the reform process. The objective of decentralization is to create an environment where the local people are able to participate and make decisions on the educational process so that it could be more meaningful. It relates to the requirement of developing a process whereby the parents would be able to create demand for quality

educational services. The government is committed to respond positively to the genuine demands of the local people expressed through local bodies, which requires a strategic shift from a centralized bureaucratic management to community-controlled and school-based planning and management. Thus, the government sees decentralization as a continuous social and political process.

EFA recognized that the School Improvement Plan (SIP) is a tool for improving access, quality and management of the educational processes at the school and community levels. Similarly, it is a planning mechanism to prioritize human, material and financial resources of the school to achieve the maximum possible outcome. It focuses on ensuring the delivery of quality education, retention of children in the school and completion of educational cycle within time with predictable learning achievement. Development and adjustment of the curriculum to the contextual needs, preparation of framework with action steps, and involvement of parents and other stakeholders in planning, implementing, monitoring and evaluation process constitute the essence of the SIP.

SMC with the help of the head teacher and teaching staff works collectively to plan, implement and monitor the SIP process for comparable achievements of school children. The head teacher with the help of all the teachers shoulders the responsibility of school management for ensuring better classroom practices and quality in the performance of students.

To implement the decentralized reform, EFA ensured that capacity building packages would be designed and implemented to enhance the capacity to diagnose and analyze issues and needs, arrive at a shared and common vision for schools, and devise appropriate plans and implement and monitor them. Similarly, bottom-up planning process with resources ensured at the implementing site would be expanded to 75 districts. Further, the government also ensured block grants on the basis of transparent criteria with flexibility to allocate it in specified activities as per the identified needs of the schools and communities.

SIP Study Findings

In the year 2003, a study on SIP was made under FRP with the objective of studying the nature and extent of people's participation in the planning, management and implementation of basic and primary education. The study reviewed the policy commitment related to SIP and the status of SIP design and implementation. The study came up with the following findings:

- SIP has been regarded and followed as a major decentralization reform measure to improve school affairs at the policy level.

- SIPs have only been informally discussed by SMCs; hence, it is difficult to develop ownership of SIPs.

- SIP initiated planning exercises at the school level; hence, it is expected to promote bottom-up planning for school improvement.

- As the training program has little impact on enhancing planning skill at the school level, it appears that SIP preparation calls necessary expertise.

- The SIP implementation process has become instrumental in the involvement of local bodies, (especially in the Waling Municipality), in local educational affairs.

- SIP did not appear to be the only program for the overall improvement of school problems.

- Time factor was little considered while initiating the SIP process; hence, SIP implementation suffers from mismanagement of time.

- Centrally designed models were being used for the planning and implementation of SIP.

- SIP was guided by the components of BPEP II rather than by the local ideas and strategies.

- SIP still requires to address the needs of women and the disadvantaged.

- SIP focuses more on physical facility development, particularly of the primary school.

- As SIP also included programs that did not require any fund for its operation, it has less financial implication.

- SIP implementation relied largely upon government resources.

- Communication between centre and district, between district and RC, and between RC and school is still not prompt.

- The monitoring of the SIP process has not received due attention because it has not been institutionalized as yet.

- Aspects such as funding, implementation and monitoring still need consolidation for the piloting of the SIP process.

- As quality and school-specific programs were stressed in the second year, SIP gradually evolved as the quality-focused and school-centred development plan.

- The formulation of technically sound SIPs has become the concern of all in the second year of SIP implementation.

Implementation of School Improvement Plan

SIP: The Local Plan

SIP was considered as a local plan and taken as necessary, as it emphasized planning for better operation of school. However, DEO staff members have their own ideas about SIP. They mentioned that schools were run before the start of the SIP process. Head teachers and other concerned people have plans for running the school. But these plans were individually set in their heads, and not revealed to the others. They believed that SIP was a systematic documentation of mindset of the head teacher and other runners of the school. So SIP seems a prospective plan which reflects the vision and objectives of the schools and provides strategies to capture these objectives. Further, SIP looks like a local plan which embodies local ideas and strategies for the development of local school. They maintained that the ideas and opinions of grassroots people were not included in past. However, due importance was given to them when the SIP process started. Schools started to involve them in formulating SIP and regarded them by citing their names in the document. The grassroots people thought that their claims and concerns were recognized. It also helped increase the sense of school ownership. One of the RPs in Chitwan district maintained that SIP did not involved the Chepangs - aboriginal people living in the northern hills of the district. The Chepangs have their own culture, language and way of life that are different from those of the mainstream society. The current education system does not reflect their needs. Therefore, their participation in mainstream education was more than negligible even though the government had made an effort in this direction.

RPs and supervisors held the view that SIPs were prepared locally by using local resources and local expertise. They stated that SIP had been able to get the local intellect in fore front. One of the RPs in Chitwan district said *"Local people have a marvelous idea about school running. Kaleko Chhora became Kaluko Chhora, as Kale (the tenant's son) put forth an idea for improving the school."* RPs expressed that the expertise, which was locally available, was used in the process of SIP preparation. They felt that the expatriates did not help; they only spoiled the mindsets or ideas of the local people with regard to school operation. They also added that the schools did not repeat the mistakes they previously made; they learnt from the mistakes and improved their actions and attitudes.

Another important aspect of SIP, as pointed out by the DEO staff members, was that it had low financial implications. As SIPs also included programs that did not require any fund, its implementation was relatively cheaper. Moreover, schools also became able to undertake small construction and maintenance work because of the availability of SIP funds; no matter how small the size of the fund was. They experienced that schools showed relief by getting the fund. However, they remarked that the budget was not released by the centre on time.

The RPs and supervisors stated that it was the head teacher who assumed overall responsibility of school operation and SIP preparation. They did not regard SMC the members as the lead persons in the SIP process. They said that DEO provided instructions to HTs and took information from them. DEO contacted only HTs and the SMC members hardly visited DEO regarding SIP matters. HT visited DEO and got necessary inputs. The supervisors also met HTs and communicated messages to them. Therefore, they believed that HTs played the lead role in preparing SIP.

In fact, the SIP process was initiated after the government-formulated policy, and that the funds were tied up with it. However, the process enabled locals to be partners in the school activities. In other words, local people's involvement in school affairs was made necessary after the start of SIP process. At present, SIP is in the process of being a local program

because it begins at the local level (with local exercises) for its preparation, even if HT takes the lead.

SIP Preparation

Capacity Development

To enhance the planning capacity of HTs and SMCs, at the outset, DOE trainers (MTOTs) provided training so as to produce trainer's trainer, (TOTs). The TOT provided training to the HTs and SMC members.

A 6-day long training session was arranged for HTs and SMCs. The HT of a Chitwan school, who was himself a TOT, replied that the training was practical as it contributed to the preparation of SIP. He mentioned that the simulation method was used. The participants visited the concerned school and arranged discussion sessions with the stakeholders. These people stated that training was useful.

Even if the training stressed on the involvement of stakeholders, it was experienced that training did not impart technical skills such as projection of students, manpower needs, resource requirements to the desired extent etc. The SIP prepared did not reveal that necessary exercises were done by the planners. In fact HT's and SMCs were not capable enough to deal with such technical matters and methods.

Stakeholders Involvement

As the SIP process was started to implement the concept and principles of decentralization, it required to involve local parents, community members, teachers etc. in the formulation of SIP and its implementation.

The discussion with the HTs, teachers and parents revealed that the schools involved stakeholders such as parents, community members, teachers, students and other in developing SIP. In their opinion, SIP was developed based on the deliberation and outcomes of the discussion. However, the Chitwan School HT confessed that the school was not able to include all these stakeholders during the SIP formulation. According to him,

> *"Really speaking, SIP preparation needs the participation and approval of HT, SMC members, communities, teachers and students. However, for various reasons we could not arrange discussions with the stakeholders. So the SIP was prepared by my colleagues and myself and submitted to DEO in hurry. We didn't have even time to get it approved by the SMC."*

Neither the RP nor any DEO official had done the technical appraisal of the SIP. The reason why the SIP was prepared in haste was that the HT could not complete the course of the training of SIP because he was involved in the SLC Test Exam committee at the time of SIP training. He could attend the training for only 3 days. But he insisted that the SIP was based on stakeholder's opinions. He stated that the opinions of the stakeholders were collected during the training sessions. And this information was used in the preparation of the SIP.

Regarding the process of SIP preparation and its implementation in a Chitwan school, the RP clearly said, *"The head teacher is himself a trainer of SIP. Therefore, he must have prepared SIP in consultation with SMC."* However, there was no indication of community people involvement in the process. The reason was that the local communities with low economic status had no time to spare from their daily wages work for school activities.

The Syangja school SMC, HT and teachers reported that they organized a discussion of the parents, teachers, SMC members, PTA and students for the development of SIP. Then the school constituted the SIP Preparation Committee comprising HT, a SMC member and a

teacher. Based on the outcomes of the discussion and deliberations with stakeholders on various issues of the school SIP was prepared and finally approved by the SMC meeting.

HT, teachers, SMC members and parents of the Morang School presented similar views regarding SIP preparation. They reported that a discussion of RP, SMC members, community, intellectuals, teachers and students was arranged to deliberate on school issues. The outcomes and conclusions of the session were noted down. Then the HT, SMC and teacher accommodating the views and ideas of all stakeholders in the SIP framework carried out the SIP preparation task. In the preparation of the plan document, the local CBOs and NGOs also assisted the school by providing their expertise and technical support. The final SIP document was approved by the SMC meeting.

In Biratnagar, we came across a private telephone booth that provided communication and photocopying services. To our wonder, we found a small signage about SIP preparation put up on the wall. With much curiosity, we asked the owner of that booth about the details of SIP preparation. In response he said that he needed a school profile (students, teachers, furniture, budget, SMC members, and property of school and the like) for SIP preparation. For providing that service, he charged Rs. 15/- per page of that document which was normally of 50 to 60 pages. He maintained that his clients were the schools located in the southern part of the district. It was known from him that there still existed such places in every nook and corner of Biratnagar, which catered the SIP preparation needs of schools by charging small amounts.

Data Support

The SIPs prepared by the schools used community-related data. For the purpose, the schools conducted household surveys in their catchment areas. Data regarding enrolment, physical and other facilities, teachers, SMC etc. were also included in the plan. Moreover, qualitative data regarding the opinions of stakeholders were also used in the development of SIPS. Thus, it seemed that SIPs were based on data and records maintained by the schools. However, analysis of the data did not seem sound. These data were not appropriately used for projection, target setting etc.

Technical Soundness

To assess the SIP on technical ground there was a provision for SIP appraisal. For the purpose, a 3-member Appraisal Committee was formed in coordination with the RP. Training was provided. But the RPs of sample districts did not get any opportunity to participate in the training program. They said that they did not get any such training because the center managed the training program for selected districts only. Therefore, they were unable to appraise. The HTs confirmed that the SIPs they developed were not examined technically. The plan was prepared, was given for implementation without examining its feasibility and technical soundness.

Formalization

SIP has become a legitimate plan of the school. SIPs are being presented to the school boards for their approval. Minutes of the schools revealed that SIPs were presented and discussed in the Boards. Moreover, schools also held parents' gathering for their endorsement of the plan. Schools had started the tradition of discussing their SIPs in their Boards. In this connection, the HT of a Morang school reported that he was going to arrange parents' conference to review the plan activities and to develop an action plan for the coming year. Therefore, it is expected that the process would develop local ownership.

Summary: SIP Preparation Process

Chitwan	Syangja	Morang
HT and SMC received training	HT and SMC received training	HT and SMC received training
Parent, teachers, SMC and students were involved (but not during SIP preparation, during SIP training)	Parent, teachers, SMC and students were involved	Parent, teachers, SMC and students were involved
Attempted to base SIP on data	Attempted to base SIP on data	Attempted to base SIP on data
SMC discussed and passed SIP	SMC discussed and passed SIP	SMC discussed and passed SIP
SIP was not appraised	SIP was not appraised	SIP was not appraised
-	-	SIP was found to have been prepared in shops also.

In order to enhance the planning capacity of SIP planners, training was organized at the grassroots level and the HT and SMC of all the schools received the training. However, the Chitwan school could not involve local stakeholders in the SIP formulation because SIP should had to be submitted soon for fund release. So the Chitwan school's SIP was not considered as successful. However, SIPs of all the schools were discussed in the school Boards and passed by the SMCs. But these SIPs were not evaluated technically as appraisal of SIP had not been made. In Morang, some schools prepared SIPs in private shops for getting funds.

Contents of SIP

Background

Each SIP gives a brief account of the school and the community where the school is located. As every school conducted a household survey, the SIP attempted to provide the population of the school catchment area and information regarding school-age children (including their schooling status). The SIPs also presented the list of nearby schools. They included physical and educational facilities available in the schools and financial turnover. They also included the number of teachers with their backgrounds.

The SIPs of Chitwan and Syangja schools also presented the status of school entrants and provided statistics on repeaters, dropouts and promotees. The share of this part in the SIPs was larger.

Methods of SIP Preparation

Each SIP mentioned discussion with stakeholders as the method of SIP preparation. During the preparation of SIP, the Chitwan school discussed with parents, teachers, SMC members and students on the problems of the school, e.g. student dropout, and ways for resolving these problems. Similarly, the Syangja school discussed features of better managed school, encouraging aspects of the school and ways for making the school still better. The Morang school provided attitudes of parents, teachers and students on school for making the school better. However, no interface was made among the stakeholders to identify the common problems of the school and specify the common strategies.

Issues and Problems

SIPs attempt to review problems and issues. They do not present the issues, giving reasons. They only mention the problems. The SIP of the Chitwan School mentioned crowed classroom, teacher shortage, old building, insufficiency of educational and lab materials, shortage of classrooms for Higher Secondary grades, inadequate toilet facility for children as the problems of the school. But the Syangja school did not mention problems explicitly even though it had the problems of physical facility. The Morang school clearly mentioned its 17 problems and ways to resolving them.

Vision and Objectives

All the schools mentioned their visions, but the visions looked like objectives. Coherence of vision and objectives was not thought of. For example, the Chitawan school set the vision and objective as bases for quality teaching, boosting students' learning achievement, providing suggestions through observation, supervision and monitoring, making the school a social change agent, increasing community people accountable in school matters. The visions and objectives of SIPs set by Syangja school were not clear. For example, the SIP had the vision to bring all the school-age children to school, increase student's regularity, construct classrooms with the help of NGOs, make the parents aware of their children's progress etc. The Morang school had these vision: in its inclusion of marginal and disadvantaged children, quality improvement through low cost materials, changing the school into a community development center. Technical know-how is essential to setting the vision and objectives.

Program and Strategies

As SIPs apparently included both- facility and quality related programs, stress was laid on facility development (building, classroom, toilet, furniture, drinking water and the like). SIPs further listed strategies and responsibilities for implementing the programs.

The Chitwan school SIP laid stress on the development of physical facilities through mobilization of internal resources and getting individual donations. The SIP of Syangja school also stressed the development of physical facilities but no strategy was mentioned. Household visits, interactions of teachers and parents, children's rallies etc. were the programs that were intended to improve quality. The Morang school had both types of the program and gave equal emphasis on both.

SIPs had good aspects too. Some programs did not require any fund for their implementation and the numbers of such programs were nearly equal to the number of programs that required funds. For example, awareness raising, household visit, school cleaning, children's rally, increase in students and teachers regularity etc. are programs which did not involve finance.

Another good thing in SIPs was mobilization of HMs, teachers, SMCs, parents, students etc. in implementing the programs. Almost all the SIPs included mobilization of community people as a strategy for the implementation. In the Morang school, SIP insisted on involving community people in almost every activity.

Indicators and Targets

The indicators and targets were almost the same in all the SIPs. They mentioned GER, NER, teachers and students attendance, students achievement by grade and subject etc. as indicators for measuring the progress of SIP programs. Additional indicators were used. The SIP of Chitwan school provided indicators related to facility development but the Morang school SIP did not provide such indicators.

These indicators or targets were projected over 5 years. As its bases were not mentioned, the projection did not seem very scientific. In fact, SIP did not project student enrolment, facility requirement, need of additional teachers, resource requirements etc.

Resource Planning and Sources of Funding

The SIPs developed by the schools attempted to identify funding sources. Almost all the SIPs looked at local bodies such as VDC/Municipality and DDC, NGO, school communities and DEO/DOE as the prospective sources of funding. The Chitwan school identified former students' donation as the source of funding. However, the school also intended to generate internal resources for financing its SIP. The schools had started looking for local funds for financing their educational programs.

The funding sources traced out in the SIPs were similar. The SIPs could not add other funding sources such as forest user group, water user group, mother's group etc. Moreover, they included possible sources of funding. However, the schools did not ensure their own contributions.

As mentioned above, the projection was not scientific. Consequently, resource planning did not evolve. The SIPs estimated financial requirements for the five years but the estimates were not based on the projected figures.

Monitoring and Reporting

Monitoring is an essential instrument for measuring progress. The Syangja school did not mention anything about monitoring. The Chitwan school mentioned monitoring but it was confined to programs involving finance. The Morang school included the persons who should monitor the program and manage the time of monitoring. As regards the persons, SIPs entrusted the monitoring aspect to HMs and SMCs, teachers, and RPs. Students and parents were also given the monitoring responsibility (Morang).

Coverage and Focus

All the schools attempted to include the problems of school. SIPs were not confined only to primary education. The information given in the SIPs covered all the levels. For example, the Chitwan school provided the information on teachers and programs necessary for developing facilities for the Higher Secondary level. Similarly, the Syangja SIP mentioned the problems of Lower Secondary level. In school, SIPs integrated all the levels.

However, the SIPs laid emphasis on physical facility development (in terms of the resource invested). But they included quality-related programs too.

Addressing the Needs of Disadvantaged

In the process of social development, the needs of women and of the deprived, disabled and Dalits have to be addressed. In the SIPs attempts were made to address the needs of Dalits and disadvantaged group children. But no attention was given to the needs of girl children. For example, programs such as providing scholarship to Dalits, increasing their regularity etc. were included in the SIPs. But they were silent about the problems of girl students and improving their learning achievement.

The SIPs tried to base the programs on the needs of stakeholders. However, the planners did not seem capable enough to lay out the program systematically. For example, the planners could not differentiate visions from objectives. Projections on students and other requirements were not scientifically made. Therefore, resource planning looked weaker. Moreover, the SIPs also stressed less on the gender issues prevalent in the schools. So they suffered from two

problems at the initial stage. One, the planners did not have required technical expertise for the preparation of plan at the local level. And, two, technical soundness of SIPs was not evaluated because there was no appraisal.

Implementation of SIP

Development of Annual Action Plan

The implementation of a plan is as important as its formulation. To achieve the goals and targets set by the plan, an efficient implementation is necessary. In this respect, the development of an annual action plan is crucial to the execution of the plan activities and the achievement of the goals.

SIP Program Implementation by Chitwan School

SIP Program	Implementation Status and Remarks
Programs that do not require funds	
1. Household visit for reducing drop-out	not implemented, over-enrolment of children
2. Cleaning school premises	implemented, children and teachers worked on periodic basis
3. Awareness building	not implemented, HT grossly engaged in school affairs and so could not get time
4. Quiz-contest	implemented, teachers organized them
5. Oral competition	not implemented, HT could not spare time
6. Poem reciting competition	implemented, children and teachers conducted the program
7. Tree plantation	not implemented, lack of student participation
8. Subject teacher committee meeting	not implemented, issue of allowance raised
9. Mother's conference	implemented, local mothers participated
10. Former students' conference for fund raising	not implemented, is in planning stage
11. Folk song competition	implemented, held 3 times, children organized it
12. Sports competition	implemented, organized on the initiative of children
13. Class observation by HT and discussion	implemented, occasionally, no record available
14. Staff meeting for academic matters	implemented, but not in professional development environment
Programs that require funds	
1. Building construction	implemented, continued through internal resources mobilization
2. Maintenance and renovation of old building	not implemented, to be done in summer vacation
3. Construction of toilet	not implemented, will be constructed during vacation
4. Furniture (100 sets) construction*	not implemented, will start soon
5. Science material purchase*	not implemented, budget was inadequate so dropped for current year
6. Computer (15 sets) purchase	implemented, 10 sets received from donors
7. Maintenance (of classroom)	not implemented, will be started in summer vacation

*started from the second year.

SIP Program Implementation by Syangja School

SIP Program	Implementation Status and Remarks
Program that do not require funds	
1. Household visit and Deusi	implemented, HT, SMC members and teachers participated parents were made aware about school condition, funds raised
2. Cultural program	implemented, arranged with the cooperation of school family, funds raised, presented school programs and progress
3. Donation collection	implemented, by HT, SMC members and teachers participated, about Rs. 98 thousand collected
4. Model class demonstration	implemented, teachers demonstrated (about 10 times)
5. Education material development	implemented, teachers developed some materials but the materials were not placed in classrooms
6. Organization of parents' day	implemented, organized once by the school, made school activity public
7. Meeting parents	implemented, met parents for donation
8. Teacher-parent interaction	implemented, continued
9. HT-teacher interaction	implemented, HT and teachers met every month on teaching-learning problems
Program that require funds	
1. Building construction	not implemented due to shortage of fund
2. Furniture	implemented, got 12 sets of new bench-desks for grade 6 (from school resources)
3. Getting teachers quota for Lower Secondary level	not available, DEO did not add to teacher quota
4. Getting local teachers for Lower Secondary level	implemented, hired two teachers (on school's own resources)
5. Purchase of educational materials	implemented, purchased for ECD classes
6. Drinking water facility	not implemented, due to shortage of fund
7. Play-ground development	implemented, school got loans from SMC members and teachers and purchased new land, playground extended
8. Conservation of school forest	implemented, hired a local staff
9. Library development	not implemented, absence of physical facility for library, shortage of fund
10. Book purchase	implemented, purchased some reference materials for teachers

SIP Program Implementation by Morang School

SIP Program	Implementation Status and Remarks
Improvement in school environment	implemented, results were impressive
- awareness for enrolment	household visits were made by SMC members and teachers, enrolment has increased
- school cleanliness	daily cleaning of school by children and teachers, school is clean
- school gardening	teachers and students developed children garden in school, Plan Nepal helped

Classroom management	implemented, expected results known
- maintenance and construction of verandah	constructed with financial support of VDC and DDC
- sitting arrangement	attempted, no expected result due to crowded classroom
- singing class-specific songs	materials purchased from matching fund
- classroom cleaning	cleaning materials purchased, students regularly clean the classroom
- use of teaching aids	materials purchased, placed in classrooms and used
Improvement of teaching-learning situation	implemented
- making students' progress public	announced children's progress in parents' gathering
- management and use of educational materials	purchase of audio system, use
- dance training	dance teacher was not available
- conduct of extra-curricular activities	teachers conducted quiz contest, poem recitation competition etc.
- evaluation	regular assignment given to the children by teachers
- preparation of lesson plan and follow-up of TG (Teacher's Guide)	teachers did but not impressively
- teacher training on improved teaching method	school and NGO planned, could not conduct due to shortage of fund
- teacher management for conducting model pre-primary classes	conducted with the help of DEO, but it was normal
improvement in school management	implemented
- teacher-student ratio	DEO made fund available and appointed one teacher
- provision of prizes for promoting regular attendance (of teacher and children)	HT could not spare time, could not conduct
- SMC meeting	regularly held
- sport materials	material purchased with the help of Plan Nepal
- library	developed child library in a corner with the help of Plan Nepal
- wiring inside school building	partially completed (HT's room , not all classrooms)
- playground	school planned to get adjoining land on lease but did not succeed due to shortage of fund
- health examination of children	VDC helped health club of school
- hiring facilitator for ECD	facilitator hired
- construction of additional classroom and maintenance	not implemented, no fund from VDC and DDC
- appointment of peon	not appointed, fund was not available
- distribution of tie and school badge	ready for distribution, school charged fee (partially)
- construction of buildings for library, meeting hall, ECD center and skill training	not implemented, no fund from DDC

Fostering school-community relations	implemented
- formation and mobilization of PTA	PTA formed by parents' conference, PTA members included in functional committees
- interaction of teacher, student and community member	HT and NGO initiated, arranged meetings and conferences
- SMC training on community mobilization	DEO and NGO hoped to conduct training but to no effect
Monitoring and evaluation (review of school activities based on SIP)	implemented, SMC regularly visited the school but RP did not visit
Scholarship distribution (Dalit, Janajati, and those below poverty line)	implemented, and the goal attained (DEO and Plan Nepal provided funds for scholarship distribution)

It looked that all the school had developed the action plan based on SIP. However, the action plan of the Chitwan and Syangja schools had been integrated with the SIP. The Morang school had developed its separate action plan, with the involvement of stakeholders.

All the sample school implemented the activities and programs mentioned in their action plans. But they could not implement all the proposed programs. The main reason was the HTs engagement in fund-raising and other assignments which did not allow them to spare time for conducting the SIP activities. This was true for the Chitwan and Morang schools. The Syangja school could not mobilize enough resources. So it could not complete all the programs proposed in the SIP. The SIP planners could not yet prioritize their activities and strategies in terms of SIP implementation. For example, the prime agenda for the HT of the Chitwan school was to construct classrooms for the Higher Secondary level in the face of other SIP programs. The HT of the Morang school was engaged similarly. Consequently, he also could not get time for other SIP programs.

Division of Task and Responsibility

Division of task seems to be one of the strategies adopted by the schools to execute the SIP programs. However, there were some variations in the strategies.

In Chitawan the expansion of physical facility was a major program, for which a building construction committee was constituted under the chairmanship of the SMC Chairperson. Under this committee, various sub-committees like timber collection committee, construction materials purchase committee and fund-raising committee were formed.

In Syangja the school catchment area had been divided into 6 clusters to entrust the stakeholders of the clusters with responsibilities like approaching local bodies and NGOs for donation, resource generation/fund-raising through Deusi/Bhailo, launching welcome-to-school and door-to-door visit programs, to create education awareness in the neighborhood so that the students of Dalits and other backward groups could be enrolled in the school. The stakeholders were, for example, vigilant to see if the children and teachers residing in their vicinity were regular in the school or not.

Likewise, in Morang the responsibility and authority had been delegated to the parents, teachers, SMC members and other concerned stakeholders by constituting committees and sub-committees. Even at school level sub-committees on co-curricular activities, maintenance, health and hygiene, classroom management, books and library, gardening etc were formed in order to involve the school members in school affairs and make them accountable for the effective functioning of the school.

Resource Management

For the implementation of the SIP programs, resources were ensured in Chitwan and Syangja because these are the pilot districts and all the schools were covered by the SIP Program. The schools received funds from DOE on the basis of the number of students (6 to 10 years of age) of the primary level. For the Lower Secondary and Secondary levels, lump-sum (block) grants had been made available through SESP. The schools were able to get out side funds from other sources, to finance the SIP activities.

The Chitwan school had been able to mobilize internal resources. It had a perennial source of income from the renting of a shopping complex. The complex fetched about Rs. 85 thousand per month. The school used this source to finance SIP activities, especially for construction works. Further, the school had collected Rs. 300 and 200 from every Secondary and Lower Secondary school students respectively.

The local donors donated construction materials such as bricks, timber, cement and also some money. The community forest assisted by providing timber. SMC and the construction committee had approached some big donors, who assured to donate Rs. 105000/- for a new building. Likewise, the SMC members have been frequently visiting donors for financial assistance. Moreover, the school had received a bank loan.

In contrast the Syangja school mobilized resources from CBOs, NGOs and local bodies. From the local Municipality the school received Rs. 40 thousand as grant. Similarly, the local Mothers' Group donated some sets of desks and benches for the students. The SMC members lent Rs. 170 thousand to the school for land purchase. The Ward Committee also donated some money. The local water users' committee has promised to construct a water tank in the school. In connection with the fund-raising, the HT said, *"The school has been looking for possible donors such as Indian Embassy, British Welfare Board, SNV, local NGO etc. for the development of the school. The school has also made efforts to contact former students who work abroad for financial assistance to the school."* Such activities show that the school is now trying to get funds form external sources too.

In the case of the Morang School, DEO did not ensure any fund for SIP activities. As the management of school had been transferred to the community, the school would receive funds from the government for the development of school and improvement of its activities. Besides, the school got funds from PLAN Nepal, especially for physical facility development, operation of ECD classes in the community and run-on of the health club in the school. Local bodies such as DDC and VDC and local NGO also supported the school on various occasions.

In order to mobilize resources, the schools used different strategies. The Chitwan school made personal contacts with prospective donors, visited local bodies, and sent out delegations to donors, while the Syangja school mobilized SMC and community members to raise funds through Deusi/Bhailo and household visits, visited the local Municipality, organized a parents' conference, arranged cultural shows and approached local CBOs and NGOs. The school also prepared proposals and sent them to the Indian Embassy, SNV, British Welfare Board etc. The Morang school HT was in touch with PLAN Nepal. He also made contacts with the Department of Education, local bodies, CBOs and NGOs.

Monitoring and Reporting

For tracing out the progress of any plan, monitoring is essential. Monitoring is done for the operational improvement of the plan and also for the enhancement of program effectiveness. SIP visualized participatory monitoring of the programs. In Chitwan, Syanga and Morang the HTs reported that the monitoring and reporting on SIP was done by parents, supervisors/RPs, SMC members and themselves. Therefore the feedbacks, suggestions etc. given by the

stakeholders during their observation visits to school were referred from the documents maintained by the schools, to verify the answers given by him.

In a discussion, the HT of the Chitwan school reported that he had observed the class teaching of his colleagues and provided them suggestions regarding the improvement of the learning of children. He hoped that these observation would motivate teachers to use teaching materials and student-focused methods for improving the learning activities. The SMC members of the schools also reported that they monitored the school activities. But their visits were mostly confined to monitoring the facility development activities.

The school supervisors were found to observe the classes, but not frequently. The supervision diary of the school showed that the supervisors only put their remarks, saying that the school operated smoothly. The supervisors visited the school only twice last year.

In Syangja, the HT mentioned that he frequently observed the teachers' activities and provided suggestions to improve them. However, the SMC members and parents' observations of school activities were found significant. Parents and SMC members, during discussion, mentioned that they had started visiting the school and observed school activities. They also discussed with the teachers and gave their opinions. The school records mention the following suggestions.

Suggestions Made by SMC, Parents/PTA in Syangja During School Observations

SMC	Parents/PTA
1. Discipline of children	1. More home work for children
2. Cleaning of school environment	2. Manage sitting space for children
3. Use of teaching materials (more)	3. Manage drinking water facility
4. Availability of necessary educational materials	4. Check children's home work
5. Teachers should consider time factor	5. Complete the lessons
6. Discipline of children and cleaning of school should be stressed.	6. Examination practices should be assessed
7. Request to organizations for school development	7. Subject teachers should be made available
8. Weaker students should not be promoted.	8. Donor organizations should be searched for construction of school building (the school building is too old)
9. Weaker and failure children should be given special attention.	9. School cleaning habits and discipline should be maintained.

The concerned RP of Syangja school acknowledged that one of his major jobs was to supervise and monitor the school activities. He reported that he visited the schools for the purpose. From the supervision diaries of the schools it was found that RP visited the schools very often. When he visited, mostly observed the classroom activities and provided feedback, He could not spare time to monitor development activities. In fact, RPs were not trained in monitoring the school development activities. Besides, they had to complete several assignments and so could not spare time for schools visits.

The Morang school HT reported that the SMC members and parents regularly observed the school activities. Parents and SMC members mentioned in a discussion, that they came to school to see what was going on, whether or not the teachers were there in the classrooms, what the children were doing, etc. They also discussed with the teachers. The SMC members also observed development activities of school.

HTs of the sample schools reported that they had started to report their activities and financial statement in parents gatherings. The schools received the feedback provided by the parents.

Summary: SIP Implementation

Chitwan	Syangja	Morang
- Developed annual action plan (integrated in SIP)	- Developed annual action plan (integrated in SIP)	- Developed annual action plan (Separate)
- Division of tasks among stakeholders	- Division of tasks among stakeholders - Developed 6 clusters and assigned responsibility	- Division of task among stakeholders
- Mobilized internal resources and individual donations (except DEO resources)	- Obtained resources from local bodies and local parents, and received assurance from INGOs (except DEO resources)	- Obtained resource from DOE, PLAN Nepal, VDC and NGOs
- Monitoring by HT and SMC, little monitoring of the system	- Monitoring by parents and SMC, little monitoring of the system	- Monitoring by HT and SMC, little monitoring of the system

For the implementation of SIP, the school management laid more stress on resource mobilization and physical facility development. Therefore, the classroom process remained in the shadow. This is true for the Chitwan and Morang schools. In Syangja the prime concern was facility development; however, it also laid stress on the development of the teaching-learning process. The parents and SMC members observed classroom activities, discussed with HT and teachers and put in their suggestions. In the Morang school SMC and parents came to the school to observe the progress of physical facility development.

As regards resource mobilization, the Chitwan school depended largely upon its own internal resources whereas. The Morang school got funds from Plan Nepal. The Morang school also approached VDC, DDC and other NGOs for the purpose whereas the Syangja school received funds from community members and parents only. The local Municipality was also one of the funding agencies.

As for the implementation of SIP activities, all the schools entrusted the tasks and responsibilities to the stakeholders by forming committees and sub-committees. But Syangja divided the service area into 6 clusters and assigned responsibilities to the concerned SMC members and teachers.

It appeared that the schools could not conduct all the proposed programs. The Chitwan school HT was heavily involved in managing facility for higher grades, whereas the Morang school HT was striving for getting fund support. Most of the time, he was out of the school. As these HT could not spare time, the schools could not conduct all the proposed programs. So paucity of resources was a problem. The Syangja school could not mobilize enough resources and so it could not conduct all the programs.

Implications of SIP

Access

Access of Dalits and the disadvantaged to primary education is one of the matters of concern for the educational planners and policy-makers. In the process of implementing SIP the schools had been able to bring Dalits and the disadvantaged into the education system. The enrolment figures given in Annex A show that the participation of girls in these school had increased. Similarly, the participation of Dalits, ethnic groups, and Muslims had also increased. These were the indications that the schools which implemented their SIPs

successfully could show. In fact, the schools, especially Syangja and Morang schools, had started home visits, children's rallies and other programs so as to motivate parents to send their children in school. The stakeholders were assigned the responsibility of motivating the parents for the purpose. Moreover, schools had also provided scholarships to the disadvantaged under the SIP programs. All these worked to increase the participation of Dalits and the disadvantaged in the school.

Internal Efficiency

Increase in internal efficiency of the school is also an important area which needs to be addressed by SIP. In the school where SIPs were successfully implemented, internal efficiency had gradually improved. Cut in children's drop-out is one of the indicators of internal efficiency. There is an inverse relationship between drop-out and internal efficiency. In the sample schools, the proportion of drop-out, compared to that of enrolment, had decreased (see Annex B). The drop-out among Dalits, ethnic groups and Muslims had decreased in Morang. In Syngja girls' drop-out had decreased too. In Syangja and Morang, the schools were able to show expected results. As a matter of fact, the school endeavored to motivate parents for the continuation of children's study. The Morang school launched household visit, wall posturing, children's rally programs while Syangja school invited parents for discussion. It made it mandatory for the SMC members to see whether the children came regularly to school or not. These measures helped decrease drop-out.

The other aspects of the efficiency of the school system are the school work days, teacher's and children's school attendance and the like.The attendance of teacher and children in school was affected by the unscheduled holidays and bandh and strikes last year. The Chitwan school was must affected by these problems. So the class operation days and children's average attendance fell below the satisfactory level. Annex C provides the details of school work days and children's attendance.

Quality

Quality of education is another concern to be addressed. SIPs included the quality aspect, which no doubts, was sincerely implemented. Therefore, the school authorities motivated the teachers to use materials conducive to quality improvement. The teachers also had started using them. In the Chitwan school the teachers used teachings aids in the classroom instruction. In Syangja school also the teachers did so. It bought reference materials, dictionaries, guides etc. The Morang, school had plenty of such materials. As SIP ensured funds, the schools were able to purchase the materials and prepare them. Furthermore, teachers in these schools also started to prepare their instructional plans. In Syangja the teachers told about their plan. Despite, they started to evaluate children's performance regularly. Teachers assigned daily homework to the children and checked them. Classroom observations revealed that they examined children's exercise books soon after they entered the classroom. These are the good indications of quality improvement.

Nevertheless, the educational outcomes of the school did not seem to be that impressive. The class operation days and children's average attendance were both less than satisfactory. The exam scores of the children were not very encouraging. The analysis of achievement scores did not give satisfactory results (see Annex D) despite the positive changes in the teachers' teachings behaviour. Therefore, it is difficult to believe that improvement programs have improved the quality of education.

With the implementation of SIP, the Syangja school has apparently been able to increase the access of girls, Dalits and the disadvantaged. The school was also able to tone up its internal efficiency. The Morang school implemented programs supported by Plan Nepal. Further, the school received support from DOE for an intensive program. Therefore, it is difficult to

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believe that the Morang school could do well to increase the access of the disadvantaged and improve its internal efficiency with the help of SIP.

However, the achievement scores of the children show that these schools could not do well. It indicates that implementation of improvement programs did not much help improve the performance of children. May be, children's performance was affected by other factors, too, which require further study.

Enabling Conditions

School Context

Chitwan School

The school was established in 2013 B.S. People still remember that the school was run by the local activists committed to education. The school was established in the area which is the place of destination for the hill migrants. After the malaria eradication, forests were turned into agricultural land for increasing food production. Migrants from central hills of the country poured down into the district, bringing with them their culture and tradition.

In the beginning, the school only had primary grades. The school got momentum after it got the land in its present site. The land provided a sound basis for the expansion of the physical facility of school. The local people generously provided financial and other supports to the school. They made remarkable contributions to the school from time to time. Recently one of the local donors supported the school with the construction of a two-storey building for the library and the laboratory. The stakeholders of the school such as SMC members, teachers, parents and others say that the school has been getting expected support from the community. They are happy that the school gets local support as it required.

The school is located in the prime line of the Municipality. It is catering for the educational needs of the children living in the Municipality and adjoining VDCs. Some of the children come from far-off places even though they have high schools in their own localities. The children enrolled in the school are mostly children of service holders, small shopkeepers and working class people. Therefore, the school children belong to the upper castes and to Dalits, ethnic and disadvantaged groups.

The school has an impressive stand in the community. It got good results in the SLC examinations. More than 80% students have passed SLC for the last 5 years. The former students have marvelous achievements in their post-school life. Many graduates of the school are today medical doctors and engineers. Some of the doctors are renowned in the country. One of the former students works at NASA in the USA. Another former student a business magnate and social worker, recently offered Rs. 10 million as donation to the school, but unfortunately the school could not accept the offer. Some of the school graduates are currently working on higher positions in the civil service. Therefore, the school is popular in the area. For many parents, it is prestigious to get their children enrolled in the school. In fact, the school has a high reputation in the district and around.

The school has enough land: more than 6 Bighas. It has 7 buildings and 70 rooms. Of the 70 rooms 42 rooms are outside the school premises. These rooms have been rented out. The school is fenced and has enough land for playground. The school has allotted 10 rooms for primary grades. The primary grades are run in a separate block which is isolated from the main school premises. The school also has lavatory and drinking water facilities. Currently, the construction of 6 rooms is under-way.

One could see that these facilities were enough. But as far as the number of the children is concerned, these facilities did not seem to be sufficient. Classrooms were crowded. Every class and class section had at least a hundred children.

On account of the shortage of physical facility, the effort of school management was concentrated mostly on developing facilities. They could not think about the other matters like, teacher, instruction etc. The Asst. HT, who is a former student of the school, stated as follows:

"When we were students of the school, construction of the school building and classrooms was advancing. I myself brought timber. Now, I am a teacher of the school, and you see (pointing to the construction site), the school is still engaged in the construction of classrooms. It is, I believe, because of the growing number of the children".

The classroom did not look that attractive. Apart from the old blackboard and desks, there were no other facilities. Desks were kept in such a way that there was hardly any space in between for movement. The walls were bare and unpainted. The room was hot because it was overcrowded. The playground had no play materials. The environment did not seem child-friendly.

Syangja School

The Syangja school was established in 2019 B.S. in Barshare (hill-top) by the local community. From 2019 to 2028 B.S. it remained in Barsare due to insufficient area on the hill-top for the school. However, for want of land for the expansion of physical facilities it moved to Thanti in the plains below, where was enough unutilized land. In the beginning, there were two teachers and about 10-15 students. The two teachers were retired army men - Lahures. The local community worked hard to construct the school building. They collected and carried construction materials like stone, mud and wood on their back from distant places. Initially, food grains collected from households were given to the teachers as salary.

The local population is composed of different castes, ethnic groups, Muslims and Daltis. They are mostly illiterates. They are small farmers. The male members of most of the households leave home for employment. The Muslim people are mainly in shop-keeping business at Putali Bazaar.

The locals perceived the school as a good place in the community. They thought that the school provided quality education to their children. The school graduates performed well even in private schools and at the higher levels. The school family and community members took pride in the success of their former students, as two of them are graduating in medical sciences.

The school did not have as much physical facility as was required for the number of school entrants. For this, the effort of the school management was concentrated on developing facilities. The classroom was not very attractive. Apart from the blackboard and benches and desks, there were no other facilities.

Morang School

Morang School was established in 2033 B. S. by the community people. Initially there were two teachers and about 50 to 60 students. Until 2047 the school was run on the donation/charity bestowed by the community. In 2047 it was recognized by the government, and it received the teacher quota from DEO. The school got a face-lift after Plan Nepal support came up for and provided grants for the development of physical facility. The local community contributed by involving themselves voluntarily in the construction of the school complex.

The local population is composed of ethnic groups (such as Rajbanshi, Tharu, Gangai), Dalits (such as Pasi, Paswan, Musahar) and religious minority groups (such as Muslims). The groups are illiterate. Their main occupation is farming or farm labour. Some run small shops and tea stalls in the local market.

The school has quality physical facility and adequate materials and teaching aids. However, the school management is still concentrated on developing facilities to meet the growing

enrolment pressure. The school has a small playground and play materials. The school environment appears to be child-friendly.

Student Context

The motive behind asking the students to write individually on their daily activities (early morning till night), is to know: the factors that shape their habit and behavioral pattern, how they adjust and fit into the teaching-learning process in the school, what their home environment is like, whether the home environment permits them for study, and so on. Further, students from different social backgrounds were purposely selected to get a clear view of the daily life of students belonging to different social castes and groups like Brahmin, ethnic and Dalit. Similarly, to get an idea the gender sensitivity of parents, girl students were also asked to write narratives. The purpose was to see if any disparity or discrimination still existed between a boy and a girl in the home environment.

In all the districts, the students' day begins with a routine work. Early in the morning, after getting up from the bed they first refresh themselves and take the breakfast. Thereafter, finishing the school assignment (if any), they eat their meal, wear the school uniform and rush to school. From 10 to 4 o'clock they are fully engaged in the class and get an hours tiffin break. Reading, learning and doing class assignment is their daily activity. They get time to play only during the tiffin break. After school, they rush back home. Playing for sometime with their neighbors in the evening, they go home and settle for their home assignment. Having taken their supper at night, they retire to bed.

Surprisingly, no student in Syangja and Morang mentioned that they listened to radio, programs or watched TV or read newspaper at home. The day-to-day activities of all the students, seemed to be almost the same. Moreover, only a few girls said that they sometime helped their mothers in cooking and washing utensils. Their home environment did not seem hinder their study. One concrete reason may be that they are too young to be engaged in any kind of family work. In brief, the school children are doing their school assignment regularly, keeping themselves neat and clean, obeying the teachers, and being regular in the school (see Annex F for the individual narratives of children).

School Leadership

Skillful and imaginative leadership is central to management and implementation strategies. In fact, the successful implementation of the school programs depends, among other things, on the quality, knowledge and skills of the individual responsible for leading the school. Success certainly has a close relationship with leadership style, creative thinking and management skills.

The HT of Chitwan School was a former student of the school. Many of his former colleagues were working with him in the school as teachers. In a discussion they said that the HT was honest and straightforward. He set his actions and behavior in tune for achieving the goals of the school. He not only promoted the school values but also embodied them in his own practice.

HT believed in and promoted team work culture in the school. He discussed school matters with his colleagues. On the very first day of the research team's school visit:

> *We gave two copies of the summary report of FRP studies to HT in his office. There were other teachers too. HT went cursorily through the content and said that the reports were useful for them. He asked his colleagues where those reports were to be kept, in the library or in his office so that other teachers could have an easy access to them.*

This single instance shows that HT believed in the collaborative culture.

HT was very firm in implementing school decisions. When we were in the school, we observed the following event:

> The school has rented out 43 shops for resource generation. Due to bandhs and strikes, the tenants could not open the shops for 35 days last year. They requested the school for some concession on the rent amount. So they did not pay the rent for 3 months. As per the terms and conditions of the agreement, the school could raise rent amount by 5% per annum. However, the school did not increase that 5% due to the problems of strikes. But the tenants sought further concession. A delegation of the tenants came to the school for dialogue. At that time, HT was not present in his room; he was in the class. They presented their viewpoint to Asst. HT, and a member of SMC. They spoke vociferously as if to intimidate Asst. HT and the SMC member. Asst. HT asked them to deposit the unpaid rent amount first, and proceed for further concession. The delegates were not satisfied, they continued arguing. HT entered the office. They repeated their demand in louder voices. HT listened to their arguments. Finally, he told the delegation that the school did not increase the rent, even though the agreement empowered it to do so. The school decided not to lower the rent and provide any discount. All of them should pay the rent immediately. He also added that the school would take action if the decision was not honored.

HT took a firm stand when he was dealing with the delegation.

According to the teachers of the Chitwan School, HT is widely known as a good English teacher in the eastern part of the district. He is very strict in matters of school administration and management. He takes his classes without miss and expects the same from other teachers. He is so concerned about the school that he does not spend a penny from the school amount on unnecessary things. Rather, he would like to meet petty expenditures from his own pocket. He conducts timely discussions on school problems related to construction of buildings, students' admission, teaching material requirements etc. with the school staff.

According to RP, HT bears a strong leadership quality - he is strict, punctual. He takes good care of class activities and co-curricular activities. He is highly regarded in the local community. The school has developed a good culture and climate since he took over its charge. The school is well known in and around the locality for the excellent SLC exam results. Hence, the admission pressure has been increasing -- annually.

HT is regarded as a leader who believes in quality performance. It looks like he is a task-oriented leader.

In Syangja HT was found to be a person having the quality of democratic leadership. With regard to his punctuality RP said, *"Although HT lives at a place distant from the school, he is always the first person to reach the school".* He has the habit of sharing any thing related to school affairs with his staff members. He takes any initiative for school development after consultation with the parents and SMC members, which shows his democratic leadership quality. He frequently visits DEO to get information on matters such as new educational programs, workshops, teachers' trainings, teaching/learning materials etc. He even joins the SMC members and parents in delegation to local bodies, fund collection activities, visits to NGO/INGO etc.

HT of the Morang school belongs to the local community. He belongs to the ethnic group - Rajbanshi. He has been full eight years in the HT position. His innovative leadership quality is proved by his capacity to coordinate with the local community, CBOs, NGO/INGOs and the government for mobilizing resources (man, material and money) for further development of the school which is already well known as a model community school in Morang District. In an interview, he said:

> "I foresee what the school could get from DEO, Plan Nepal, VDC and other organizations when a new Dalit or disadvantaged child is enrolled in the school."

About the use of resources, he stated:

"I first employ the available resources to construct a classroom. Then I use the fund for the purchase of educational materials and teaching aids, school wiring and educational tour of the teachers".

On one occasion, he said:

Muslim children did not attend classes regularly because they had to support their parents in tailoring. To mitigate the problem, I plan to have sewing machines in the school. The school will run sewing classes for Muslim children. Sewing will be an extra subject.

HT had maintains a network with the government and non-government bodies, social workers and politicians for getting their support and assistance to his school. He has effectively participated in various trainings and workshops for capacity building and getting insights into new trends in education. He seems to take instructional leadership. He monitors the activities of the teachers and discusses with them. He holds timely interactions/meetings with the teachers to discuss issues regarding school education, admission, examination etc. HT sends teachers for training when the school receives a training quota. He also shares with the teachers views and experiences gained in various workshops. Any initiative for developing the physical facilities of the school is taken after consultation with SMC and the local community.

School Culture and Climate

Chitwan School

The school family abided by the rules (formal and informal) of the school. The school has made very strong rules for both students and teachers. Both must wear the school uniform and be the school on time. Any one failing to reach school on time, has to return because the main gate is shut after 10 0'clock. Regularity of teachers is paid due attention. In leisure time they have to sit in the library without buzzing. When a subject teacher is absent, his class is taught by another teachers who has leisure, who is paid for this extra work. The teachers' school duty time is 10 to 4 o'clock. Checking students' homework is compulsory. If the necessity to start coaching classes for weak students arises, then the teachers take permission of the school authority. The classes are conducted in the school premises. All are expected to follow the rules strictly. The rules are passed and put into force after their approval by in the staff meeting.

Students' who are found misbehaving in the school, have to submit written confessions to HT. Alternatively, parents could write the confession. If their mischief continues, then they are expelled from the school. In the past, 70 students were terminated on ground of misbehaving with teachers. The school is well known in eastern Chitwan for discipline, quality education and transparency of school management.

Local communities hold a positive view about the school but they are indifferent to supporting the school. They do not come with complaints or queries regarding their children's education or brief unforeseen closedown of the school. The reason is that parents with very low incomes or working as daily wage earners are not serious about educational matters. Those that are aware send their children to private schools. The parents of public school students come to the school only during admission time. The school once decided to stop issuing SLC results to students and asked their parents to come to collect them. However, this initiative to bring parents to school failed completely. Very few parents turned up.

The teachers know that there is no freedom for politics in the school premises and, therefore, the school has been able to maintain solidarity among teachers. Every teacher is expected to prepare a lesson note and teach accordingly. Nobody can take leave without a prior-notice to

the school. Smoking is not allowed in the school premises. Even the primary level HT office is well furnished with teaching materials and reference books. A big cupboard with lock-ups is provided to teachers, in which they store their teaching materials.

A primary teacher who lives 11 km. away from the school, has chosen to teach in this school rather than a school which is in his own locality.

The parents were well aware of the norms of the school. They knew what they had to do after they got their children admitted to the school. They stated that they had to prepare children and send them to school in time. They had to give the children text materials, stationery and the school uniform. They had to see if their children did their homework or not.

Syangja School

The school has rules for the school family. Discipline, regularity and creativity are expected of teachers as well as students. Disobedience, indulgence in politics and addiction to any sort is strictly prohibited. The parents also respect the norm and values of the school by sending their children to school on time. Parents Day is celebrated annually, on this occasion, the income and expenditure sheet is read out, final evaluation of annual programs and activities related to school improvement is exposed, new programs are proposed. The event is marked by activities like cultural show, prize and scholarship distribution to deserving students and donations by parents and guests to the school.

Teachers' committee' has been formed for the welfare and unity of the teachers and the school. The teachers share their views and ideas on teaching-learning activities. They sort out any textual difficulty by discussing among themselves or with HT. The staff meeting is conducted every Friday to discuss class activities, teaching materials, students' weaknesses and problems etc. The school environment is gender-friendly. The number of girls students was quite satisfactory. Female teachers were seen.

Morang School

The general expectation of the local parents is that primary education should be easily available to their children without any economic, caste or religious discrimination. Different types of scholarships/incentives should be fairly distributed to all. Dalits, backward groups, girls, the first child of a family whose members have never been to school etc. The school has fully comprehended the government provision. The parents also share norms and values of the school by sending their children neat and tidy to school on time.

Parents Gathering' is organized once a year in the month of Ashadh and, when necessity arises, they are called at any time by the school. In the Gathering, the income and expenditure of the school is made transparent to all, final evaluation of annual programs and activities related to school improvement is done and new programs are discussed and proposed etc.

The school has some rules which both students and teachers must abide by. Discipline, regularity and creativity are expected from both teachers and students. Disobedience, indulgence in politics and addiction of any sort is strictly prohibited.

The school is famous as a model community school. It is equipped with almost everything required for a good school. In the Parents Gathering women's participation is usually more than in any other school.

Teachers expect that their students should be in uniform, neat and tidy. If a student comes to school with long nails on the fingers, then the teacher does not hesitate to cut them off with a nail-cutter. When students come dirty, they are given soap to wash their face, hands and feet. The school shows great concern about personal hygiene and cleanliness of the students. One of the teachers has received orientation on health and first aid treatment. There is team spirit

among teachers. They share their views and ideas on teaching-learning activities and sort out textual problems and difficulties by discussing among themselves. Staff meeting is conducted every Friday on class activities, teaching materials, students' weaknesses and problems etc. The class environment is child-friendly. Charts, posters etc. have been hung on the classroom walls. The overall atmosphere of the school is attractive. The presence of girl students is quite satisfactory. There are two female teachers. Hence, the school has a gender-friendly environment.

Community Support

Chitawan School

The local communities donated land after it was recognized as a High School by the government in 2023. Until the year 2040/42, the school land on the main high way was encroached. It was vacated and returned to the school by the local communities. The communities, then built small huts on the land and rented them to shopkeepers, thus creating a perennial source of income for the school.

The local community hesitate to donate cash to the school but they provide cement sacks, iron rods, timber and bricks for construction. Lump-sum cash donors are mainly big businessmen and ex-students who are now in white color jobs. With the support of the community, the school erected new buildings for the senior classes, library and computer lab.

Syangja School

Since the inception of the school, the local community has been working hard for construction work. They raise funds for the school by organizing Deusi/Bhailo during the Tihar festival, visiting households, local bodies, various NGO/INGOs, CBOs, etc.

Morang School

The local community is not in a position to donate in cash to school because they themselves are on a low income status. Nevertheless, they support the school by giving suggestions/advice and working voluntarily for the physical facility development activities of the school.

Resource Support

Chitawan School

The school received SIP grants from DEO after it submitted its SIP document. Besides, it has generated (internal) resources from the renting of the shopping complex and collection of Rs. 300 and 200 from the students of Secondary and Lower Secondary levels respectively. It took loan from the bank. Local donors donated bricks, timber and also small amount. SMC and the construction committee has approached some big donors, who have assured to donate Rs. 105000/- for building construction. The school expected to get this amount soon.

Syangja School

In Syanja district, DEO provided SIP grant to the school after it submitted the SIP document. However, the grant was not sufficient for its requirements. Therefore, the school received resources from the SMC members, parents and local bodies for the purchase of land and construction of buildings and classrooms. Some organizations have assured for further support. For example, the Water Users Committee has assured to construct a water tank and

the British Welfare Board has given indications for assistance. The Mothers' Group has donated furniture for the classrooms. Similarly, the school is in contact with SNV (the Netherlands), Indian Embassy and other foreign agencies for grant assistance.

Morang School

In Morang, DEO did not ensure any grant. It only provided guidelines on the preparation of SIP. However, the instrumental role was played by an International non-government organization, Plan Nepal, for the SIP of the school by providing a lump-sum grant for the development of physical facility which was the top-most priority of the school. Similarly, CBOs and NGOs assisted by providing their expertise and technical support for the preparation of the plan document. VDC and DDC also made some financial contribution.

Summary: School Conditions

Conditions	Chitwan School	Syangja School	Morang School
Context	- Good track record of school - Credible school management	- Community awareness - Credible school management - Team spirit	- Community awareness - Credible school management - Team spirit
Environment	- Regards for parents, SMC - Respect for hierarchy	- Regards for parents and SMC - Respect for hierarchy - Sense of collaboration among stakeholders - Parental support - Mothers' involvement in school affairs	- Respect for hierarchy - Sense of collaboration among stakeholders - Parental support to school - Mothers' involvement in school affairs
Collegiality	- Solidarity among teachers - Sharing of ideas, views and problems - Respect for seniors (among teachers)	- Solidarity among teachers - Sharing of ideas, views and problems - Respect for seniors (among teachers)	- Solidarity among teachers - Sharing of ideas, views and problems - Respect for seniors (among teachers)
Supportive School Culture	- Obedience to school rules (formal and informal) - Sharing of values	- Obedience to school rules (formal and informal) - Sharing of values - Sense of belongingness among stakeholders	- Obedience to school rules (formal and informal) - Sharing of values - Sense of belongingness among stakeholders
Leadership & Management	- Task-oriented leadership	- Collective leadership (effective involvement of SMC, HT and PTA) - Democratic leadership	- Innovative leadership - Networking with different organizations
Resource Support	- Resource generation by school (internally and externally) - Assurance of resources by local donors	- Resource generation by school (internally and externally) - Assurance of resources by local donors	- Resource generation by school (internally and externally) - Assurance of resources by local donors

In identifying the conditions for successful implementation of SIP, several factors had their roles. But conditions were different in different schools. For example, leadership, school rules and internal resource mobilization were conducive in the Chitwan school. In Morang

leadership, assurance of resources by Plan Nepal, and DOE's support (owing to management transfer to the community) were the factors helpful for the success of the school program. However, the background condition was quite different in Syangja school. In this school, sense of collaboration among SMC, teachers and community people, parental support and collective leadership were significant.

Feature of Successful School Improvement Plan

From a study of the implementation of SIP and conditions of schools, features of a successful SIP were derived, which were as follows.

Promoting Social Process

The school that successfully implemented SIP strove for promoting the social process for the improvement of school affairs. In Syangja and Morang the parents and community members were able to mobilize local stakeholders. This happened as a result of the implementation of the SIP process. The schools, parents and community people were involved in formulating SIPs. The schools had entrusted them with tasks and responsibilities. Consequently, the parents and stakeholders frequently came to the schools, discussed with the teachers, HM, and SMC members on school affairs, and expressed their opinions. These schools also respected their concerns and attempted to execute them.

Creating Sense of Accountability

In the Syangja and Morang schools, which have successfully implemented SIP, the school managements seems to have been accountable to the stakeholders for all aspects of the schools. For instance, stakeholders' frequent visits to observe the school activities have made the schools very attentive to quality in the teaching/learning process. Similarly, any new plan or program for school improvement and/development is endorsed by the SMC members and the parents. Therefore, in the social auditing of the school programs/activities, the school is taken as answerable to the public for any carelessness in its commitment.

Developing Feeling of Ownership

The strategy adopted by these schools to entrust the stakeholders with tasks and responsibilities has created the feeling of ownership in them. In Chitwan various committees and sub-committees have been constituted for physical facility development and the stakeholders have been assigned different tasks. In Syangja the school catchment area is divided into clusters and the responsibility has been transferred to the representatives of the clusters. The representative are accountable for monitoring the regularity of teachers/students, mobilizing resources, conducting the 'welcome to school' program etc. in their clusters. In Morang the school has also constituted sub-committees on books and library, maintenance, health and hygiene, teaching/learning materials development etc. Even mothers are involved in different committees. These strategies have developed feeling of school ownership in the community members.

Developing School Transparency

As already mentioned, the school has to undergo social auditing of its programs and performance. Therefore, it is bound to maintain records on different topics such as school's income and expenditure, teachers and students attendance, supervision and monitoring, school diaries, minutes of various meetings etc. In the social auditing, the statement of income and expenditure of the school is made transparent to the public, the final evaluation of annual programs and activities related to school improvement is done, and new programs are discussed and proposed. In the Morang School, charts and diagrams on school programs and activities are prominently hung on the walls for visitors.

Mobilizing Resources

After the initiation of SIP, the schools have developed the culture of approaching local bodies, NGO/INGOs, CBOs and embassies and consulates for grant assistance. Even at the local level, they raise funds by celebrating Deusi/Bhailo during the Tihar festival, go door to door to collect money, food grain and materials for construction, and generate income from the renting of rooms and planting trees in the unused land. Sale of forest products like timber, straw etc. also yield income for school.

Promoting Social Inclusion

The 'Welcome to School' and 'Door to Door visit' programs incorporated in the SIP of the schools have proved effective in increasing the enrollment of students from Dalit and backward groups. To address the problems of dropout and retention SIP has made a provision of scholarships which has become successful. These programs have also contributed in making the parents aware of education. In this respect, SIP has achieved success in addressing the issue of social inclusion.

Improving School Facility

Improving and developing physical facilities is the top priority of the schools. Because, facility that is available is not adequate and cannot meet the increasing students population. The schools are, therefore, approaching local bodies, NGO/INGOs, CBOs and other government and non-government bodies for resources. The Chitwan, Syangja and Morang Schools are in the process of renovating the existing facility and adding new ones. As SIP enhances the resource mobilization capacity of the school; it, no doubt, has helped the schools generate funds.

Features of School (Summary)

Chitwan School	Syangja School	Morang School
Developing school transparency Mobilizing resources Improving school facility	Promoting social process Creating feeling of accountability towards stakeholders Developing feeling of ownership Developing school transparency Mobilizing resources Promoting social inclusion Improving school facility	Promoting social process Creating feeling of accountability to stakeholders Developing feeling of ownership Developing school transparency Mobilizing resources Promoting social inclusion Improving school facility

The school showed all the features mentioned above. However, the features of Syangja school such as promoting social inclusion, developing school's accountability towards community, school transparency and feeling of ownership appeared impressive. The Syangja school was also able to mobilize resources and improve physical facility. But this aspect was not so remarkable.

The Morang school revealed other features. Resource mobilization, physical facility improvement and social inclusion appeared as the major features of SIP. As Plan Nepal has been helping the school fro the last several years, the school was able to improve its facilities for providing education to the deprived and disadvantaged.

Chapter VI

Discussion, Findings and Action Steps

Discussion and Findings

- As context and culture of school are different, SIP alone cannot be expected to have the desired impact on school improvement. Government policy is also a significant factor for change. The government has taken several initiatives along with SIP such as scholarship, school incentive, management transfer etc. These factors also had good impact on improvement. Besides, involvement of other agencies contributed a lot. In Chitwan, leadership contributed significantly. The school has a good track record too. In Morang, leadership, Plan Nepal and DOE's direct support following the management transfer brought about significant changes in the school. In Syangja, SIP motivated teachers, SMC and community people. The findings evidence that **SIP could have about changes, but SIP alone did not do as much as was expected for school improvement.**

- No doubt, **SIP acknowledged the diverse characteristics of the schools** and addressed the learning needs of the children. Schools were free to design their own programs and strategies for learner-centered teaching and better quality. But as the schools still faced resource constraint, they could not do much for diverse learning requirements of the learners and for quality enhancement. This finding is true for all the three schools visited during the study.

- SIP was regarded as an important means for the improvement of school affairs. Therefore, the coverage of SIP was increasing every year. Resources were tied with it. Block grants were released based on SIP. However, SIP was regarded as an end (in the district). Once the SIP prepared, it was supposed to be ready for implementation. Funds were released after the submission of SIP. DEO office did not monitor the SIP implementation. It did not much care to see whether the SIPs could produce intended results or not. Besides, the SIPs were not evaluated on technical grounds. Technical appraisal was not made even though there was provision for such an appraisal. Therefore, **SIP did not seem to be a means, it appeared to be an end.**

- To get the expected results it is necessary to look at the conditions and context of the school. Improvement efforts should create conditions conducive to meaningful changes in school affairs. No doubt, the school should have an efficient management, team spirit, collaborative environment, quality leadership, resource support etc. In fact, **SIP also created conditions conducive to school improvement.** In Syangja the SIP process made the community aware about support to the school. It evolved a social process and a problem-sharing culture (Syangja and Morang). It enabled the teachers and community members in developing school policies and programs. Their involvement was encouraging. They met and discussed instructional matters. The parents tried to resolve the problems of the school. Further, SIP made the Syangja school authority to approach different organizations for funding for the school programs.

- Also, **HT's strategic and visionary leadership contributed to the effective implementation of SIP.** His leadership quality helped set priorities, estimated resource needs, explored the sources of funding and tapped resources. As SIP implementation depends largely upon his vision and strategies, his leadership contributed to the success of SIP.

- SIP process created an environment which promoted coordination among stakeholders. In fact, SIP helped HT, SMC members, parents and community people come together for developing school plans. They worked together for the upliftment of school in a coordinated manner. They performed their roles and completed their assignments as per

the SIP. It means that **coordination and relationship between HT, SMC members, parents and community members culminated in the success of SIP.**

- The schools involved stakeholders in the implementation of SIP programs. Such strategies mobilized teachers, parents, SMC members and local stakeholders for the improvement of school affairs. They started to visit the school regularly and discussed with HT, teachers and SMC. They put queries and showed their concerns. All these contributed to the development of feeling of ownership in them. It implies that the **strategy adopted by the school to involve the stakeholders in the process of SIP formulation and entrust with them tasks and responsibility in SIP implementation have developed a feeling of school ownership.**

- In order to implement SIP programs, the **schools developed a culture of approaching local bodies, NGOs, INGOs, CBOs etc. for funds/grants.** In fact, the SIP implementation requires resources, DEO could not provide all the funds required for SIP. It only provided funds as required by the given norms and criteria. The funds provided by DEO could not meet the resource requirements of SIP implementation. Moreover, the resources are not ensured for all the schools. Consequently, the schools approached the organizations as alternative sources of funding.

- **SIP paid attention to quality and physical facility development both but it laid more stress on the latter.** In fact, the schools faced the problems of physical facility. The number of school entrants was swelling day by day, which naturally required maintenance and expansion of the existing physical facility. And this was the major priority area, all the school poured considerable amounts of resources on it. Consequently, the little amount remained for quality improvement of the school. Furthermore, school authorities were grossly involved in the development of the physical facility, they could hardly spare time for the improvement of the quality aspect.

- The centre's inputs such as training and resources were similar in nature. **SIP reflected on flexibility and strove to address the local needs.** For example, the Syangja and Morang schools and honored the opinions of the stakeholders for the preparation of SIP. They developed their own strategies to mobilize local resources. The Syangja school emphasized household visits and approach to local donors, while Morang school approached INGOs, DDC and the local NGOs. The Syangja school divided its work areas in clusters and entrusted responsibilities to the SMC members and teachers of the clusters. The responsibilities related to resource mobilization, motivation of community members and parents, and monitoring of children's school regularity etc. The Morang school formed several committees and sub-committees of parents, teachers and children. Moreover, local parents in Syangja visited the school and offered their suggestions for school improvement.

- Implementation of SIP, in fact, could not pay attention to the gender aspect, especially to girls' educational needs. Access was included but the other aspects were not addressed. For example, SIP did not mention anything about the educational needs, learning problems and performance level of girl children. Similarly, SIP did not say anything about the needs of female teachers. The training package too did not contain agenda which would make the HTs and SMC (who prepare SIP at the local level) aware of the educational needs of the girl children. **Gender aspects were little considered in the process of SIP implementation.** Therefore, they still need to be included in SIP.

- **Implementation of SIP gradually transforms the school culture and enhances the quality school management.** In fact, the school which implemented SIP could transform its culture gradually. School accountability to the community developed. The schools became more transparent. They started to seek alternative sources of funding. They underlined the education of the deprived and disadvantaged and focused on the concept of social inclusion.

- Like gender, **resource planning also received little attention in SIP.** In fact, resource planning is a technical work. So the planners should have the skill to analyze the school situation indepth, set targets, make projections about students, and teachers' needs, facility requirement etc, and estimate financial requirements accordingly. The SIPs prepared by these schools did not reveal that the planners did so. As the HTs and SMC members that were not capable, they could not grasp and use the technical know-how required for resource planning. Consequently, resource planning could not be done properly in the SIP implementation.

- For the implementation of SIP, the center had made provisions such as training for enhancing planning capacity (down to the local level), technical appraisal of SIP, block grant for SIP implementation and so on. In practice, it did not appear that SIP planners (HT and SMC members) had the required technical expertise. For example, SIPs did not have local level projections on student enrolment; students, teachers, facilities and financial requirements. As SIP is a periodic plan, such projections are very necessary. In fact, the local planners had not been appropriately prepared. The thing is applicable in the case of appraisal too. The appraisal team was formed under the coordinatorship of RP. It had two nominees (one from the concerned VDC and the other from DEO), are members. These members also had no training or orientation regarding appraisal. So they did not appraise SIPs. This reveals that the **link between policy and practice was missing.**

- Quality is one of the concerns for planners, policy-makers and practitioners. Quality improvement requires autonomy, responsibility and accountability, or say, of decentralization of educational authority. The SIP process intends to bring about meaningful changes in schools and improve their academic and other performances. However, the support the schools had received was not enough. For example, the Syangja school did not have funds to renovate its facility and the Morang school was in used of more classrooms. Further, the Syangja school could not obtain sufficient resources inspite of its best efforts. No doubt, SIP made the Syangja school authority responsible and accountable. So a decentralization endeavour such as **SIP still stands in need of more support for the schools and the capacity development of the authorities.**

- However, successful implementation of SIP does not mean better educational outcomes. No doubt, the school stands as a center for reform and SIP as a tool for making the reform happen. But the performance of the school did not reveals any appreciable educational outcome. For example, student's achievement in the examinations was below the satisfactory level in all the schools. Classes were run for below 75 percent of school days. Strikes and bandhs reduced the school operation days. Besides, the schools focused more on facility development and the quality aspect remained in shadow. Thus, the schools could not achieve much even though they implemented improvement programs. It indicates that **successful implementation of SIP does not necessarily mean better educational outcomes.**

- To identify successful schools in terms of SIP implementation, we should depend upon the judgment of concerned authorities of DOE and DEO. As the subjective judgment of an individual is relative to the person, space and time, it could not help identify the appropriate school. In fact, **the system lacks the norms and criteria for evaluating schools with regard to success.** Without establishing the norms and criteria, the problem of identifying successful schools will persist.

- With the implementation of SIP the Syangja and Morang schools had been able to involve local stakeholders and parents in school affairs. These schools also arranged meetings and conferences to make their activities and resource status public. Moreover, the schools had been able to provide educational opportunities to the increasing number of Dalit and disadvantaged children. In other words, **the SIP process promoted the social process in local education, made the stakeholders accountable to the community people, and advanced the principle of social inclusion in educational programs. However, the**

weakness of the process was that it could not boost up children's learning and performance. It further proves that SIP implementation did not promote the quality of educational outcomes.

- The SIP implementation has the following features:

  - Promoting social process

  - Creating feeling of accountability

  - Developing feeling of ownership

  - Developing school transparency

  - Mobilizing resources

  - Promoting social inclusion

  - Improving school facility

- As mentioned above, a study on SIP was conducted in the year 2003 with a view to explore the nature and extent of people's participation in the planning, management and implementation of the basic and primary education at the local level. In this context, an attempt has been made to compare the findings of this study with the findings of study conducted in 2003.

SIP Study 2003	SIP Study 2005
SIPs had only been informally discussed by SMCs.	SIPs were discussed in SMCs and approved by them.
SIP initiated planning at the school level; hence, it is expected to promote bottom-up planning for school improvement.	SIP promoted the social process. Parents and stakeholders were involved in SIP formulation and tasks and responsibilities were entrusted to them.
As the training program had little impact on enhancing planning skill at the school level, it appears that SIP preparation wanted necessary expertise.	Training program still did not help to enhance technical expertise as the planners were unaware of school level projection and resource planning.
SIP did not appear to be the only program for the overall improvement of school education.	SIP was gradually recognized as the major step for school improvement.
Centrally designed models were used for the planning and implementation of SIP. SIP was guided by the components of BPEP II rather than by the local ideas and strategies.	SIP was guided by school needs and requirements expressed by the stakeholders in discussions.
SIP still requires to address the needs of women and the disadvantaged.	Gender aspects were little considered.
SIP focuses more on physical facility development, and that too of the primary school.	SIP still focused more on facility development.
As SIP also included programs that did not require any fund for their operation, it had less financial implication.	SIP also included programs that did not require any fund for their operation.
SIP implementation depended largely upon government resources.	School started to tap local resources as well.
The monitoring of the SIP process did not receive due attention because it had not been institutionalized.	Local monitoring gradually evolved. Parents and SMC members visited schools and gave their comments and suggestions.

Suggested Action Steps

- Insist on SIP as a basis for all reform endeavours and institutionalize it. (DOE and DEO)

- Make technical appraisal mandatory. (DOE and DEO)

- Monitor and follow up SIP activities. (DOE and DEO)

- Develop HT's quality and capability through management training, seminars, study tours etc. (DOE and DEO)

- Involve local stakeholders in school affairs and assign them tasks and responsibilities. (School)

- Promote the team work culture. (School)

- Motivate local bodies, NGOs, INGOs and CBOs to contribute funds for education. (DOE, DEO and School)

- Provide additional resources to schools. (DOE, local bodies)

- Make SIP gender-sensitive. (DOE, DEO and School)

- Include gender in all documents and programs. (DOE, DEO and School)

- Stress resource planning during SIP preparation. (DOE, DEO and School)

- Develop the capacity of SIP planners on resource planning. (DOE, DEO and School)

- Develop capacity of the SIP appraisal team. (DOE and DEO)

- Lay more stress on educational outcomes. (School)

- Prepare norms and criteria for school evaluation. (DOE)

Enrolment in Primary Grades

School	Year	Boy	Girl	Ratio*	Total
Chitwan School	2060	268	278	1.04	546
	2061	275	284	1.03	559
	2062	297	291	0.98	588
Syangja School	2060	152	158	1.04	310
	2061	163	171	1.05	334
	2062	168	179	1.07	347
Morang School	2060	248	186	0.75	434
	2061	255	190	0.75	445
	2062	340	254	0.75	594

*ratio of girls to boys

Enrolment in Primary Grades by Social Groups

School	Year	Dalit	Ethnic group	Religious minority	Others
Chitwan School	2060	58 (10.62)	212 (38.83)	-	276 (50.55)
	2061	88 (15.74)	105 (19.22)	-	366 (65.48)
	2062	89 (15.14)	113 (19.22)	-	386 (65.64)
Syangja School	2060	-	-	-	-
	2061	57 (17.06)	56 (16.77)	16 (4.79)	205 (61.38)
	2062	96 (27.67)	35 (10.09)	28 (8.07)	189 (54.47
Morang School	2060	134 (30.88)	137 (31.57)	72 (16.58)	91 (20.97)
	2061	152 (34.16)	147 (33.03)	78 (17.53)	68 (15.28)
	2062	230 (38.72)	189 (31.82)	123 (20.71)	52 (8.75)

Figures in parentheses refer to percent of total enrolment.

Dropouts in Primary Grades

School	Year	Boy	Girl	Total
Chitwan School	2060	17 (6.34)	15 (5.40)	32 (5.86)
	2061	16 (5.82)	19 (6.69)	35 (6.26)
Syangja School	2060	6 (3.95)	9 (5.70)	15 (4.84)
	2061	5 (3.07)	5 (2.92)	10 (2.99)
Morang School	2060	32 (12.90)	17 (9.14)	49 (11.29)
	2061	17 (6.67)	18 (9.47)	35 (7.87)

Figures in parentheses refer to percent of enrolment.

Dropouts in Primary Grades by Social Groups

School	Year	Dalit	Ethnic group	Religious minority	Others
Chitwan School	2060	3 (5.17)	5 (2.36)	-	24 (8.69)
	2061	4 (4.55)	9 (8.57)	-	22 (6.01)
Syangja School	2060	8 (-)	-	-	7 (-)
	2061	10 (17.54)	-	-	-
Morang School	2060	22 (16.42)	16 (11.68)	18 (25.00)	7 (7.69)
	2061	9 (5.92)	4 (2.72)	5 (6.41)	17 (25.00)

Figures in parentheses refer to percent of enrolment.

School Work Days in 2061

Description	Chitwan School	Syangja School	Morang School
Unscheduled holidays	96	30	35
School working days	237	249	254
Class run	130	182	190
Class run percent*	54.85	73.09	74.80

*percent of school work days.

Children's Average Attendance in 2061

Grade	Chitwan School		Syangja School		Morang School	
	Attendance	Percent*	Attendance	Percent*	Attendance	Percent*
I	90	75.38	136	74.73	106	55.79
II	105	80.77	150	82.42	130	68.42
III	114	87.69	160	87.91	144	75.79
IV	111	85.38	152	83.52	118	62.11
V	107	82.31	159	87.36	116	61.05

*percent of class run.

Teacher's Average Attendance in 2061

School	School Working Days	Teacher's Attendance	Percent Attendance
Chitwan School	237	202	85.23
Syangja School	249	209	83.93
Morang School	254	217	85.43

Average Score Achieved by Children in Examinations

Chitwan School: Results of Continuous Assessment System (CAS)

Grade	Sex	Total Children	Promoted	Failed	Absent
I	Boy	53	35	9	9
	Girl	58	41	10	7
	Total	111	76	19	16
II	Boy	40	25	10	5
	Girl	34	21	7	6
	Total	74	46	17	11
III	Boy	40	24	15	1
	Girl	50	34	13	3
	Total	90	58	28	4

Chitwan School: Grade IV

Subject	Full Marks	Boy (n=61)	Girl (n=59)	Total (n=120)
Nepali	100	28.90 (13.52)	30.68 (13.03)	29.77 (13.26)
English	100	37.44 (20.36)	38.32 (18.19)	37.88 (19.25)
Mathematics	100	27.77 (11.67)	27.36 (10.43)	27.57 (10.92)
Environment & Science	100	37.23 (14.88)	39.10 (13.72)	38.15 (14.29)
Social Studies	100	30.13 (10.59)	31.66 (10.69)	30.88 (10.62)
Optional English	100	30.85 (15.62)	32.59 (17.39)	31.71 (16.67)
Health	50	23.57 (5.99)	26.69 (6.38)	25.11 (6.36)
Expressive Arts	50	18.30 (5.80)	19.08 (4.85)	18.68 (5.34)

n=number of children.

Figures in parentheses refer to standard deviation.

Chitwan School: Grade V

Subject	Full Marks	Boy (n=44)	Girl (n=58)	Total (n=102)
Nepali	100	36.64 (8.46)	42.78 (11.37)	40.13 (10.62)
English	100	45.86 (20.59)	42.52 (18.79)	43.96 (19.56)
Mathematics	100	34.57 (17.46)	32.02 (15.42)	33.12 (16.30)
Environment & Science	100	36.02 (12.38)	36.55 (13.27)	36.32 (12.83)
Social Studies	100	30.91 (7.97)	34.72 (8.79)	33.08 (8.37)
Optional English	100	48.00 (15.94)	42.95 (13.90)	45.13 (14.95)
Health	50	22.25 (6.33)	22.93 (5.76)	22.64 (5.99)
Expressive Arts	50	31.77 (4.42)	32.36 (4.08)	32.11 (4.22)

n=number of children.

Figures in parentheses refer to standard deviation.

Syangja School: Grade I

Subject	Full Marks	Boy (n=12)	Girl (n=16)	Total (n=28)
Nepali	100	42.33 (11.22)	45.12 (15.66)	43.93 (13.77)
English	100	39.17 (9.03)	42.06 (11.07)	40.82 (10.17)
Mathematics	100	39.17 (8.15)	40.63 (11.27)	40.00 (9.90)
Social Studies	100	39.42 (5.33)	40.44 (6.28)	40.00 (5.81)
Expressive Arts	50	21.42 (2.19)	24.06 (3.21)	22.93 (3.08)
Health	50	21.08 (3.40)	20.75 (2.62)	20.89 (2.92)
Optional	100	36.33 (3.23)	36.94 (8.96)	36.68 (6.99)

n=number of children.

Figures in parentheses refer to standard deviation.

Syangja School: Grade II

Subject	Full Marks	Boy (n=14)	Girl (n=7)	Total (n=21)
Nepali	100	44.14 (15.99)	54.29 (21.01)	47.52 (17.97)
English	100	41.79 (14.24)	41.14 (8.26)	41.57 (12.34)
Mathematics	100	43.07 (15.90)	42.86 (10.90)	43.00 (14.14)
Social Studies	100	50.21 (17.81)	57.43 (18.39)	52.62 (17.88)
Expressive Arts	50	24.14 (5.67)	25.00 (6.00)	24.43 (5.64)
Health	50	23.07 (3.25)	51.86 (71.58)	32.67 (41.68)
Optional	100	45.86 (12.52)	46.00 (8.17)	45.90 (11.04)

n=number of children.

Figures in parentheses refer to standard deviation.

Syangja School: Grade III

Subject	Full Marks	Boy (n=13)	Girl (n=11)	Total (n=24)
Nepali	150	52.54 (12.12)	58.91 (12.86)	55.46 (12.62)
Mathematics	150	52.69 (10.81)	61.00 (18.65)	56.50 (15.17)
Social Studies	100	40.08 (11.06)	48.82 (11.64)	44.08 (11.94)
Expressive Arts	50	23.00 (4.83)	25.36 (4.34)	24.08 (4.67)
Health	50	24.46 (2.67)	25.55 (4.13)	24.96 (3.38)
Optional	100	41.62 (19.01)	47.55 (11.16)	44.33 (15.87)

n=number of children.

Figures in parentheses refer to standard deviation.

Syangja School: Grade IV

Subject	Full Marks	Boy (n=16)	Girl (n=25)	Total (n=41)
Nepali	100	33.31 (10.92)	37.52 (10.70)	35.88 (10.85)
English	100	33.69 (14.80)	37.80 (9.12)	36.20 (11.67)
Mathematics	100	39.56 (9.63)	45.04 (10.57)	42.90 (10.44)
Social Studies	100	32.75 (14.10)	37.80 (9.37)	35.83 (11.55)
Science	100	36.19 (17.98)	45.40 (15.45)	41.80 (16.89)
Expressive Arts	50	20.75 (4.64)	21.00 (3.99)	20.90 (4.20)
Health	50	20.00 (7.40)	22.28 (3.84)	21.39 (5.54)
Optional	100	31.94 (14.60)	34.48 (9.25)	33.49 (11.53)

n=number of children.

Figures in parentheses refer to standard deviation.

Syangja School: Grade V

Subject	Full Marks	Boy (n=32)	Girl (n=37)	Total (n=69)
Nepali	100	37.72 (5.47)	38.16 (4.96)	37.96 (5.17)
English	100	36.22 (10.82)	33.70 (8.91)	34.87 (9.85)
Mathematics	100	34.03 (3.28)	33.08 (6.00)	33.52 (4.92)
Social Studies	100	39.47 (7.91)	37.24 (9.28)	38.28 (8.70)
Science	100	36.78 (7.97)	37.46 (8.79)	37.14 (8.37)
Expressive Arts	50	24.78 (5.17)	23.68 (5.57)	24.19 (5.37)
Health	50	22.19 (2.65)	21.70 (2.96)	21.93 (2.81)
Optional	100	36.13 (10.43)	34.49 (7.65)	35.25 (9.01)

n=number of children.

Figures in parentheses refer to standard deviation.

Morang School: Grade I

Subject	Full Marks	Boy (n=73)	Girl (n=56)	Total (n=129)
Nepali	100	51.67 (14.16)	49.79 (14.52)	50.85 (14.30)
Mathematics	100	62.51 (17.25)	63.71 (17.25)	63.03 (17.19)
Social Studies	100	56.12 (14.77)	53.62 (13.89)	55.04 (14.40)
Optional	100	53.14 (10.90)	51.20 (9.89)	52.29 (10.48)
Health	50	37.21 (3.93)	36.98 (4.52)	37.11 (4.18)
Expressive Arts	50	37.78 (3.85)	36.64 (4.15)	37.29 (4.01)

n=number of children.

Figures in parentheses refer to standard deviation.

Morang School: Grade II

Subject	Full Marks	Boy (n=42)	Girl (n=38)	Total (n=80)
Nepali	100	55.57 (11.61)	58.68 (11.14)	57.05 (11.42)
Mathematics	100	59.36 (11.69)	60.39 (11.60)	59.85 (11.59)
Social Studies	100	46.74 (8.59)	51.03 (11.27)	48.78 (10.12)
Optional	100	52.67 (8.72)	54.50 (12.74)	53.54 (10.79)
Health	50	31.69 (5.70)	33.08 (5.87)	32.35 (5.79)
Expressive Arts	50	32.71 (5.47)	35.00 (5.56)	33.80 (5.60)

n=number of children.

Figures in parentheses refer to standard deviation.

Morang School: Grade III

Subject	Full Marks	Boy (n=36)	Girl (n=33)	Total (n=69)
Nepali	100	53.92 (13.33)	50.55 (7.52)	52.30 (10.99)
Mathematics	100	59.81 (11.29)	59.42 (7.11)	59.62 (9.46)
Social Studies	100	56.11 (14.72)	55.12 (7.53)	55.64 (11.68)
Optional	100	48.08 (15.12)	48.52 (7.54)	48.29 (12.02)
Health	50	36.64 (3.52)	37.64 (2.91)	37.12 (3.26)
Expressive Arts	50	35.75 (4.03)	35.42 (6.41)	35.59 (5.27)

n=number of children.

Figures in parentheses refer to standard deviation.

Morang School: Grade IV

Subject	Full Marks	Boy (n=51)	Girl (n=15)	Total (n=66)
Nepali	100	50.35 (15.09)	52.40 (16.01)	50.82 (15.20)
Mathematics	100	69.55 (12.03)	68.47 (7.06)	69.30 (11.06)
English	100	69.10 (14.36)	67.00 (10.04)	68.62 (13.46)
Social Studies	100	56.46 (10.60)	56.87 (8.18)	56.58 (10.04)
Environment & Science	100	63.22 (9.19)	63.73 (6.04)	63.33 (8.54)
Optional English	100	67.20 (12.19)	63.67 (7.60)	66.36 (11.36)
Health	50	31.73 (3.32)	30.60 (3.56)	31.47 (3.38)
Expressive Arts	50	34.75 (2.54)	34.13 (2.20)	34.61 (2.47)

n=number of children.

Figures in parentheses refer to standard deviation.

Morang School: Grade V

Subject	Full Marks	Boy (n=26)	Girl (n=31)	Total (n=57)
Nepali	100	56.73 (13.07)	54.61 (13.99)	55.58 (13.50)
English	100	61.54 (17.25)	61.03 (15.42)	61.26 (165.14)
Mathematics	100	61.15 (13.85)	61.23 (12.56)	61.19 (13.04)
Social Studies	100	54.69 (11.06)	54.87 (9.73)	54.79 (10.29)
Environment Science	100	63.00 (11.08)	60.39 (8.96)	61.58 (9.98)
Optional English	100	65.19 (17.03)	65.45 (16.33)	65.33 (16.50)
Health	50	37.92 (3.68)	38.61 (3.52)	38.30 (3.58)
Expressive Arts	50	37.96 (3.98)	38.61 (3.90)	38.32 (3.91)

n=number of children.

Figures in parentheses refer to standard deviation.

Class Observation

Chitwan School

Grade: II, Mathematics
Students: 47 (Boys: 25, Girls: 22)

The small classroom was overcrowded and therefore noisy. There were 5 desks-benches on one side and 5 desks-benches on the other with an extremely narrow passage in between. There were 5 students on each bench, sitting uncomfortably. There was a cement blackboard on the front wall. There was only one chart hung on the wall near the blackboard. The classroom had adequate light and ventilation because there were windows on both the side walls. However, a need for a ceiling fan was felt because the place was hot. The pupils were fanning themselves with their exercise books.

The teacher showed her presence at 11:57 (the class hour started at 11:50). As she entered, there was silence for a while. She wrote the date, topic of the lesson and the illustration of a sum (addition of two two-digit numbers) neatly on the blackboard. Then she turned towards the students showing some beads and small coloured sticks (teaching materials) and asked them to count as she dropped each bead from one hand on to another. She continued the method for about 10 minutes, once putting the beads and sticks together and asking in tell the full count and next taking away a few beads and asking how much remained. When she felt that the pupil had grasped the gesture, she turned towards the blackboard and wrote a result and asked the students write in their copies. The smart ones tried to finish the task as quickly as possible while the rest seemed to be perplexed and started looking around for help. After the 10 minutes the quicker ones raised their hands, and she moved towards them and collected their copies. She asked those who had not understood, to take help of their friends. She spent nearly 15 minutes checking the class work (about 25 copies). It was 12:30 when the class ended. We asked a few students (those who had shown their tasks to the teacher and those who asked for help) whether they had understood the lesson. The answer was that they had.

In a 40-minute period, 20 minutes were given to actual teaching-learning, 15 minutes to checking the class work and 5 minutes to controlling the class.

Conclusion/Remarks: As for the accuracy of the content, pedagogical method and use of the teaching aid, they were found to be up to the mark. However, these indicators covered only a few aspects of delivery effectiveness as per our observation format.

But there was a lack of focus on the preparation, introduction and delivery of the lesson (platform skills like providing opportunity for question, calling each pupil by name etc.) Most importantly, controlling learners' behaviour and time management were to be emphasized. However, in a large class controlling the learners behaviour and time management seemed to be impossible.

Syangja School

Grade: IV, Nepali
Children: 19 (Boys: 8, Girls: 11)

In a small classroom there were 19 students sitting on small benches with their bags and books on the desks. There were altogether 6 sets of desks and benches - 3 each on right and left, leaving a narrow passage in between. There was a blackboard made on the wall was in the front of the students. There was only one window on the entrance side of the classroom. The walls of the room were made of bricks and mud. Tin was used for the roof. The walls had no teaching/learning materials hung on them. There was no chair for the teachers. Need for

the 'ceiling fan' was felt. The school remains closed for some days during peak summer to avoid bad incidents happening to students. There had already been a case with a student who could not bear the scorching heat and fainted in the school.

The teacher entered the class at 11:30 am. The hour was for Nepali and the lesson - was "Marriage Invitation" (Biheko Nimto). After her entry the class, the teacher wrote the date and topic on the blackboard and asked the kids to turn on the page of the lesson in their books. The lesson was a conversation between a small girl and a person standing at her doorstep with a marriage invitation card in hand. The teacher started reading the book line by line and explaining the content to students. Upon completing the chapter in 15 minutes, she asked a boy and a girl to come to front with their books and enact the conversation given in the lesson. However, the students could not do that, they simply read out the lines.

The teacher had no idea of how to guide the students to act. She looked hither and thither. She wasted 15 valuable minutes on just exploring if any one in the class could enact the lesson. When no hand went up, she became fed up and asked her pupils to produce their homework given on the previous day. It took her 10 minutes to check the homework. In the meantime, the students started making noise, asking the teacher to let them go outside for toilet and drinking water. However, she did not pay much attention to their request. The students then started moving in and out. In the last 5 minutes that remained she told some of the students to write a few difficult words from the lesson on the blackboard without looking at the book. She then asked them the meanings of those words. The period was over at 12:15 am.

At the end of the period we asked some students if they understood the lesson. Everyone nodded.

The pedagogical activity was typically teacher-oriented with absolutely no creativity or child-friendliness. Hence the class was monotonous. Moreover, the teacher had not prepared herself for the class. She had no knowledge of how to introduce a lesson. Her delivery was not effective. However, the teacher had some ideas of providing examples, asking questions, and speaking clearly and audibly, etc. Inability to control the class and mismanagement of time were the most prominent weakness of the teacher.

Morang School

The third bell rang at 8.30 A.M. The teacher, Mr. Bal Bhadra Acharya, stepped chalk and duster in hand into the classroom at 8.35. It means he was five minutes late. As he entered the classroom, all the students stood from their seats and greeted him with the words 'Good Mornings Sir!'. He asked the students to sit back.

The subject of the period was Nepali. The teacher wrote the topic of the previous day "Upatyakako Bhraman" and date on the top of the blackboard. He further reviewed the same lesson. Then he gave the questions given at the end of the lesson to the students to answer. But a large number of students could not answer the questions. He told them to correct the mistakes. He gave the students additional come to rewrite the answers. He explained to the students the points which were not clear to them. He told those who could not complete the class work to do it at home. Then, he got out of the classroom, five minutes earlier.

There were 54 students in that small classroom. Clearly, the room was overcrowded. The tin roof made it very hot. Light and space were enough.

Most of the students were weak and only a few were talented. The teacher was familiar only with the names of a few students.

In the view of the observer, the teacher should have written the answers for the weak student on the blackboard. But, he did not do so. For this reason, many students probably did not understand the questions. To verify this, the observer asked a question to a pupil to see if he knew the answer. The pupil gave a wrong answer.

Children's Narratives

During the study we briefly focused on children's own account of their daily life. We collected the children's stories to have an idea of their personal experiences of the school, teaching, home environment and so forth. The children's narratives may be used to get about their schooling. Below we present the writings of some of the school children. The writings were unofficially translated from Nepali. The childlike flavour has been kept intact.

Chitwan

<u>Narayan Bastola</u>, (Brahmin boy): Grade IV
Every day I wake up at 5:30 and go to toilet.
I brush teeth, wash mouth and take tea.
Then I sit down to study.
I eat food after 9 o'clock and go to school in uniform.
I take all the classes.
I pay attention on to what the teachers teach and go back home when the classes are over.
I put off the school uniform and wash mouth, hands and legs.
I take snacks and sit down to study.
I go to play in the evening.
I again study after dinner and complete school assignments.
I go to bed at 10 o'clock.
The end.

<u>Durshan Darnal</u>, (Dalit Girl): Grade III
We are 8 members in the family.
We are poor.
I wake up at 6 o'clock, go to toilet, wash mouth, hands and legs with soap, and take tea.
Then sit down to study.
After study, I help my elder sister in household works and go to play for a while.
After play, I wash hands and mouth, and eat food.
I go to school.
I submit my homework.
I go home after the school.and I eat the snacks prepared Mother.
I begin to do homework.
I play for some time.
I clean the cooking utensils.
talk with friends.
I again help elder sisters in household works.

<u>Anju Lama,</u> Tamang girl, (Tamang girl): Grade III

Anju wrote in English. The language is not edited.
What you do every day?
Every day I get up six o'clock
I clean my teeth.
Then I do my home work.
I go to school nine o'clock.
I back to home four o'clock.
I eat rice Eight o'clock.
I Reot (Read!) my book.
I am looking T.V. at nine o'clock and I sleep nine thirty.

<u>Santosh B.K.</u> (Dalit Boy): Grade V
I came back from school, took off my uniform, wash mouth, hands and feet, ate snacks, and sat down to study.
Then my friends came and I talked with them.
Rain stopped after sometime.
and my friends went back.
And I began to write.
Mother was cooking rice and she told me to bring my sister home.
I ate rice, and a little rest.
I started to study.
Father came from work.
I gave him food, and he ate rice and slept.
It was morning.
Mother made tea and told me to bring a pound of bread.
I sat down to study after breakfast.
Elder Sister prepared food.
Mother went to market brought vegetables and cooked them.
We heard sounds of firing and explosion.
And Father, Mother, Elder sister, and Sister kept inside the house.

<u>Shobha Pariyar</u>, (Dalit Girl): Grade III
My introduction is like this: My name is Shobha Pariyar. I study in grade III. I am 12 years old. My home is at Bakulahar (within the Municipality). The name of the school where I study is Shri Nepal Higher Secondary. I am very good (beautiful girl !) in the school.
My habit is like this: I get up at 5 o'clock and go to toilet. I wash hands with soap and ash. I clean home, worship and make food. I serve food to all and eat food myself.
I wear clothes and walk to school fast (phataphat)
I am in the school all day and come home at 4 o'clock.
I do household works, and cook food all.
I sit down for study
and then sleep.

<u>Shailendra Raj Chaudhari</u>, (Tharu Boy): Grade III
I go home from school.
I eat snacks.
After eating snacks, I read.
After reading, I write.
After writing, I play.
After play, I eat rice.
After eating rice, I watch TV.
After watching TV, I sleep
In the morning I brush my teeth and drink tea.
After drinking tea, I study.
After study, I play.
After play, I bathe.
After bath I wear the school dress and go to school.
Miss comes and we do class work.
It is tiffin break. We play with friends.
After play we go back to class.
When sir or Miss comes, we learn by our routine.
We go home after school.

<u>Manju Magar,</u> (Magar Girl): Grade III
I get up early at 6 o'clock and go to toilet.
After toilet, I wash hands, brush teeth and wash face.
After washing, I clean the room.

After cleaning the room I take tea and bread.
After eating, I wash utensils.
After washing utensils, I help Mother and Elder Sister in washing clothes and cooking food.
I do homeworks given by teachers.
After doing homework, I watch TV for moment.
After watching TV, I wear my dress and help Elder Brother to wear his.
Elder Brother and I walk to school together.
I enter the classroom.
When Miss comes in, we sing the class song together.
We submit homework to Miss.
In tiffin break I play with friends after taking snacks.
I enter the classroom when the bell rings.
Sir comes in and I try to learn what he teaches.
After school Elder Brother and I come home together.
In home, I wear the house clothes and wash hands and legs.
I eat snacks prepared by Elder Sister.
After eating, I do my home works.
I watch TV. I like to view cartoon, Dohori and Janda Jandai programs in TV.
Then I eat food and wash utensils.
When Elder sister makes the radio on, I listen.
We talk for some time.
At 10 o'clock I go to bed.

Roshani Pariyar, (Dalit Girl): Grade V
I get up at 6 o'clock and go to toilet.
I wash hands and legs, clean teeth and wash mouth.
I worship and then drink tea.
After tea I start to study.
After study, I play Lahare with Elder sister, Sister and Brother.
I eat food at 9:30.
After eating food, I wear the school dress.
I put water into the water bottle to take it to the school.
I come to school.
I learn good things in school.
In tiffin break, I eat snacks with friends.
I go back to the classroom after the bell.
After for 3 periods, I go home.
I put on my home clothes and eat snacks after washing hands and legs and face .
I sit down for study.
I do homework.
After homework, I go to play. The play is Lukamari (hide and seek).
After study, I help Mummy's in cleaning utensils, purchasing and bringing vegetables, and cooking rice and Dal.
Then I sit down to study.
And I watch the Sonpari on TV.
At 7 o'clock, I light incense for worship.
I begin to study.
I go to kitchen to prepare bread.
After preparing bread, I again study.
After study, I watch a movie (on TV), with Father.
After this, I eat food.
After eating, I clean utensils and kitchen.
All sleep.
I switch off the TV and the 100-watt lamp and switch on the 0-watt lamp.
I close the door.

At night, we tell stories, Elder Sister, Brother, Sister and I.
We play Antakshari for some time.
Then we all go to bed.
The end.

Salauddin Ansari, (Muslim Boy): Grade V
My name is Salauddin Ansari. I study in grade V. My address is Ratnanaar Municipality, Ward No. 2, Tandi, Chitwan district, Narayani zone.
I get up at 6 o'clock and go to toilet, and wash hands and legs with soap.
Then I brush teeth with paste.
I eat snacks - tea and bread
After eating snacks I sit down for study.
It is meal time.
After eating meal I wash face, hands and legs with soap and oil hair.
I go to school after wearing dress, combing hair and taking books.
Peon rings the bell when I reach school.
In the class, we sing the class song together.
After the song, Sir comes in and we all stand up and say "Good morning, Sir". Sir returns our "Good morning" and says "Students, sit down please", and we all sit down.
Sir starts to teach us and we learn what he teaches.
After the fourth period, the bell ring for tiffin break.
When I went out after eating snacks, I see many classfriends playing in groups. Some are playing Lahare, some Rumal Tipai and some.... I like to play Rumal Tipai.
Rumal Tipai is an interesting and healthy game. It has several benefits. It refreshes our mind, makes our muscles strong.
The bell rings.
Sir comes in
Two Sir and one Miss teach for periods.
When the classes were over, I go home.
I remove my school dress and do my lessons in the shop.
After doing the lesson, I help in dismantling the building.
It is night.
I wash hands and legs, eat food, watch Kasauti (TV serial), and go to sleep.

Syangja

Sandeepa Sunar (Dalit girl): Grade V
This morning, I got up early. After toilet I went to the public tap of our village to wash my hands, legs and face. I had a jar for carrying water. When I returned home my mother gave me tea. After having tea, I washed the cup and kept it back in its proper place.
There was a plan to instal a public tap close to my house. We, villagers, were asked to contribute for the construction of infrastructure there. I contributed for about an hour by carrying stones to the site from place a little bit far from the site.
I got back from there to prepare for school. At home I had my meal and went to school with my bag of books. On the way I met my close friend Tulasi. We walked together talking. We met out teacher. He wanted to know which school come out first in the essay competition held on the previous day. We informed him that Saraswati Secondary School did. He advised us to try for the first position next time.
When I kept my bag in the classroom, the bell rang. We stood in line for prayer. After praying, we walked into our classroom and sang the class song. We said our teacher GOOD MORNING. The teacher asked us to sit down. The first period was English, and the teacher was Mr. Khim Lal. But Mr. Subash took the class and gave us homework. In the next period a new teacher came to teach us. We said her good morning. She also taught us English. We said her "Bye, Miss" when she was about to leave the classroom. The next period was for Environment, the subject taught by Sarita Madam. The teacher wrote a question on the blackboard. We answered it. She also gave us homework. The next period, it was Nepali

taught by Sita Madam. She taught us some important Nepali words. She also taught us two songs. She herself sang a Nepali song in our class.

<u>Manisha Marasini</u> (Brahmin Girl): Grade IV
I woke up at 6 0'clock.
I went to the toilet.
I had my breakfast.
I started studying
I washed my hands and legs and ate rice.
I put on my school uniform and left for school.
I joined the line for prayer
We went into the classroom
Sir came, checked our homework, gave new homework and left.
Madam came, checked yesterdays homework and gave new homework.
The third teacher (Madam) came to teach us, gave homework.
The fourth teacher (Sir) came to teach us, gave us home work.
The school was over.
I ate my tiffin
Then I came home, changed clothes and washed hands and legs. Then I started studying.
Then I did my home work.
My mother cooked rice and curry. We all ate our supper.
I slept at 9 o'clock.

<u>Roshani Sunuwar</u> (Dalit girl): Grade IV
What did you do today?
I woke up at 6 and went to toilet and washed hands and mouth.
I sat down to study.
I ate my meal at 9 o'clock.
After meal I went to school.
The teacher taught good things, which I learnt.
I played with my friends in the school.
The school time was over.
I went home and washed hands and legs Then I started doing my homework for an one hour.
Then I went to play.
Then I came back home when it was evening.
And I ate my supper and went to bed.

<u>Anil Sharma</u> (Brahmin Boy): Grade IV
I woke up at 6 o'clock today.
I washed my face and hands.
I had my breakfast.
Then I started my study.
After study I ate rice and went to school.
Jai Sir, Sarita Miss, Sunita Miss, Naraan Sir, Bindu madam and Sita Miss taught us.
School was over.
I came home.
I changed my dress.
I studied and wrote.
Then I washed my hands and legs.
I ate rice.
Again I studied and wrote.
Then I slept.

<u>Chandra Kumari Khawas</u> (Upper caste girl): Grade IV
I woke up in the morning.
I went to toilet and washed my hands and legs.
Then I started my study and drank a cup of tea.

After study I washed hands and legs and ate rice.
Then I put on my cloth, combed hair and went to school.
I played with my friends.
I stood in line after the bell rang.
After the prayer I went into the classroom.
Sir came in and took the attendance.
He taught in good things and checked our homework and gave new homework.
Then Sarita Madam came in. She taught Nepali. She checked our homework.
Then she gave home work for the next day.
Next, Sunita Madam came to our class and taught English. Then she checked our homework.

Rajesh B. K. (Dalit boy): Grade V
Today I woke up at 7 o'clock and went to toilet.
Then I washed my hands and legs and started to study.
After study I went out to play.
I washed my hands and legs and sat down to eat my meal.
Then I wore my school uniform and left for school
After I reached the school, I played for a while, and when the bell rang, I stood in line for the prayer.
Then we walked into our classroom.
After a while Subsash sir came and taught us, but he went without giving us homework.
Then Miss came. She taught us and gave us home work and left after the bell rang.
Sir did not come in the 2nd period.
Then Madam came in the third period, she taught us and went away.
In the fourth period another Madam came. She told us jokes and taught us, Then she sang a song and left.
The school was over and I came home.
Then I ate snacks and played,
I came back. I ate wheat bread and went to play ball.
After I came back home, I washed my hands and legs.
Then I ate my evening meal and slept at 8 o'clock.

Sapana Marasaini (Brahmin girl): Grade V
I woke up at 5 o'clock in the morning I went to toilet and washed my hands and legs with soap.
Then I washed my face and brushed my teeth.
Then I ate my breakfast and started doing my home work.
After finishing home work I washed my hands and went to eat meal on Mother's call.
After eating, I wore my school dress, combed my hair, carried my school bag, and went to school.
The key of our classroom was lost and our Sir found it.
When he opened the door, the bell rang.
So, I put my bag on the desk and went to stay in line outside.
Then we prayed and played P.T. with Sir
After playing we sang our class song
Then Sir took our attendance and began to teach.
I well understood what he taught. My friends understood too.
After teaching Sir left.
I was feeling thirsty. I had water brought from home I drank it.
Then I went to toilet and came back to class.
Madam was already in the class, I said "May I come in, madam?" and I got her permission.
Madam told me to produce my homework. I showed it to her.
Then she said, "Excellent?" and advised me to be excellent in reading also.
Then madam gave us class work.
Madam went out.

Then Sita Madam walked in. She recited us a poem and sang a song and Then taught us about Exercise 5.
The school was over. I did not waste my time, but I went home straight.
Then I put off my school dress and put on my home clothes.
I fed buffalo corn flour boiled with water ('Kundo').
Then I went to the river to wash my school dress
After that I prepared tea and snacks and took it to my mother in the field.
She ate it happily and also told me to cut grass
After that I took the pots back home and washed them.
Then my brothers came, I gave snacks to them also. They ate happily.
Then Father came.
I gave him Chapati.
I started my home work.
After that I picked up all the clothes, and washed them and put them in the sun to dry.
Then my mother called me to have my supper.
After supper, I continued my homework.
After I finished it, I went to sleep in my room.
I fell asleep very soon.

<u>Pradip Gautam</u> (Brahmin boy): Grade IV
I woke up at 6.10.
I brushed my teeth and went to the tap with a bottle.
I washed my face and filled the bottle with water and came back.
It was 6.50 when I reached home. I ate my breakfast.
I sat down for study.
It was 8.45 when I finished study.
I arranged my books as per the school routine.
Then I went to eat my meal
After eating I wore my school dress, carried my school bag and said to my mother "Mother, I'm going to school, O.K.?". Then she said, "Please go. It is likely to rain, so take an umbrella with you, OK?"
I took an umbrella with me.
And when I arrived at the school it was 9.45
The door of our classroom had not been opened. So we all sat outside.
After some time Tula Miss gave us our classroom key.
Then we opened the door and got in.
We sang our class song.
After a while our teacher Subash Sir came in.
Then we all greeted him, saying, "Good morning Sir."
He said to us "Thank you, sit down." So we all sat down.
Then he took our attendance. Then he taught us "My English".
In the 2nd period, Sarita Miss taught us. While she was teaching 3 of our teachers came and observed her teaching method.
Then they all went away.
The third period was on environment I had not finished my homework. I finished it before Madam came in.
Madam came in and checked our homework.
Then she taught us and went away.
In the fourth period Sita madam came in. She taught us Nepali.
At that time 5 teachers came to us and called 5 people of our class. I was one of the five to respond.
They said to us, "We give you a task. Bring your answer on Sunday, OK?"
The task was "Write the things you did today?"
After that they left.
It was about 10 O'clock.

After that Sita madam sang a song for us, which was really interesting.
At 1.15 our school was over.
We walked home talking different things
At home, I had snacks and I went to play.
It rained when we were playing so we all ran home.
I lay on my bed and soon fell asleep.
At about 5 o' clock Mother woke me up to cook rice.
So I cooked rice Mother cooked the curry.
It was 6 o'clock when the supper was ready.
Then I did my homework for a while and at about 7 o'clock.
I went to have my supper.
After having supper I started to write about the things that sir taught us in the class.
I finished writing at 9.45 PM.
I went to sleep.

Morang

Sujit Kumar Mandal (Gangai boy): Grade IV
I woke up at 5 o'clock, went to toilet and washed hands and legs, brushed teeth.
Then I ate rice and went to school.
I learnt different lessons in school.
I went home after the school was over.
Then I took rest and ate some snacks.
Then I went to play with friends.
After playing, I took bath and ate rice.
After some rest I went to play at 4 o' clock.
Then I came back at 6 o' clock. I washed hands and legs Then I ate my supper and took rest.

Satyabati Mandal (Gangai girl): Grade IV
I woke up in the morning, went to toilet and washed hands and mouth with soap
Then I put on the school dress and went to school.
After the school over I came back home and ate snacks.
Then I went out to play.
I came home and started studying.
Then I took my supper and
I went to bed.

Anju Kumari Biswokarma (Dalit girl): Grade IV
I woke up in the morning, washed hands and mouth, ate snacks. Then I went to school.
Thakur Sir came and took attendance. He taught us addition (in Mathematics).
Then it was half-time and we played for a while. The bell rang.
I washed my hands and legs and got into the classroom.
After that a new sir came and taught us Nepali. Then Suny Sir came and taught English. Then the school was over.
I came back home and ate rice. Then I started studying. After studying, I went out to play.
I came back home, took a brief rest.
Again I started studying.
After studying, I ate my supper.
Then I went to sleep.

Mithun Paswan (Dalit boy): Grade IV
I woke up in the morning and went to toilet and washed hands and mouth. I took my bath.
I put my clothes, and combed hair. I went to school with my books in bag.
I played for an hour.
I washed hands and legs. The bell rang. I entered into the classroom.
Then I learned different things in the class.
I played carom board during the half-time break.

Then I ate snacks. The bell rang.
And I get into the classroom.
In the class room, I learned about environment.
After this, the school was over.
Then I went home, washed hands and legs, put off the school dress and put on my home clothes took rest for a moment and ate snacks.
I studied 2 hour after snacks.
Then I went to play cricket. It was evening.
I washed my hands and legs and started studying.
At 8 o'clock. Then I ate my supper.
I took 15 minutes rest after supper. Then I slept.

Kundan Kumar Rishedev (Dalit boy): Grade V
I woke up in the morning, went to toilet, brushed the teeth and washed mouth, hands and legs.
Then I started my study. After study I ate snacks.
I went to school and played with friends. The bell rang. The prayer was done.
I entered into the classroom.
The teacher taught us.
The tiffin bell rang.
We played during the tiffin time.
Again the bell rang.
And teacher taught us. After this the school over and I went home.
Then I washed my hands and legs and ate snacks and started my study. I went out to play.

Jay Krishna Kumar Mandal (Gangai boy): Grade V
I woke up early in the morning and washed my hands and legs.
I sat down to study.
Then I ate my meal and went to school.
I went to play P.T. Then prayer was done.
I entered the classroom.
I read books.
After some time the bell rang for the tiffin. I talked with my friends during the tiffin time.
Again the bell rang.
I opened the door of the classroom and entered.
I pasted a notice on the blackboard. It was given by the teacher.
The school was over. I shut the door of the classroom and toilet.
I went home. I took rest for a moment and ate my snacks.
Then I started studying
After study I went to my field.
I started my study after coming back from the field.
I did my home work.
After finishing the homework I ate my supper and went to sleep.