

Monitoring and Supervision of Alternative Schooling Programme



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Schooling or any other alternative arrangement for out of school girls and boys is to develop an effective mechanism for bringing the disadvantage and deprived child laboured into the fold of formal schooling system, a scheme for compensating opportunity cost has been developed. The implementation of this program will establish and promote partnership with VDC's and SMC's. As the poverty of household is a great hindrance toward universalisation of primary education, DOE will implement this program linking with other poverty alleviation programs implemented in the country by other ministries and INGO/NGOs. Provision of alternative schooling and school extensions such as morning schools and night's schools will be made. Monitoring and supervision part of the program also need sequel attention. Proper monitoring and supervision are vital to the effectiveness of the program. Monitoring and supervision have to be base in the community itself with the additional support of VDC, district and national level agencies.

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Chandra Bahadur Shrestha

LIST OF ABBREVIATIONS

ASP	Alternative Schooling Program
BPEP	Basic and Primary Education Program/ Project
CERID	Research Centre for Educational Innovation and Development
CMC	Class Management Committee
DDC	District Development Committee
DEO	District Education Office
EFA	Education For All
FSP	Flexible Schooling Program
NFE	Non- Formal Education
NFEC	Non Formal Education Centre
OSP	Out of School Program
PMC	Parent Management Committee
RC	Resource Centre
RP	Resource Person
SMC	School Management Committee
SOP	School Outreach Program
VDC	Village Development Committee

EXECUTIVE SUMMARY

Alternative Schooling or Education system is not a new concept in the global context. The system was not new in the 1950s and 1960s for school districts to have an alternative school in western countries. Alternative education was in a variety of ways conducted by the wealthy and or was offered to the general population by the wealthy or by a particular religion group. There were two basic systems, consisting of educational opportunities " outside the system" and the other "inside the system" of the two systems existing in the alternative schooling system, one outside the system is the fashion e.g. the expensive private schools, the schools with a religious orientation and the recently revived home schools. Alternative schools as describes (by Koetke (1999) as inside the system are those that generally serve a special population group, such as the students with unique learning interest or disabilities, teenage parents, potential dropouts, violent individuals, or court- adjudicated youths and those in Juvenile detention systems. The school is designed to serve those students who had already dropped out of the regular school. These schools and programs were the primary "drop out prevention programs" of four decades ago. Nowadays the most common form of alternative school operation is running to serve the youth in an at -risk situations is designed to be part of a school district's comprehensive dropout prevention program in America.

In Nepal the concept of Alternative Schooling has recently been introduced. One of the EFA goals is to ensure that by 2015 all children, particularly girls, the children in difficult circumstances and those belonging to ethnic minorities, have access to and also complete free and compulsory primary education of good quality. The overall objectives of alternative schooling program are to provide access to schooling for out of school children. It aims to enhance school enrollment by preparing children for schooling and to provide the opportunity for them receive and complete primary education.

Alternative schooling is regarded as an alternative system to achieve primary education for all or as a parallel system to formal schooling through non Formal modes. In the same way, there is mystification with respect to it objective. eg. The Tenth plan has seen ASP as part of the non-formal education program to be implemented in order to improve the literacy situation of the country and to improve the living condition of the disadvantaged and the women by making it more oriented towards life -skills. The EFA core document, on the other hand, has seen ASP as a strategy to improve access to and equity in primary schooling as well as to meeting the learning needs of all children. A related question lies in linking ASP with formal school system and in establishing equivalency of ASP programs.

One essential element of BPEP II is to ensure schooling opportunity of a comparable quality either through formal primary schools through other alternative arrangements. The overall objective of alternative schooling program is to provide guaranteed access to schooling for out of school children. It aims to enhance school enrollment by preparing children for schooling and to provide opportunity to receive complete primary education for those who missed the privilege of getting school education in their early privilege of years

There are three types of alternative schooling program running in Nepal- Out of school program (OSP). Flexible Schooling Programme (FSP) and School Outreach Program (SOP).

The input, process and the achievement of the alternative schooling system are very low. Therefore, it is necessary that a study should be carried out to find out gaping between policies and practices, with focus on monitoring, best practices and effectiveness of the present monitoring and supervision system and to get out feedback and the suggested monitoring and supervision model for its effective implementation

Objectives of the Study

To analyze the present monitoring system of the alternative schooling system.

To find the gaping between the provision and practices of the present monitoring system.

To present the focused area of monitoring practices

To find alternative mechanism on monitoring and supervision of alternative schooling system.

To present best practices on monitoring and supervision system in alternative schooling.

To recommend a feedback mechanism on monitoring and supervision of the alternative schooling system.

To present an action plan for viable dependable monitoring and supervision of alternative schooling.

Methodology

In order to conduct this study, some related documents like NFN Guidelines, Monitoring Tools; some international documents from Internet and documents of HMG related monitoring and supervision were reviewed. A couple of central level workshops have been conducted with the participation of NFE officers at Sanothimi to develop research tools and select sample districts. A total of 14 centers from 5 districts: Rasuwa, Dhading, Banke, Siraha and Illam were visited on field visits (2 from Rasuwa, 2 from Dhading, 7 centers from Banke, 1 form Siraha and 2 from Iлама 1) so as to represent 3 ecological belts of the country. The tools adopted for the study were the interview form, questionnaires, FGD guidelines, Observation form of the visit for center visit. A total of 16 Facilitators, 8 Mother school head teachers, 15 local supervisors were made to fill up the questionnaire, 8 local leaders were interviewed, 14 participants of ASP were involved in interaction, One FGD with District level officers and two District Level workshops with DEO, NFE coordinator, supervisors, Rps were conducted. 14 centers of ASP classes were observed.

Major Findings

There are several comities in existence to monitor ASP (all NFE classes) but not one has done the monitoring in a planned and systematic way. (Each level of monitoring committee in all sample districts).

Almost in all the sample districts, there are female facilitators selected except Kolbung-8, Illam.

The Coordinator gets allowance for conducting programs like ECD, Special Education but no allowance has been available to the NFE coordinator .

There is gap a between provision and practices in many areas- Intent of the program, implementation of program, appointment of local supervisor.

ASP program was smoothly running with the cooperation of parents and the active involvement of facilitators in respect of monitoring to be done by local supervisors.

Distribution of Quota of ASP is fair and good place except in Kolbung-8 Ilam and Dhunche, Rasuwa. In Kolbung, the ASP program was running at mother school in the morning for lack of place where the government has prescribed the location for center. In Dhunche, Rasuwa, the participants went to the ASP center in the morning and to school in the afternoon. The ASP class was running as Tuition Centre so that. So facilitator was called " Tuition Master'.

The role of the mother school is not clearly defined in NFE Guidelines.

There is no orientation given about monitoring and supervision of ASP to all levels of the monitoring committee.

There is no effective feedback mechanism about monitoring and supervision of ASP

Participants' numerical strength and facilitator's the regularity are the focused areas of the present monitoring system.

The parents visit the centers without getting orientation.

The Mother school has lent support to the ASP by providing teachers in the absence of the facilitator (Godak, Illam, Vishupru Katti, Sirah).

ASP has been treated very much as a formal school system (Duration and time)

Recommendations

Recommendations for Policy

There should be a budgetary provision made for the Monitoring and Supervision aspect of ASP.

There should be a strong reliable supervision system for distribution of Quota on the basis of household survey, collecting data and analysis.

The role of the mother school should be clearly defined in NFE Guidelines an orientation program should be conducted for head teachers.

Local supervisors should be appointed to monitor all ASPs and their services should be confineable through the duration of ASP

School Supervisor /RPs should be made responsible for monitoring and supervising ASP class in their respective cluster areas.

There should be strong mechanism that provides feedback in the monitoring and supervision of ASP.

The facilitators of ASP classes should be paid as equal primary school teachers. It helps them to be self motivated and as a result of which they may need less monitoring.

Recommendations for Operation

There should be an orientation program on Monitoring and supervision of ASP conducted for each of the monitoring committee.

Interaction program should be organized among policy makers and the local level personnel.

There should be a strong reliable supervision for distribution of Quota on the basis of household survey, collecting data and analysis.(in policy also)

Monitoring tools should be developed on the basis of Input, Process and Output Indicators.

There is the need to identify the roles and responsibilities and to categorize them into two parts monitoring and instructional support.

Recommendations of Indicators to Monitor and Supervise for ASP

Input Indicators

Training of facilitators

Training of local supervisor

Participants and Facilitator ratio

Efficiency of facilitators

Textbooks and teaching learning materials.

Physical facilities

Classroom management

Incentives

Process Indicator

Participants' participation in teaching learning activities.

Use of teaching- learning activities

Use of teaching learning materials

Interaction with and among the participants and with facilitators.

Group formation

Regularity of participants and facilitator

Maintaining individual profile.

Interaction with stakeholders.

Community awareness program

Parenting education

Output

Participants' achievement.

Behavioral change in participants

Formal school enrollment of participants.

Cycle completion rate of participants (retention, drop out, repeaters, Promotion)

TABLE OF CONTENTS

Executive Summary	v
Chapter I	1
Introduction	1
<i>Background</i>	1
<i>Types of ASP</i>	1
<i>Objectives of the Study</i>	2
Chapter II	3
Literature Review	3
<i>Concept of Monitoring</i>	3
<i>Purpose of Monitoring</i>	3
<i>Virginia's Monitoring System:</i>	3
<i>Concept of Supervision</i>	3
<i>ASP in Nepal</i>	6
Chapter III	9
Methodology	9
<i>Research Design</i>	9
<i>Sample Districts</i>	9
<i>Tools of the Study</i>	9
<i>Respondents</i>	9
<i>Study Process</i>	10
<i>Data Collection and Interpretation</i>	11
Chapter IV	12
Existing Monitoring and Supervision System in Nepal	12
<i>School Supervision in Nepal: An Overview</i>	12
<i>The Structure of Supervision and Support</i>	13
<i>Some of the Good Practices</i>	17
<i>Focus Area of Monitoring and Supervision Practices</i>	17
<i>Gap between Policy and Practices of the Monitoring and Supervision of ASP</i>	18
<i>Reasons for the Gap Lying between Policies and Practices</i>	18
Chapter V	20
Analysis and Discussion	20
<i>Central level Monitoring and Supervision</i>	20
<i>Regional Level Monitoring and Supervision</i>	20
<i>District Level Monitoring and Supervision</i>	20
<i>Local Level Monitoring and Supervision</i>	20
<i>Effectiveness of Different Levels of Monitoring and Supervision in the Existing System</i>	21
Chapter VI	23
Major Findings and Recommendations	23
<i>Major Finding</i>	23
<i>Recommendations</i>	23
<i>Proposed Feedback Mechanism</i>	25
References	28
Appendix	29
Annex 1	31

Chapter I

INTRODUCTION

Background

Alternative schooling Program (ASP) is an alternative educational system designed to achieve primary education goals as a parallel to the formal schooling through Non Formal modes. The Tenth I yr.C plan has seen ASP as a part of non-formal education program implemented in order to improve the literacy situation in the country and to improve the living condition of the deprived and of the women by making it more oriented towards life-skills. The EFA core document, on the other hand, has seen ASP as a strategy to improve access to and equity in primary schooling as well as meeting the learning needs of all children. The overall objective of alternative schooling program is to provide guaranteed access of schooling to out of school children to schooling. It aims to promote school enrollment by preparing children for schooling and to provide a second opportunity to receive primary education for those, who have missed schooling opportunity in their early years.

Types of ASP

There are three types of alternative schooling program running in Nepal. They are out of school program (OSP). Flexible Schooling Program (FSP) and School Outreach Program (SOP).

1. Out-of-School Program (OSP) is targeted to the children aged 10-14 years who could not attend school or who dropped out of school midway. There are two levels of OSP-I-II. Both the levels consist of nine month packages when classes are run for two hours a day for six days a week making a total of 450 hours in 225 days. The program which was launched in 1992, was meant to be given national coverage and was consequently being implemented in many districts.
2. School Outreach Program (SOP) is the latest mode which is focused on the children aged 6-8 years and designed to provide grade 1 to 3 schooling in three years time through the non-formal mode by using the same text books and curriculum that are in prescription for grades 1-3 in formal school system. It is run for four hours a day for six days a week.
3. Alternative Flexible Schooling Program (FSP) is for primary school age children 8-10 years, who are not able to attend the formal school. It is designed to provide five- year primary education in a span of three- years through condensed curriculum and textbooks. The classes are run for four hours a day for six days a week. This was first launched in 1998 and is being run in a small scale in few selected districts.

Education for All (EFA) also plans to provide access to primary education for all by 2015. Though Alternative schooling system plays a vital role to increase access to education for the marginalized people, there is no effective mechanism under MOES for supervision and monitoring. The roles and responsibilities of government agencies are thus not yet quite clear with regard to planning, implementing and monitoring ASP activities. Monitoring and Supervision are vital components of the present ASP implementation practice.

Objectives of the Study

To analyze the present monitoring system of alternative schooling system.

To find out the gap between the provision and practices of the present monitoring system.

To point out the aspects for focus in monitoring practices

To find out an alternative viable mechanism on monitoring and supervision of alternative schooling system.

To give insights into the best practices available in the monitoring and supervision system in alternative schooling.

To recommend feedback mechanism on monitoring and supervision of alternative schooling system.

To present an action plan for strengthened monitoring and supervision of alternative schooling.

Chapter II

LITERATURE REVIEW

Concept of Monitoring

The monitoring system examines the periodic oversights in the implementation of an activity and seeks to establish the extent to which input deliveries, work schedules, work actions and targeted outputs are according to plans, so that timely action can be taken to correct deficiencies that get detected.

Purpose of Monitoring

To track the progress of development activities during implementation and to be on the guard for shortfalls and deviations and to take early corrective action. The first task in introducing a monitoring system is to clearly identify objective targets, strategies, concrete tasks, and actions to be performed and the schedule for accomplishing. The process of monitoring must lend itself to making a comparison between the actual achievement, and the targets. Differences between the target and the achievement are used as feedback to modify the policy. Monitoring thus lies the observation of the transfer of inputs and activities into outputs. The effectiveness of the output can be equated with the achievement of the project purpose.

Virginia's Monitoring System:

Transforming An Event Into A Meaningful Process

With recent federal initiatives to achieve progress from procedural compliance monitoring to a system that focuses on program effectiveness and student results, the Virginia Department of Education continually strives toward employment of a model that emphasis as systemic approach to improve and sustain the system and to positively effect student success. The use of such a model validates school divisions' role in the process, thus shifting the existing paradigm from an episodic procedural monitoring view to one of active strategic planning and continuous improvements by all parties involved. Federal program monitoring in Virginia encompasses three phases.

Phase I requires school divisions to conduct a self-assessment activity and take the necessary steps to plan for program improvement.

Phase II requires the Department of Education to review and analyze the self-assessment document as well as other data regarding the school division and determines whether or not there is a need for an on-site review.

Phase III requires the Department of Education to conduct timely follow-up with school divisions on the implementation of corrective actions based on agreed timelines. School divisions enter the monitoring process every six years and get notified in advance of the monitoring schedule.

Concept of Supervision

The dictionary of education mentions that all efforts of school officials towards providing leadership to teachers and educational workers in the improvement of instructions that involves the situation of professional growth and development of

teachers, the selection and revision of educational objectives, materials of instructions and methods of teaching and evaluation of instruction come under supervision.

In the same way, the Encyclopedia of educational research defines “supervision” as a term used to describe a wide variety of behaviors carried out by a diverse group of people within the context of a specific school system. The primary purpose of supervision is to improve instruction.

The role of supervision is not just to keep the teachers under control. It is much more to serve them by giving advice, as to how they can improve their teaching system and giving exposure to innovative ideas and method so that schools and teachers learn from each other.

Bringing sort changes in the supervisor's culture and attitudes is a challenging task that demands radical improvement in their working conditions. This monograph argues that such a change should be preceded by reforms in their job-description and in supervision and support structures. It proposes an alternative model with three tiers: external supervision; interschool supervision and in-school supervision. The external school supervisors represent standards against which schools are measured, introduce new instruction (and management) strategies and represent schools' needs to the appropriate agencies.

The author assesses the feasibility of this ambitious model by examining the resistance it would encounter if implemented in Pakistan, where the present-day supervision system has little impact on the quality of teachers, and suggests how such opposition can be overcome. This alternative is attractive. It allows supervisors to work towards the professional development of teachers, and hence it leads to an improved teaching /learning process, rather than to get bogged down and remain under the direction of the outside controllers whose impact is rarely felt.

The traditional system of supervision needs to be changed and to be re-conceptualized to support systemic school reforms. Supervision should guide what we now know about teacher knowledge and learning and professional development in school settings. Keeping this fast in view alternative model of supervisory system is introduced. It consists of elaboration of three components of the suggested supervisory system:

External supervision

Inter-school supervision

In- School supervision

Generally, teachers need to know about the subject-matter content, learners and their contexts, learning and learning environments, curriculum and materials, and pedagogical content knowledge which helps them design appropriate learning experiences for their students

Supervision holds great promises for the professional development of teachers. The various levels of supervisory structures have their own features.

4. External supervisor would carry out the following tasks assess the performance of schools and make information about them available to other stakeholders, provide professional support to heads of school, and promote schools linkage with the outside world both in the form of introducing innovations conceptualized elsewhere and represent schools needs to institutions that can respond to them.

5. Supervisory teachers would test new ideas in their classrooms and provide situational support to teachers in a cluster of schools, based on their subject matter expertise and their familiarity with local conditions.
6. Heads of schools would provide institutional leadership, and demand better performance from teachers in the school.

The system would help all stakeholders to focus on the outcomes in the form of the performance of students, teachers and schools rather than on the number and description of professional activities. This model provides opportunities for teachers in one school to learn from each other, from teachers in the neighboring schools, and also from external sources. A teacher could learn about classroom management from a colleague in the same school, subject-matter content from a supervisory teacher, and innovations from the external supervisor.

Changes in supervisory systems in South Asian countries with similar histories, cultures and education systems tend support to the suggestions made above. Nepal has recently reorganized schools into clusters and set up resource centers for their support services. Since 1992 heads of schools in this country have been empowered to evaluate the performance of teachers, make recommendations for their promotion and transfer. Among the countries where supervision has undergone a comprehensive reform, few have gone far in the direction of a development oriented service as in Chile. However, some alternative school programs set up by NGOs for instance in Bangladesh, strongly rely on a group of actors who have a similar role to play as the supervisors in Chile. They are known as the programmed organizers in the renewed BRAC non-formal schools and exist also in the schools set up by another NGO, the GSS. Both of these programs differ from the formal public school system in their emphasis on providing steady support and regular training opportunities to teachers. Their success undoubtedly lies to some extent in the priority they give to the development of teacher supervision, a priority which is also expressed in budgetary terms with about a quarter of the budgetary terms, with about a quarter of the budget being spent on these activities.

However, not all reforms of the supervision system have followed the same path. In some countries much more reliance has been placed on the school actors themselves.. The state of Victoria in Australia for instance demands that each school develops in collaboration with an elected school board its own charter and prepares an annual report. Only once every three year, an external reviewer comes in to assess, together with the school, how far it has succeeded in achieving its objectives. In this framework, teacher development is understood in terms of the participation of all teachers in making fundamental decisions about the school and about their own work. It is a concept that can work well where teachers, upon recruitment, are already well qualified and where they can rely upon various more or less informal but well-functioning devices (e.g. heads of department, discussions with colleagues, libraries, resource centers) to offer them support.

The evolution of the inspection system in England stands in stark contrasts with that of Chile. Its purpose has become uniquely that of inspecting or to use a more appropriate term- auditing schools. Inspection teams when visiting schools are not allowed to give any advice to the teachers. They only come to judge the school's functioning, management and effectiveness. They leave the school with a report, which is also made public, with some recommendations, but it is left completely to the school staff to implement these. Teachers can in principal use the schools own

budget to purchase support in the form of training or advice--from private agencies. In practice however, few teachers do so. This coupled with the complete separation between supervision and teacher development has led to much dissatisfaction among the teaching force, with a predominant number leaving the service and many others demotivated. The office for Standards in Education (OFSTED), as the central inspection body is called, has undoubtedly improved the accountability of schools and has created a rich source of information (IIEP Report)

ASP in Nepal

The history of Alternative Schooling Program (ASP) is not so long in Nepal. The traditional and formal education system has been in focus since the beginning of modern education in Nepal. In Nepal, Non formal education was introduced in the Rana regime as an adult education but the word " Non-formal" education is used from 1970 A.D. Before the beginning of ASP, there was women education, Cheli- Beti Sikshya, Adult Literacy as a Non-formal educational program. ASP came into existence with BPEP-I (1993) as OSP. BPEP-II launched the ASP in three modes- SOP, OSP and FSP where as BPEP -I had a single mode as OSP.

BPEP Master Plan (1997-2002) mentions ASP as

To expand the educational opportunities to them special strategies were taken, they include free tuition and free text book distribution (to all primary schools children upto three and students of remote areas including girls attending school upto grade 5). Special scholarships and free uniforms have also been provided to school-going girls in order to increase their participation in education. However, these efforts are not experienced as adequate to stimulate and enhance the demand for primary education especially among the underprivileged communities. This shows that formal primary education alone has not been successful to bring about the desired result. To facilitate greater access of the children belonging to the deprived communities and thus maintain equity, the Master Plan has suggested that the out of school program/ ASP be adopted as a special strategy.

Though, there was the slogan of Education For All from 1990, it was not possible to fulfill its goal only from the traditional formal schooling system. To expand the access of education, BPEPII included Alternative Schooling as an essential element. The government tried to provide free basic education as a stepping stone to universe to free education. It was not totally free in formal school system due to the indirect cost and opportunity cost. Therefore, alternative schooling system came into existence.

The program Implementation Plan of BPEP II has been taken as a major document in the literature review of this study. Some of the major provisions mentioned in PIP are presented below:

To ensure access in satellite centers(OSP) for deprived children in regular schools PIP of BPEP II prescribes development of local teacher, representation in SMC from disadvantaged groups, monitoring by SMC and VEC members, mobilization of social awareness program.

VEC and the head teacher of mother school has to be main role in retention quality and supervision of the satellite schools/centre.

Alternative center/Flexible Schooling is to provide regular five years of schooling in three years with condensed curriculum in flexible hours.

The students of flexible schooling are not to be transferred to regular schools at the primary level but to prepare them final exam of class five.

The Education Regulation 2059 B.S. has mentioned that alternative primary education can be provided to those who cannot enrol and gain education in the schools.

The Regulation explains that alternative primary education is generally for 6-14 year old children

After completing alternative schooling, they can be transferred to appropriate grades in formal schools.

According to the Regulation the 'Non Formal Education Council' in the chairpersonship of Education Minister, this is fully responsible in policymaking, coordination, monitoring, and management of all non-formal education programs.

There is also provision of District Non-Formal Education Committee under the chairpersonship of the chairperson of DDC.

The Non-Formal Education and Literacy Campaign Program Implementation Guide is the major document in NFE that directs and guides the whole NFE programs

It describes roles and duties of various kinds of NFE Committees, There is the provision from the central to ward and class management committee for management and monitoring of NFE classes. The committees are given below:

Central Monitoring and Evaluation Committee

- Regional Monitoring Committee
- District Level Monitoring Committee.
- VDC/ Municipality level Monitoring Committee
- Class Management Committee

There is the provision of District Non Formal Education Co-coordinator to monitor the NFE programs in the District Education Office.

The Program Implementation Guide sets SLC as the qualification required to be a facilitator and I.A pass to be a local supervisor. One local supervisor should monitor 20 classes. There is not separate supervisor for alternative schooling program. Every class should be monitored at least once a month. S/he is responsible to help the facilitator in the class management. S/he should keep records of repeaters, drop out and successful participants of the program.

EFA National Plan of Action Nepal (2001- 2015) focuses on enhancement of quality and provision of school outreach and alternative schooling through incorporation of appropriate learning component and life skills.

The Impact Study of Non Formal Education done by NFEC has mentioned the following points in the context of monitoring of NFE classes.

Monitoring should be done at the local level

Inspite of the formation of several committees, a particular institution, person or committee should be held responsible for the tasky monitoring

The supervisor should be involved in class management and teaching learning process also.

The ASP differs in many ways from the regular school system e.g target group curriculum, textbooks, duration of course. It has the nature of flexibility. There are several communities to monitor the program from the class management committee to the central level committee. Though PIP of BPEP II mentions three modes of ASP, the core document of EFA prescribes (Nov 2004) only two modes of ASP. They are SOP and FSP.

Chapter III

METHODOLOGY

Research Design

It is a formative research. This research is mainly qualitative in nature. It focuses on intensive study in a few districts rather than collecting the data from many districts. Research will be centered on the monitoring and supervision system of alternative schooling.

Sample Districts

In this study purposive sample selection method was used. Five districts were selected as sample districts. Of these five districts, one was from mountainous region, two were from the hilly region and two were from the Terai. The districts for samples are: Banke, Ilam, Dhading, Rasuwa and Siraha. NFEC, One I/NGO and Central RED were selected as other respondents. The district for sample was decided on the basis of Alternative schooling program implemented geographical regions and among 16 districts under FRP project.

Districts for Sample

Region	District	Program	Fiscal Year	Total Center	Visited Center
Eastern	Ilam	SOP	059/060	4	1
Eastern	Ilam	OSP(I)	060/061	15	1
Eastern	Siraha	FSP	059/060	5	1
Central	Dhading	SOP	059/060	4	1
Central	Dhading	FSP	057/058	8	1
Central	Rasuwa	OSP	I/II	15+15	2
Mid West	Banke	SOP	058/059	5	3
Mid West	Banke	FSP	058/059	5	3
Mid West	Banke	OSP I/II	060/061	25+15	1

Tools of the Study

Document study

Questionnaire

Interview schedule - group and individual

Workshop/interaction

FGD guidelines

The research team developed research tools such as questionnaires, outlines for interview, FGD guidelines and the observation form for classroom. On the basis of NFE guidelines, the following levels of monitoring and supervision were identified in the present monitoring and supervision of ASP. So the same stakeholders were selected as respondents.

Respondents

Institution	Persons	Approach to gather data	Focused Area
NFEC -	All officer	Workshop/group interview	Policy, strategies & tools
RED	Section Chief/ NFE Section	Interview/Questionnaire	Monitoring System
Districts	DEO/ program Coordinator/ Resource person/ Local supervisor	Group interview/FGD questionnaire	Program implementation Retention, regularity
Centers	Facilitators	Questionnaire/interview	Frequency, technical support
Centers	Participants	Group interview	Quality and management of class
Mother School	Head teacher	Questionnaire	Access, technical support

Number of Respondents of Sample District

District	Facilitators	Coordinators	Local Leaders	Management Committee	Parents	Mother School Head teacher	Participants	Local Supervisor
Banke	7	1	4	2	5	3	7	5
Ilam	2	1	2	3	3	1	2	4
Siraha	1	1	1	1	3	1	1	2
Dhading	3	1	1	2	3	2	3	3
Rasuwa	3	1	-	1	1	1	1	1
Total	16	5	8	9	15	8	14	15

Study Process

Literature Review

Literature review is the major source of secondary information for the study. Various important documents and information in the national context regarding the study were collected from MOES, DOE and I/NGO for literature review. Documents such as Alternative Schooling Program related documents, Program guidebook and training manual, reports, and present monitoring and supervision system, process and implementation criterias were reviewed.

Central Workshop/Discussion

A central workshop/ discussion session was organized by the project at Sanothimi in the presence of the research coordinator, the research team, the Deputy Director and all the section officers of the NFE Center. The program was mainly focused on the preparation of research tools and on the selection of sample districts. The tools for study for different respondents were identified. The questionnaire and interview schedules were developed. Five districts were selected as the sample so as to represent the Mountains, Hills and the Himalayan regions.

Finalization of Research Tools

The research team developed the required research tools such as questionnaires, outlines for interview, FGD guidelines and the observation form for classroom. After the central level workshop the first draft of the tools was developed and feedback was taken from the experts of CERID and other resource person.

Field Work

A research team visited ASP centers at Banke, Ilam, Siraha, Dhading and Rasuwa districts for collecting the srequired data and information. In the same way , the team organised FGD and district level workshop involving District Education officers, NFE coordinator, SS, RPs, representatives of I/NGOs After completion of the field visit, the team analyzed the findings and prepared a report. The ASP centers they visited are given below:

District	Program	Address of Visited Center	No. of Visited Center
Ilam	SOP	Godak-1 Shilpul	1
Ilam	OSP (I)	Kolbung-8, Kutidanda	1
Siraha	FSP	Vishnupur Katti-1	1
Dhading	SOP	Gajuri - 1	1
Dhading	FSP	Baireni	1
Rasuwa	OSP	Dhuncha	2
Banke	SOP	Kharkarndau - 2 Tejnagar/ Rajena - 4 Muktinagar/ Rajena - 8 Shanti Tole	3
Banke	FSP	Kharkarndau - 2 Tejnagar/ Rajena - 4 Muktinagar/ Rajena - 8 Shanti Tole	3
Banke	OSP I/II	Khajura , Khurda - 5	1

Data Collection and Interpretation

The researcher team itself collected all essential data with the help of field assistants. The data were then thematically analyzed and interpreted.

Chapter IV
EXISTING MONITORING AND SUPERVISION SYSTEM IN
NEPAL

School Supervision in Nepal: An Overview

There was the provision of a chief inspector of schools made in 2007 B.S. for school supervision .In 2010 B.S. there were seven divisional inspectors offices set up in the country. In 2018 B.S. zonal and district officers were appointed to monitor the schools. The function of a school inspector was to monitor the schools within his jurisdiction basically to keep an eye on the school activities and to forest all the possibility of any problems to arise for the ruling regime. In those days the number of schools was insignificant and the inspectorate was used to some extent to discourage the mushrooming of schools (NEC 1992).

A system of inspection was this introduced with the post of the chief Inspector of schools at the center. In 1962, the administration of the country was divided into 14 zones and 75 districts. And each zone was looked after by a Zonal Education officer and each district by a District Education Inspector.

In 1972, The National Education System Plan (NESP) was introduced which again restructured the school supervision system. Separate supervision posts were created for primary and secondary schools in each District Education office, in proportion to the number of schools they had to supervise and taking into account the accessibility of the schools in terms of geographical location. Efforts were made to develop the supervision system as more of a facilitating type and of evaluation. The function of supervision was further widened so that it also facilitates implementation of the school curriculum helps the teachers develop instructional materials as required for the school and improve the quality of classroom instruction.

A mid term review of the NESP-1972 made after three years of its implementation showed that the supervision system was not operating satisfactorily. Similarly the concept of supervision was found focused only on the role of the district education office and that of the regional education directorate on school inspection only in the study report of 1980. The recommendations given by various study reports are presented in the following table:

Recommendations for improved monitoring and supervision system

NEC, 1974	Study of 1980	NEC 1991
<ul style="list-style-type: none"> • Appoint experienced teachers as Inspectors or / and District Education Officers as to lend support to the creation of a normal school atmosphere. • Involve Inspectors as technical assistants the District Education Officers. 	<ul style="list-style-type: none"> • Primary and secondary school supervisory work should be handled by the same person • Vehicle facility, sleeping bags and a substantial amount of allowance should be provided to the supervisors; • Periodic in-service 	<ul style="list-style-type: none"> • There is a need to perceive supervision, the school curriculum and teacher training in totality. Supervision Coordination committee should be established as the central part of the system for this purpose. • A National Center for Educational Development should be created to provide training for teachers, school administrators and supervisors

<ul style="list-style-type: none"> • Encourage Inspectors to go in for the B.Ed course • Strengthen the Inspection section of the Ministry of Education and make it responsible for conducting training programs for the Inspectors 	<p>training should be conducted to, improve supervisors job performance.</p>	<ul style="list-style-type: none"> • To improve the supervision system, schools should be grouped into clusters and one supervisor should be made responsible for two clusters. • Supervisors should be required to reside in their work stations and a district-level supervision system should be developed to generate cooperation in the supervision of school clusters in the respective districts.
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Some of these recommendations were adopted by the Eighth Plan. Most importantly, the proposal on forming school clusters and establishing a resource center for each cluster was implemented. As part of a comprehensive project, the BPEP resource centers were created and resources persons were appointed in all the districts. This innovation has in a way changed the every is changing the whole supervision landscape in Nepal. Teachers and community members accepted the RC as an important center to obtain technical support to the schools. In the same way, teachers were trained in the RC. The Interschool competition, extra curricular activities and the selection of the best school among the cluster schools have improved the teaching learning situation. In this way RC served as a bridge between the school and DEO which helped monitoring and supervision of the schools.

The Structure of Supervision and Support

The supervision system is operated in practice around the District Education Offices. However not all 75 districts have the same supervision arrangements. A distinction should be made between the 40 districts that are covered under the BPEP and the remaining ones. Each District Education office is headed by a DEO and he is assisted by several administrative and professional staffs. This includes school supervisors, who have the main responsibility for supervision. Their numbers vary from 3 to 15, depending on the size of the district, but on an average there are six to seven supervisors per office. They are also assisted by two to three technical section officers who also do some school supervision work on their behalf, as and when necessary. Both the teachers, others, section officers and supervisors are responsible for all schools. Irrespective of their level. The schools in each district are categorized as belonging to a certain specific location (or area) and each location is assigned to one supervisor. In addition to DEOs and school supervisors, head teachers and school management committees are also entrusted with the task of carrying out supervision and teacher support activities.

Furthermore, in all the districts where the BPEP is being implemented, primary schools are placed into several clusters, one Resource Center(RC) is built for each cluster and Resource Persons (RPS) are employed to provide support to the schools in one or two clusters, depending upon the number of schools. There is one Program Coordinator in each BPEP district, who works under the DEO, and looks after the project activities. Resource Persons are based in Resource Centers, whereas regular school supervisors are based at District Education Offices.

At present, in the districts covered by the project, regular school supervisors have been converted into RPs assigned to specific RCs. Both the regular school supervisors and the Resource persons now have to supervise the primary as well as the secondary schools in their respective cluster.

In this way two parallel school supervisory systems are currently in operation in Nepal.

In BPEP the schools in the districts are clustered in an average number of 8-17. One of the schools is designated as Resource Center and it is staffed by a Resource person. Unlike the supervisors in the regular system, who operate mainly as inspectors, a Resource person is expected to perform the role of a facilitator. The role of the Resource Center has been widened to work also as an administration and support office, and the intermediate between the school, the district and the district education offices. BPEP has thus adopted a cascading system of administration and management. In this system, the Resource center acts as a central venue for implementing dissemination activities such as those connected with curriculum and textbook improvements, in service training, supervision, monitoring and the development of physical facilities in schools.

The Education Regulation 2003 identified the tasks, listed below, of the staff involved in supervision at different levels.

Supervision and Monitoring Provision in the Education Regulations 2003

Head Teacher	SS/RP	DEO	RED
<ul style="list-style-type: none"> Evaluates and/or undertake the evaluation of the quarterly, half yearly and annual progress of the school. Ensures that the school is running smoothly according to the annual calendar of operation. If all or most of the student cohorts of any grade fail a particular subject get the teacher in question punished by stopping his grade increment or deducting the grade for up to two years. Evaluates the job performance of the teachers and makes recommendation to the school Management Committee and the DEO for the promotion, awards or teacher transfers. Is responsible for the overall operation, 	<ul style="list-style-type: none"> Supervises schools regularly as directed by DEO. Submits monthly reports of supervision to the DEO and tackles the emerging problems in consultation with the DEO. Evaluates the job performance of each schoolteacher and keeps these evaluations on record. Checks the academic and financial records of schools and makes sure they are correct. gathers teachers together for a monthly meeting at the Resource Center Organizes recurrent training programs. Assesses the school activities on a monthly basis through a monitoring and evaluation system. Checks whether or not the SMC meetings are held regularly and, if they are not, gives directions to hold the meetings. Checks whether or not the school is running well in conformity with existing laws and if it is not, discusses with 	<ul style="list-style-type: none"> Scrutinizes the operation of school examinations, records the quality of teaching in each school and takes steps, where necessary. Ensures the availability of government prescribed text books one month before the beginning of the new academic session. Checks whether other supplementary textbooks used in schools are consistent with the prescribed curriculum. Keeps vigilance over the functioning of each school and takes steps for its upgrading, improving or 	<ul style="list-style-type: none"> Monitors and evaluates performance of DEOs in the region and takes disciplinary action, if necessary. Oversees the availability of government-prescribed textbooks one month ahead of a new academic year. Checks whether other supplementary textbooks used in schools are in line with the prescribed curriculum Organizes the operation of training programs in the region.

administration and control of the school.	the head teacher as to how steps must be taken in this respect.	closing down as necessary.	
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Provision for Monitoring and Supervision of ASP

Providing education to the marginalized people is one of the challenges that Nepal has to face for meeting the Education for All (EFA) goals. BPEP II has been trying to provide schooling opportunity of a comparable quality either through formal schooling or other alternative arrangement for out of school girls and boys. Alternative schooling components consist of three modes:

Out-of- school program (OSP) for the children of 10-14 years for 9-month literacy program. It is functional literacy so learning must take place in the broad context of life skills.

School Outreach Program (SOP) for children equivalent to grade 1-3 or satellite schools for primary aged children of 6-8 years in small and remote communities.

Flexible Schooling Program (FSP) for primary school age children of 8-10 years for 3 years courses (24 hours per week).

An alternative form of education program is running under the Non -formal Education Division. To achieve the goal of EFA, monitoring and supervision has a vital role. The monitoring and supervision mechanism exist from at the national level to the local level. There is no separate provision of concept, mechanism, process and implementation of monitoring and supervision for ASP. No separate local supervisor is appointed to monitor ASP. The school supervisors have to monitor and supervise AS Program. It is not clearly defined as to how, when and where to monitor the program and no mention is make assort the roles of supervisor and RPs towards the Alternative Schooling program. The authority and responsibility of supervisors sand RPs have not been delegated to anysort else.

It is already mentioned that there is no separate mechanism to monitor and supervise the ASP classes. The ASP program is monitored and supervised by the same structure of MOES, which is responsible to monitor and supervise the formal school system. There is a provision made for local supervisors to be appointed to monitor and supervise NFE classes in addition to the formal school monitoring and supervision system. But the local supervisors locally recruited are not of permanent service as school supervisors and RPs.

The NFE guideline 2060 has made the following provisions for monitoring and supervision of ASP.

Level of Monitoring and Supervision for ASP	Provision for Monitoring	Provision for Supervision
1. Non-Formal Education Centre	<ul style="list-style-type: none"> To monitor and inspect the programs To evaluate and to study the effectiveness of NFE classes (ASP) 	
2. Regional Education Directorate	<ul style="list-style-type: none"> To monitor the NFE (ASP) conducted in the district 	
3. District Non Formal Educational Committee.	<ul style="list-style-type: none"> To coordinate NGOs for ASP class To manage for monitoring and supervision of ASP To form sub committees to monitor 	

	and supervise ASP	
4. District Education Office	<ul style="list-style-type: none"> To monitor the ASP conducted in the district. To update statistics of NFE program(ASP) 	
5. District NFE Coordinator	<ul style="list-style-type: none"> To monitor and supervise NFE programs 	
6. VDC/ Municipality	<ul style="list-style-type: none"> To forward the progress report to NFE Centre and District Nonformal Education Committee 	
7. Local Supervisor	<ul style="list-style-type: none"> To monitor regularly with the help of ward NFE committee To recommend facilitator's salary on the basis of the job performance. To monitor 20 NFE classes 	<ul style="list-style-type: none"> To present model classes for facilitators (As mentioned in training package) To help facilitators to develop teaching learning materials. To observe participants' behavioral change and to suggest the facilitators regarding the behavioral changes when needed.
8. Facilitators	<ul style="list-style-type: none"> To monitor each class at least once a month 	<ul style="list-style-type: none"> To supervise and support for teaching learning activities.(AS mentioned inPIP-BPEP II)
9. Mother School	<ul style="list-style-type: none"> To submit reports about monitoring of NFE classes to DEO and VDC To fill in the monitoring and Statistics forms and submit them to DEO 	<ul style="list-style-type: none">

The Program Implementation Plan of BPEP II prescribes the following provision regarding ASP.

It needs employment of local teachers.

It needs representation in SMC from disadvantaged groups.

It needs monitoring by SMC and VEC members.

It needs mobilization of social awareness program.

Practices of Monitoring and Supervision on ASP

The existing practices of monitoring and supervision in the field and different levels of structure have been presented. There are some practices according to the provision and some are however quite different. Some of the good practices are mentioned below.

Some of the Practices that are Conformity with the Provision Made

Regular monitoring and supervision by mother school (Baireni, Dhanding)

Monitoring and Supervision of OSP I/II by the local supervisor.

Practices not in Conformity with the Provision Made

Class management committee has not been set up to monitor ASP in the sample district except Rajena –8 Shanti Tole, Banke.

Appointment of the local supervisor has not been made to monitor Flexible schooling Program and School Outreach Program.

There is no plan or implementation of monitoring activities in the districts

No regional monitoring committee has been set up in operation.

ASP (FSP,SOP) classes have been treated as a formal /regular school ignoring participants' needs program(in terms of time, duration as per NFE mode)

There is rather low level involvement of RED and DEO in monitoring and supervision

Committees are formed just in paper, where each one is charged with the responsibilities to monitor ASP but no one has taken responsibilities in practice.(at the district level)

NFEC itself has not played itsa part in monitoring ASP implementation effectively (eg. Even FSP Questions and books has not been send yet).

VDC/ Municipality Level committee has not been set upto monitor the program

The role of the mother school is limited only to making recommendation for the facilitator's salary

Some of the Good Practices

Self Monitoring by the Facilitator

The facilitator is motivated to get appointed as a primary teacher in future. S/he has rather been formed to be doing a good job even without being monitored and subjected to supervision at any level.

Non Formal Monitoring by the Parents

Parents visit the center regularly and observe the functioning and the regularity of classes. If the children come back home earlier than the scheduled how they are asked to explain for it.

Focus Area of Monitoring and Supervision Practices

Regularities of participants and facilitators.

General inquiries about availability of participants' materials.

Frequency of lower level monitoring.

Public participation

Class room management

Physical facilities

Numerical figure of participants rather than their achievement

Gap between Policy and Practices of the Monitoring and Supervision of ASP

NFE Guidelines (2058 B.S)	Practice
Provision of class management committee to monitor the ASP classes (NFE Guideline-Regulation-6).	There is not a functioning class management committee to monitor ASP classes (except in Rajena - 8, Shanti Tole, Banke).
Provision for a local supervisor to monitor all ASP classes (NFE Guideline- Regulation-18.6).	No appointment is made for a local supervisor to monitor Flexible schooling and School Outreach Program.
Responsibility given to district level monitoring committee to develop and (NFE Guideline- Regulation - 22. Kha. Aa.1).	There is no such plan and implementation of monitoring activities in the districts.
Provision of Regional monitoring committee (NFE Guideline- Regulation -22 Ga. Aa.).	No regional monitoring committee has been set up or is in operation.
ASP classes have been expected to take place at a flexible time and hour by taking into account the participants' needs convenience (BPEP II-PIP).	ASP (FSP, SOP) classes have been treated as formal /regular school routine without taking into account the neglecting participants, convenience (No monitoring and supervision)
Expectation of monitoring by different committees and persons.(NFE Guidelines).	No orientation is given about monitoring and supervision as a result of which there is low involvement in monitoring and supervision.
Provision made for committees to monitor ASP classes responsibilities given to each one (NFE Guidelines).	The Committee is there only in paper but not in practice. Every one has been made responsible of monitoring the ASP in policy but no one has discharged the responsibilities in practice.
Provision of NFEC directions with regard to different policies for effective implementation of ASP.	NFEC itself has not done the monitoring for effective ASP implementation (eg. For FSP Questions and books has not been send yet).
Provision made for VDC/Municipality Level committee to monitoring the program	VDC/Municipality Level committee has been set up to monitor the program
Mother schools have been expected to play the main role to monitor and supervise the ASP (PIP)	The role of the mother school is limited only to making recommendation for the facilitator's salary

Reasons for the Gap Lying between Policies and Practices

Lack of orientation to proper set up the class management committee (Local supervisor/Facilitators)

Lack of financial incentive to the members of the monitoring committee at different levels. (RED/DEO)

Lack of incorporating built in monitoring and supervision plan while planning

There is no coordination between local needs and policy making in the program implementation. (To treat flexible schooling system also as regular school system.)

There are no defined roles mentioned for the mother schools in NFE Guidelines and no orientation is given to monitor the ASP.

FSP and SOP are conducted for three years continuously whereas local supervisors are appointed periodically for 9 months only in each fiscal year.(with the presumption that to monitor FSP and SOP will be taken care of by local supervisors).

Chapter V

ANALYSIS AND DISCUSSION

Central level Monitoring and Supervision

At the central level, NFEC is the only office that is responsible for monitoring and supervising the NFE programs implemented in the districts. The central level monitoring has been found to be rather ineffective. The central level is focused on formulation of plans and policies, material development and the trainers' trainings, so in the present context, the central level seems unable to monitor and supervise the ASP classes. Monitoring and supervision cannot be carried out from the central level; the major reason is that only limited human resources are to monitor and supervise the ASP program running throughout the kingdom.

Regional Level Monitoring and Supervision

Regional directorate is a regional wing of MOES that bears the responsibility of to monitor and supervising all the educational programs launched by MOES in the districts. There is however an NFE section in it to do the monitoring and supervising of NFE programs. This section is headed by officer. But he seems to remain busy in training activities (NFE) rather than monitoring and supervision. There is no clear provision in NFE guidelines about regional level monitoring and supervision.

District Level Monitoring and Supervision

The district leveled national office is the sole institution to implement educational activities in each district. The DEO however seemed overloaded with administrative work. Though provision has been made for district level Non- Formal Education Committee, its job is limited only to committee formation. NFE coordinator does not seem enthusiastic in monitoring and supervision of ASP due to perhaps the lack of any extra financial incentive. According to the NFE coordinator, he felt humiliated to work also as coordinator without getting an extra allowance; since the focal person of special education, who work as coordinator of ECD gets an allowance. In the same office not to provide financial incentive to the NFE coordinator it is a matter of discrimination. The District Education officer said that he was unable to monitor and supervise ASP because of the security reasons and because ASP classes are mainly located in remote areas. Local supervisors have been appointed to monitor and supervise OSP- I & II in all the sample districts. But their tasks in the ASP center are limited only to checking regularities of facilitators and participants. They rarely worked towards lending support to then teaching learning activities. There is no local supervisor appointed to monitor and supervise FSP and SOP. These programs were monitored and supervised by RPs/SS in Banke and Ilam occasionally. The occasional visits made by RPs/SS are not intended to provide feedback and technical support to the facilitators. Because of the lack of accountability they are not obliged to monitor and supervise the ASP centers on the basis of educational regulations and NFE guidelines.

Local Level Monitoring and Supervision

There are several bodies to monitor and supervise the ASP centers, at the local level e.g mother school, VDC/ Municipality, Class Management Committee and Ward

monitoring committee.

Mother school is the most significant institution that can support and supervise ASP classes. But there is no provision made for conducting an orientation program for the mother school about ASP. The head teachers and other teachers were not found to be familiar with their duties in ASP. In the sample districts, the head teachers (Baireni, Dhading and Godak, Ilam) had supported ASP centers by providing room for ASP classes even though there is no mention of it made in NFE guidelines. The head teachers of mother schools say that they have not received any orientation and no financial incentives are given to monitor and supervise ASP centers. NFE guidelines do not mention the roles and responsibilities of head teachers of mother schools about ASP.

VDC/Municipality is not functioning in the present political scenario. So it is not expected to monitor and supervise ASP centers. In the same way ward-monitoring committee is also not formed.

Class Management Committees were formed at Rajena in Shantinagar, and at Banke and Godak of Ilam. They were not doing the task of monitoring and supervision. In these two centers, the parents were however found active. The centers were run at their own initiative. In other sample centers class management committee was not set up. The facilitators are not motivated either to form committees to monitor and supervise.

Parents: Though the parents have not been expected to do the job of monitoring and supervision in ASP, in some cases, some of the parents were found very active. They provided furniture and material. Classrooms was constructed in Banke, Tejnagar, Godak, Ilam and Gajure-1 Dhading with the initiative of the parents. The parents take care to make sure their children go to the center.

Effectiveness of Different Levels of Monitoring and Supervision in the Existing System

Level of monitoring & Supervision	Effectiveness
Central level	Central level monitoring is not effective because they are engaged more in formulation of plans and policies, material development and trainer's development,
Regional level	According to the study, it was found that the frequency of regional level monitoring activities was low.
District level	
NFE Coordinator	<ul style="list-style-type: none"> NFE Coordinator monitoring is more effective for ASP because he has coordinated ASP center with NFE center. He works by coordinating programs. He maintains the record of ASP and forwards it up to the central level. But he carries heavy workload and so his field visits seem rather infrequent.
SS /RPs	<ul style="list-style-type: none"> Monitoring and supervision by SS/RPs is effective for class regularity
Local Supervisor	<ul style="list-style-type: none"> Local Supervisor's monitoring is effective in OSP for class regularity
Local Level	
Mother School	<ul style="list-style-type: none"> Mother schools' monitoring is limited only to salary payment and regularity of facilitators; it is not effective in the present context. It is

	not functioning smoothly.
VDC/Municipality Monitoring Committee	<ul style="list-style-type: none"> • It is not functioning
Ward Monitoring Committee	<ul style="list-style-type: none"> • Not functioning
Class Management Committee	<ul style="list-style-type: none"> • Not functioning
Parents	<ul style="list-style-type: none"> • Parents' monitoring is effective in matters of punctuality and regularity of facilitator and participants. They have lent support to improving physical infrastructure (like providing mat, construction of classroom, etc)

Chapter VI

MAJOR FINDINGS AND RECOMMENDATIONS

Major Finding

There are several committees in place to undertake the task of monitoring ASP (all the NFE classes) but not one has been doing its job in a systematic way.

Almost all the sample districts, there are female facilitators in appointment except in Kolbung-8, Illam.

The coordinator receives an allowance for conducting programs like ECD, Special Education but allowance has been provided to the NFE coordinator .

There lie a gap between the provisions and practices in many areas-like the focus of the program, the implementation of the program, and the appointment of local supervisors.

ASP program was smoothly running with the cooperation from parents and of facilitators.

Distribution of the Quota of ASP is fair and good except in Kolbung-8 Ilam and Dhunche, Rasuwa. In Kolbung, the ASP program was running in the mother school in the morning for lack of sufficient space In Dhunche, Rasuwa, the Participants go to the ASP center in the morning and to the School in the afternoon. ASP class was running in Tuition Centre. So the facilitator was called " Tuition Master'.

The role of the mother school is not clearly defined in NFE Guidelines.

There is no orientation program about monitoring and supervision of ASP made available to all levels of monitoring committees.

There is no strong feedback mechanism about monitoring and supervision of ASP

The participants' numerical strength and facilitator's regularity are emphasized in the present monitoring system.

Parents visit the centers without getting any form of orientation.

Mother school has supported ASP by providing teachers (Godak, Illam, Vishupru Katti, Sirah).

ASP has been treated largely as a formal school (Duration and time)

Recommendations

Recommendations for policy

There should be budgetary provision made for the Monitoring and Supervision aspect of ASP.

There should be a strong reliable supervision system for distribution of Quota on the basis of household survey, data and analysis.

The role of the mother school should be clearly defined in NFE Guidelines and an orientation program should be carried out for head teachers.

Local supervisors should be appointed to monitor all ASPs and their service should be continued all through the duration of ASP.

School Supervisors/RPs should be made responsible for monitoring and supervising ASP class in their respective cluster areas.

There should be strong mechanism for obtain feedback in the monitoring and supervision of ASP.

The facilitators of ASP classes should be paid as primary school teachers so that they get sufficiently motivated.

Recommendations for Operation

There should be an orientation program on Monitoring and supervision of ASP conducted for monitoring committees.

Interaction program should be organized among policy makers and the local level personnel.

There should be a strong reliable supervision system for distribution of Quota on the basis of household survey, data and analysis.(in policy also)

Monitoring tools should be developed on the basis of Input, Process and Output-Indicators.

There is a need to identify the roles and responsibilities and to categorize them into two parts monitoring and instructional support.

Recommendations of Indicators to Monitor and Supervise for ASP

Input Indicators

Training of facilitators

Training of local supervisors

Participants and Facilitator ratio

Efficiency of facilitators

Textbooks and teaching learning material.

Physical facilities

Classroom managements

Incentives

Process Indicator

Participants' participation in teaching learning activities.

Use of teaching- learning activities

Use of teaching Learning Materials

Interaction with and among the Participants and with facilitators.

Group formation

Regularity of participants and facilitators

Maintaining individual profile.

Interaction with stakeholders.

Community awareness program

Parenting education

Output

Participants' achievement.

Behavioral change in participants

Formal school enrollment of participants.

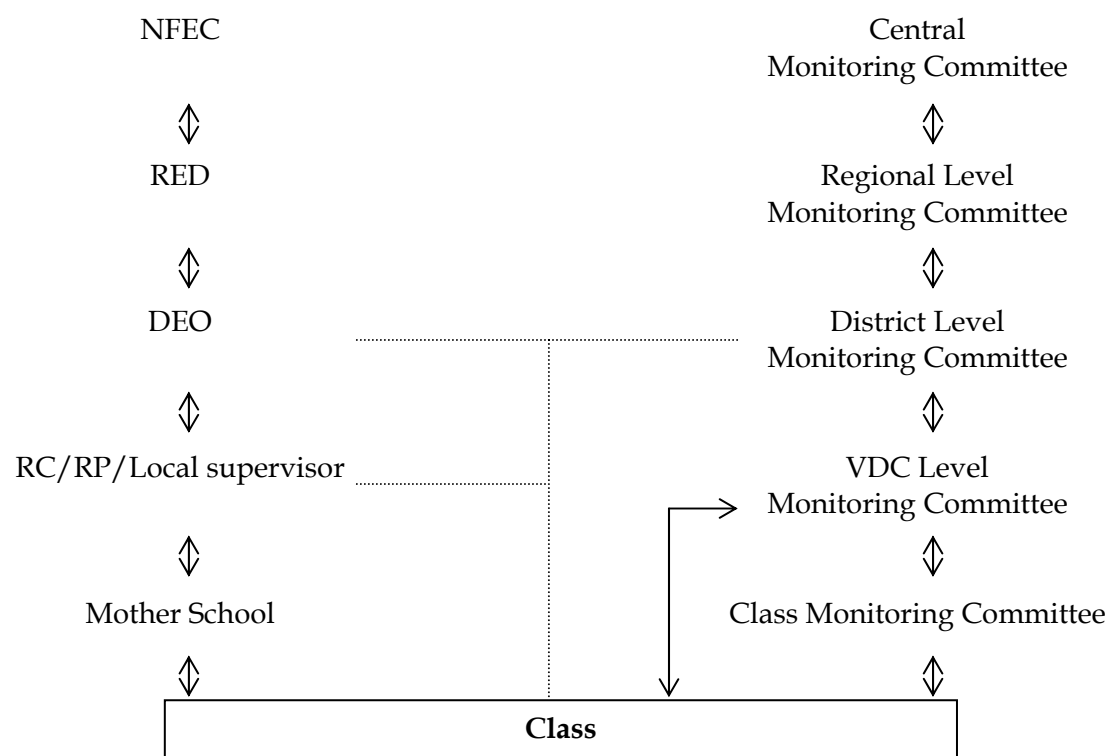
Cycle completion rate of participants (retention, drop out, repeaters, Promotion)

Proposed Feedback Mechanism

Model 1

ASP center is the most significant level that can be expected to bring about intended outcome from the alternative schooling program. ASP center should be made the main focus point from every level (center/Regional, etc). It needs to keep in touch with the ASP center. The NFE center can obtain feedback for policy formulation and effectiveness of curriculum and textbooks. RED and DEO can link the ASP center through RC and the mother school as well as can directly receive feedback on program implementation. It will be better if the newly established office School Inspectorate can be used as a convict through which to obtain feedback for ASP classes through the medium of the mother /regular school as well as of direct monitoring and supervision. In this way, different channels have been prescribed as sources of feedback to enhance the quality of ASP.

Model 1

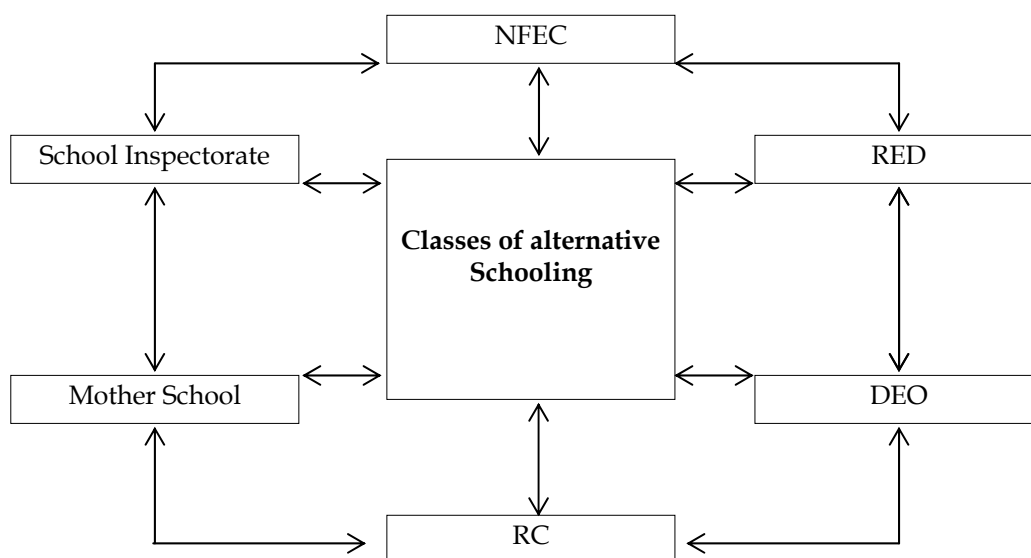


Model 2

The focus point of this model also is alternative class. RC and DEO are set up for supervision work rather than monitoring. Class management committees and such other related committees are presumed to do the job of regular monitoring. In the same way, monitoring committees and concerned offices are expected to take care of joint monitoring and supervision mechanism. The regional level committee can work as a bridge that links the district with the NFE center.

**Proposed: Feed back Mechanism on
Monitoring and Supervision of alternative Schooling**

Model 2



Major Findings and Action Steps

Major Findings	Action Steps	Responsible
1. Gap between policy and practices of the monitoring and supervision of ASP		
<ul style="list-style-type: none"> Gap between intent and practice of ASP 	<ul style="list-style-type: none"> Interaction program between policy makers, implementors and the local level 	NFEC/RED/DEO
<ul style="list-style-type: none"> CMCs in all sample districts were not formed (except Rajena-8, Shanti Tole , Banke where it is also not functioning) 	Set up and activate CMCs in ASP centers.	NFEC/DEO
<ul style="list-style-type: none"> Mother school has been expected to play the main role to monitor and supervision of ASP (PIP). The mother school was found only limited to making recommendation for the facilitator's salary. 	Mention the role of the mother school in NFE Guidelines and make the mother school responsible for technical support like observation of teaching learning activities and developing question papers and running exams for ASP	MOES/ NFEC
<ul style="list-style-type: none"> Appointment of female facilitators was found and there was no appointment of local supervisors 	<ul style="list-style-type: none"> Appoint local supervisor to monitor FSP and SOP and continue it all through the duration of ASP classed for three years, 	MOES/NFE
<ul style="list-style-type: none"> Question papers for ASP exam and participants' materials were found 	<ul style="list-style-type: none"> Delegate the authority to the District level and the mother school 	MOES/RED

unavailable in time in the center from the center level	to develop question papers and to conduct ASP examination	
2. Focus Area of monitoring and supervision practice:		
<ul style="list-style-type: none"> Local level (parents and community) monitoring was found more effective in respect of regularities and the numerical strength of participants as well as the presence of facilitators and running of the center 	<ul style="list-style-type: none"> Identify certain duties and responsibilities for monitoring and Supervision to local level 	MOES/RED/DEO
<ul style="list-style-type: none"> General inquiries about the availability of participants, the presence of facilitators and running ASP centers were made by the mother school, RPs, SS during their visits. 	<ul style="list-style-type: none"> Form different level monitoring and supervision committees and put orientation programs in place for them and involve them as observers in ASP training for facilitators. Categorize the two into monitoring and instructional support 	MOES/ RED/ DEO
<ul style="list-style-type: none"> The community people and parents were found visiting ASP center. They have lent support by providing furniture for participants, renovation of ASP center, repair and maintenance of floor. 	<ul style="list-style-type: none"> Activate local level committees in monitoring and supervision for regular functioning 	DEO/ VDC/DDC
3. Good Practices on Monitoring and supervision system in ASP		
<ul style="list-style-type: none"> Self monitoring by the facilitator was found in participants' regularities/text book "The facilitator is motivated to get appointed as a primary school teacher in future. She/he has taught effectively and spent a lot of time (4 hours) rather than only for 2 hours without monitoring and supervision of any level. If participants did not come to the center, the facilitators herself visited participants' home and made inquiries about them" 	<ul style="list-style-type: none"> Provide basic and refresher training for facilitators and put the focus on duties of the facilitator in class room monitoring in NFE guidelines. 	DEO/VDC/DDC
<ul style="list-style-type: none"> The mother school has supported ASP by providing teachers in the absence of the facilitator (Godak and Vishupur Katti) 	<ul style="list-style-type: none"> Make the mother school responsible for technical support like observation of teaching learning activities develop question papers and conduct exams for ASP. 	DEO/Local Level.

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Appendix
QUESTIONNAIRE FOR FACILITATOR

Facilitator's Name:

Sex:

Age:

Address:

VDC:

Academic Qualification:

ASP Centre:

1. How long have you been conducting this class?
a. less than six months b. One year c. 2 years d. 3 years
2. Have you participated in the facilitators' training program before conducting this class?
a. Yes b. No
3. If you have participated in the training program which contents is or are useful for class?
a.
b.
c.
1. Are the participants regular in their attendance?
a. Yes b. Not quite c. Irregular or not regular
2. What are the causes of low level of regularity or of irregularity?
a.
b.
c.
d.
3. Have you made any effort to increase the regularity level of participants?
a.
b.
c.
d.
7. What problems did you face in the ASP class?
Problems Solution for them
8. How do you manage to get the class in case conducted of your absence?
.....

9. How many times has your class been observed by whom and what were the suggestion given?
10. What types of support have you got from monitoring and supervision?
11. Please mention the area where the local supervisor has not lent any support?
12. What are the focus areas of the supervisor?

Supervisor Focus area

13. How did you implement the suggestions given by the supervisor?
14. Which institution or person's monitoring has been useful for you? Why?
15. What types of cooperation did you get from the local community and parents for class management?
16. What types of materials did you get from DEO?

S.N.	List of Materials	Received	Not received	Providers
1	Blackboard			
2	Duster			
3	Attendance Register			
4	Monitoring Register			
5	Pencil per month			
6	Copy book per month			
7	Chalk			
8	Text book			
9	Others			

17. Have you ever been to the mother school?
 - a. Yes
 - b. No
18. What types of work did you do when you visited to the mother school?
19. What types of support have you got from the mother school?
20. What types of behavioral change did you find to have come about among the participants as a result of your class?
21. Have you observed any change to come about in the society from Alternative Schooling?
22. What are some of the positive experiences you have got from ASP Class?
23. Do you have any suggestions to make on the present monitoring and supervision system of ASP?
24. What is your opinion about making the ASP program more effective and goal oriented?

Annex 1

MEANINGS OF SOME TERMINOLOGY USED IN THE REPORT

Facilitators: The person who is responsible for conducting ASP classes.

Local supervisor: The supervisor of ASP classes who is appointed to work during the program period.

Mother school: The formal/regular school which is nearest from ASP class. The ASP center is exclusively located within its catchment area