

Formative Research Project

Major Findings and Suggested Action Steps

(Fiscal Year 2003/04)

Final Report



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

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Abbreviations

AC	Assessment Centre	HT	Head Teacher	RP	Resource Person
ACMC	Assessment Centre Management Committee	HT's	Head Teachers	SBA	School Based Assessment
ASP	Alternative Schooling Programme	HTL	Head Teacher Leadership	SCN	Save the Children, Norway
BPEPII	Basic and Primary Education (Second Phase)	IE	Inclusive Education	SCUS	Save the Children, US
CAS	Continuous Assessment System	INGOs	International Non Governmental Organizations	SEDU	Secondary Education Development Unit
CBOs	Community Based Organizations	MC	Management Committee	SIP	School Improvement Plan
CDC	Curriculum Development Centre	MCT	Multi-class Teaching	SIS	System Indicators Study
CEA	Co and Extra-curricular Activities	MGT	Multi-grade Teaching	SLC	School Leaving Certificate
CMC	Classroom Management Committee	MOES	Ministry of Education and Sports	SMC	School Management Committee
CEMIS	Community based Education Management Information System	MR	Mentally Retarded	SMRC	School Management Resource Class
CERID	Research Center for Educational Innovation and Development	MT	Master Trainor	SNE	Special Needs Education
CLMs	Children's Learning Materials	MTCS	Management Transfer of Community School	SOP	School Out-reach Program
CMS	Community Managed School	NCED	National center for education and development	SS	School Supervisor
CPE	Compulsory Primary Education		NCED National Centre for Educational Development	TSC	Teacher Service Commission
CSF	Children Saving Fund			UNICEF	United Nations Children's Fund
DCDB	District Child Development Board			VCD	
DDC	District Development Committee			VDCMC	Village Development Committee
DEC	Distance Education Centre	NFE	Non-Formal Education	VDC	Village Development Committee
DEO	District Education Office	NFEC	Non-Formal Education Council	VEC	Village Education Committee
DOE	Department of Education	NGOs	Non Governmental Organizations	VEP	Village Education Plan
ECD	Early Childhood Development	OSP	Out of School Programme	WES	Women Education Section
ECTL	Effective Classroom Teaching Learning Ed.	PIP	Programme Implementation Plan		
Ed.	Education	PRA	Participatory Rural Appraisal		
FCPE	Free and Compulsory Primary Education	PTA	Parent Teacher Association		
FRP	Formative Research Project	PTTC	Primary Teacher Training Centre		
FSP	Flexible Schooling Programme	QCC	Quality Control Circle		
		RC	Resource Centre		
		RED	Regional Education Directorate		

Table 1: Studies Conducted Under Formative Research Project in the Fiscal Year 2003/04

<i>Area</i>	<i>Research</i>	<i>Principal Researcher</i>
<i>School Physical Facilities</i>		
Access and retention	Effective Operation and Sustainable Development of ECD Program: Strategies for Rapid Expansion (ECD)	Komal Badan Malla
	Situation Analysis of Special Needs Education Program for the Expansion of Inclusive Education (SNE)	Narendra P. Phuyal
	Access of Muslim Children to Education: Phase II (Muslin Ed.)	H. M. Zahid Parwez
	Free and Compulsory Primary Education in the Context of Education for All (FCPE)	Dhruba Siwakoti
Learning achievement	Status of Co-curricular and Extra-curricular Activities in Primary School: Problems and Prospects (Co and Extra-curricular Activities)	Ashok Kumar Jha
	Effective Classroom Teaching Learning (ECTL) (Phase III -- School Based Assessment)	Ganesh B. Singh
	An Analytical Study of Existing Multi-grade/Multi-class Teaching Practices in Nepal (MGT and MCT)	Prem Narayan Aryal
Management and capacity building	Monitoring and Supervision of Alternative Schooling System (ASS)	Chandra Bdr. Shrestha
	Management Transfer of Community School (MTCS)	Hari P. Upadhyaya
	School Effectiveness: Head-teacher's leadership (HTL)	Gyaneshwar Amatya
	Female Teachers in Primary Schools: Distribution Pattern and Transfer (Female Teacher)	Samira Luintel
	Reconceptualising the RC Model in the Context of Decentralization and Education for All Framework of Action (RC Model)	Lekhnath Sharma
<i>SIP Based Development Programme</i>		
Overall	Longitudinal Study on System Indicators (SIS)	FRP Coordinator + Raju Manandhar and Rom Prasad Bhattarai
	Stocktaking of Research Studies on BPEP II (Stocktaking)	Tirtha B. Manandhar

School Physical Facilities

<i>Study Title</i>	<i>Findings</i>	<i>Suggested Actions</i>	<i>Responsibilities</i>
Co and Extra-curricular Activities	<ul style="list-style-type: none"> ▪ Majority of the schools have inadequate playground, equipment and supplies even to meet the minimum need of CEAs. 	<ul style="list-style-type: none"> ▪ Expand physical facilities of the school to organize CEA activities. ▪ Encourage to use locally available equipment and supplies. ▪ Encourage to use local ground or hire the ground of other institutions. 	VDC/Municipality can assist for space and DEO for equipment and supplies

Access and Retention

<i>Study Title</i>	<i>Findings</i>	<i>Suggested Actions</i>	<i>Responsibilities</i>
SNE	<ul style="list-style-type: none"> ▪ Integrated classes, home schools and small centres as stated in the SNE Guideline were not found in practice. However, integrated classes were found only in some sample schools. 	<ul style="list-style-type: none"> ▪ Appoint and orient teachers to run SNE home school and small centre program. Provide teachers training on how to conduct the integrated classes. ▪ Provide mobile teachers in the home school catchment area. Mobilize NGOs and CBOs for the small centre program. Make the guideline flexible according to the local need. 	MOES and DEO
	<ul style="list-style-type: none"> ▪ No suitable environment for the target group of IE 	<ul style="list-style-type: none"> ▪ Remove the barrier to enrolment (e.g. birth citizenship certificate). ▪ Remove age bar in case of MR children. ▪ Include disabled and marginalized children* in the IE program and provide incentive to them. ▪ Make the headteacher or a senior teacher chairman of Assessment Centre ▪ Appoint local female teachers, where possible, in order to remove language barrier and gender discrimination. 	MOES
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Provide long-term IE training to all teachers. Include the IE package in the NCED program. Provide short-term and follow-up training every year. Provide follow-up training to headteachers, teachers, focal persons, resource persons, supervisors and DEOs. Raise awareness of the parents, SMC and community. Identify individual needs of the children and give them access to relevant vocational training. 	DOE

		<ul style="list-style-type: none"> ▪ Update the data on disabled and disadvantaged children. ▪ Report the actual number of incentive recipients and the follow-up programs to DOE and RED every four months. 	
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Manage playground, classroom, teaching materials and toilets as suited to disabled children. ▪ Conduct the IE program in a school close to the community. 	DEO
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Let the disabled children join the resource class before they join the general class. ▪ Help to establish relationship between disabled children and teachers as well as between disabled children and other normal children. ▪ Emphasize to create joyful (child-friendly) teaching and learning activities. ▪ Ensure to have teachers' diaries on student records maintained. ▪ Orient teachers to categorize children into fast, medium and slow learners in the classroom. ▪ Manage sitting arrangement according to the group division. 	DEO and School
MTCS	CMS was able to enhance the access of Dalits and tribal children.		
	<ul style="list-style-type: none"> ▪ In CMS, the enrolment of Dalits and tribal children was increased as compared to the previous year when the management was not transferred. 	<ul style="list-style-type: none"> ▪ Involve SMC in enhancing access and teaching-learning process in the Community Managed Schools. 	Community Managed School
	<ul style="list-style-type: none"> ▪ SMC and teachers made home visits and motivated the parents. 	<ul style="list-style-type: none"> ▪ Provide block grants based on the figure of enrolment and monitor the student's enrolment. 	DOE and DEO
MGT and MCT	<ul style="list-style-type: none"> ▪ A very high percentage of schools was found to have incomplete number of teachers that resulted in MGT and MCT situations. 	<ul style="list-style-type: none"> ▪ Conduct a detailed survey to identify schools with MGT and MCT situations. 	MOES, DOE
	<ul style="list-style-type: none"> ▪ MGT and MCT have been followed in the schools mainly due to the shortage of teachers in the schools. 	<ul style="list-style-type: none"> ▪ Follow the basic specifications of MGT to build classrooms in the potential MGT schools. 	DOE, DEO, Schools and SMCs of the respective schools
	<ul style="list-style-type: none"> ▪ Teachers lack MGT management skills that led to the difficulty in managing time and controlling the class. ▪ Community is not aware of MGT and MCT as pedagogic choices. ▪ Community people demanded their capacity building with 	<ul style="list-style-type: none"> ▪ Provide MGT management skills to the teachers teaching in MGT and MCT situations ▪ Revise MGT training package with the focus on MGT skills. ▪ Develop an MGT teacher training package focusing on the 	DOE

	<ul style="list-style-type: none"> respect to MGT practice. 	<p>MGT skills</p> <ul style="list-style-type: none"> Prepare community awareness package for the community people regarding MGT as a pedagogic choice. Manage MGT and MCT community ownership. 	
HTL	<ul style="list-style-type: none"> HTs have maintained a sizeable enrolment ratio in the school. Most of the SMCs and HTs are actively involved in fund-raising for the physical improvement of the school. 	<ul style="list-style-type: none"> Enhance school enrolment initiatives such as home visit, raising awareness programs, operation of ECD classes, and distribution of scholarships, dresses, copies & pencils judiciously to the needy children. 	DEO, SMCs, HTs
	<ul style="list-style-type: none"> Most of the schools have managed to generate some kind of funds from various sources. The HT, schoolteachers and some SMCs in sample schools have made door-to-door visit to persuade parents of those children who are out of school. 	<ul style="list-style-type: none"> Encourage schoolteachers to go and work together with the parents. Promote relationships with I/NGOs & different stakeholders both at the local and district levels to reduce the out-of-school population. 	SMCs
	<ul style="list-style-type: none"> Out of 9 sample schools, five schools have adopted home visit approach on their own initiatives. 	<ul style="list-style-type: none"> Identify and mobilize resources in transparent manner. 	HTs, SMCs, DEOs
	<ul style="list-style-type: none"> The HTs have maintained cordial relationship with various donor representatives, local leaders, business enterprises, and social workers. Some of the schools established Revolving Funds and conducted Dhan Dhanyanchal (Religious ceremony) to raise funds to help children of poor family who receive scholarships and loans. Some of the schools generated funds by renting their property such as buildings, land, fishpond and selling trees. 	<ul style="list-style-type: none"> Utilize school assets (buildings, land, trees and ponds) for resource generation 	SMCs, HTs
FCPE	<ul style="list-style-type: none"> Local government bodies have been found capable to implement CPE programs on their own. 	<ul style="list-style-type: none"> Encourage local government to initiate CPE program. 	DEO
	<ul style="list-style-type: none"> A great majority of <i>janajati</i>, (indigenous tribes) child workers and children of migrant families have no access to school. 	<ul style="list-style-type: none"> Mobilize community-based organizations to encourage the school enrolment of janajati, child workers and children of migrant families. Grant additional scholarship quotas to areas where enrolment is still a problem. 	DOE, DEO
	<ul style="list-style-type: none"> The difficulty in adjusting overage children in non – mother tongue medium school and seasonal migration of parents are two primary causes for the drop-out of students. 	<ul style="list-style-type: none"> Develop a system for providing education in the mother tongue. 	SMC
	<ul style="list-style-type: none"> There is no 100 percent free education system in the primary schools and the fees often raised have caused student drop-out. 	<ul style="list-style-type: none"> Encourage SMC to waive school fees for poorer children. 	SMC
	<ul style="list-style-type: none"> SMCs, VECs and Municipality level committees were not 	<ul style="list-style-type: none"> Conduct orientation programme to line committees to 	DEO, INGO,

	actively involved in the formulation of education planning such as SIP, VEP, etc.	ensure their active involvement in planning activities.	NGO
Muslim Ed.	<ul style="list-style-type: none"> ▪ About 41% of school age Muslim children were out of any schooling system. 	<ul style="list-style-type: none"> ▪ Provide special incentive to attract Muslim children in mainstream school. 	MOE and DEO
	<ul style="list-style-type: none"> ▪ The flow of Muslim children towards Madrasa education (41.22%) was higher than towards the mainstream education (14.12%). 	<ul style="list-style-type: none"> ▪ Provide stipend to Muslim girls on the basis of their regularity in the school. 	MOE and DEO
	<ul style="list-style-type: none"> ▪ The flow of Muslim girl children towards Madrasa was higher than that of the boys. 	<ul style="list-style-type: none"> ▪ Conduct awareness raising program for parents. 	DEO, School NGOs
	<ul style="list-style-type: none"> ▪ The dropout and repetition rates of Muslim girls were higher than that of Muslim boys. 	<ul style="list-style-type: none"> ▪ Conduct OSP for out of school Muslim children. 	DEO and INGO
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Appointment Muslim female teachers in the schools of densely Muslim populated villages. 	DEO and NGOs
	<ul style="list-style-type: none"> ▪ The promotion rate of Muslim girls was lower than that of Muslim boys. 	<ul style="list-style-type: none"> ▪ Make provision to offer an optional course for the learning of Islamic education in mainstream schools. 	MOE
	<ul style="list-style-type: none"> ▪ The socio-cultural aspects determining the participation of Muslim children in mainstream schools were as follows: <ul style="list-style-type: none"> - Lack of religious education in mainstream schools. - Language of instruction in mainstream school is different from their mother tongue. - Conservative thinking of Muslim parents towards coeducation for growing up girls. - Absence of female teachers in school. 	<ul style="list-style-type: none"> ▪ Appoint a Maulvi in the schools of densely Muslim populated areas. 	MOE
		<ul style="list-style-type: none"> ▪ Incorporate the culture of different major ethnic groups into the school curriculum. 	MOE and CDC
		<ul style="list-style-type: none"> ▪ Conduct literacy program for Muslim girls including training in income generating skills. 	MOE and NGOs
		<ul style="list-style-type: none"> ▪ Language advocacy program for Muslim intellectuals and religious leaders at the local level. 	MOE and NGOs
	<ul style="list-style-type: none"> ▪ Madrasas are providing religious education. They are also propagating literacy and numeracy skill of the elementary level. 	<ul style="list-style-type: none"> ▪ Collect data on Madrasas and Muslim children in Muslim populated districts. 	MOE and CDC
	<ul style="list-style-type: none"> ▪ Madrasas are providing free education and fulfill cultural needs of Muslim community. 	<ul style="list-style-type: none"> ▪ Conduct adult literacy program and OSP in coordination with local Madrasa teachers. 	DEO and NGO

	<ul style="list-style-type: none"> ▪ Madrasa teachers were in favor of bridging the gap between mainstream education and Madrasa. 	<ul style="list-style-type: none"> ▪ Recognize Madrasas as community schools. 	MOE
		<ul style="list-style-type: none"> ▪ Incorporate Islamic education into mainstream curricula as an optional subject for Muslim children. 	MOE and CDC
ECD	<ul style="list-style-type: none"> ▪ Policy regarding the total years of stay of a child at ECD centre was found inconsistent in ECD related documents. 	<ul style="list-style-type: none"> ▪ Formulate an explicit policy on the total years of stay of a child at ECD centre. 	ECD section, DOE
	<ul style="list-style-type: none"> ▪ Unlike the ECD programme of INGOs, ECD planning made by the DOE was found top-down in nature. 	<ul style="list-style-type: none"> ▪ Involve the grassroots level stakeholders in the planning process through PRA/social mapping, CEMIS etc. for making bottom-up planning. 	DOE and DEO, VDC MC of ECD centres
	<ul style="list-style-type: none"> ▪ DOE's quota distribution of ECD centres was found to be supply-driven which created difficulty in the utilization of quota. 	<ul style="list-style-type: none"> ▪ Organize awareness programmes at targeted communities to make the community people aware of the importance of ECD. 	DEO, NGOs, INGOs, CBOs
	<ul style="list-style-type: none"> ▪ The awareness programmes being conducted are not adequate for developing positive attitude among the community people towards ECD programme and its management. 	<ul style="list-style-type: none"> ▪ Prepare social mobilizers, NGO officials and social workers through short-term training. ▪ Conduct awareness programmes in view of the varying contexts of the communities. 	DEO, NGOs, INGOs, CBOs

* 'Marginalized' stands for indigenous minority groups, socially and culturally oppressed, ethnically discriminated against afflicted by conflict or insurgency or trafficking, bonded labor, orphans, street children, child labourers, superstitious about diseases, discriminated on the ground of gender, culture, language and geographical location and disabled.

Learning Achievement

<i>Title of the study</i>	<i>Findings</i>	<i>Suggested Actions</i>	<i>Responsible Agencies</i>
ECTL	<ul style="list-style-type: none"> ▪ Periodic examinations (terms and final or half yearly and yearly exams) were conducted by about 90% of school with summative purpose. Following were the general characteristics of periodic exams: <ul style="list-style-type: none"> - mainly use of paper and pencil test - carrying over the marks for summative use - outcome of assessment results not used for improving students' learning. 	<ul style="list-style-type: none"> ▪ Revise the policy of requiring three periodic examinations to initiate continuous and comprehensive assessment. ▪ Develop and use appropriate assessment devices to assess all the curriculum objectives. ▪ Simplify currently piloted CAS. 	CDC, NCED, DEC
	<ul style="list-style-type: none"> ▪ Homework, class work and classroom questioning were the main methods of assessment used during classroom teaching learning. In about 20% of cases homework was sincerely corrected and feedback provided. 	<ul style="list-style-type: none"> ▪ Develop explicit assessment methods and forms which can record assessment outcomes and support individual child. -- student's portfolio, unit design and test. ▪ Hold interactions between teachers and students 	

	<ul style="list-style-type: none"> ▪ In classroom questioning better forms of feedback mechanism such as confirmation, emphasis and praise were used only in 12% of the classes. ▪ In school based assessment a number of curriculum objectives were not covered in the test. ▪ 	frequently to help the students reflect on learning difficulties and subsequently correct them.	
	<ul style="list-style-type: none"> ▪ Periodic and written examination along with pass/fail system was the usual practice in CAS pilot schools as well. ▪ Continuous assessment and recording along with collection of student's sample work was generally lacking. ▪ Lumping of a number of curriculum objectives in a single learning outcome as well as spreading of one curriculum objective into several learning outcomes have complicated continuous assessment in a number of instances. 	<ul style="list-style-type: none"> ▪ Introduce the provision of recording of student's level of achievement, student's strengths and weaknesses, repeatedly occurring mistakes and misconceptions. ▪ Develop a reporting system of student's learning achievements understandable to the parents. ▪ Assess student's learning as well as teacher's effectiveness. ▪ Simplify currently piloted CAS form. ▪ Review terminal and external examination for evaluating effectiveness of school and teacher; measuring the national level of achievement; identifying areas of curriculum improvement. 	CDC, NCED, DEC
	<ul style="list-style-type: none"> ▪ Classroom delivery was found mainly dominated more by teacher's teaching than student's learning. ▪ Piloting of CAS as a tool for test without conjoining it with pedagogical intervention has not been able to bring about intended outcome. ▪ Child centered education; continuous assessment and individualized instruction seem to have been embraced at the visioning level. Such a vision has yet to be described and illustrated at the classroom practice level. 	<ul style="list-style-type: none"> ▪ Organize workshops (possibly with international participation) to clarify the vision of child centered education at the primary level in Nepal in terms of <ul style="list-style-type: none"> - conceptual and theoretical clarity. - feasibility of child centered education in the existing scenario. - development of intervention strategy. - teacher preparation ▪ Make parents, community, and other concerned stakeholders aware of child centered education. 	CDC, NCED, DEC
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Identify and incorporate required minimum skills in the training. ▪ Emphasize discussion on child centered education, demonstration and practical activities in the training. ▪ Include criterion referenced test and informal methods of assessment including classroom questioning techniques in the training. 	CDC, NCED, DEC
	<ul style="list-style-type: none"> ▪ 	Incorporate regular follow up visit, on the spot	CDC, NCED, DEC

		demonstration as a part of training.	
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Mitigate over-burden of the teachers by maintaining manageable class size and also through such measures as alternate days school or multiple shifts with longer hour school and shorter hour teaching learning. ▪ Provide teachers with skills to manage workload. 	CDC, NCED, DEC
MTCS	<ul style="list-style-type: none"> ▪ Hand over of the school's management to the community was advanced with the expectation of getting additional human and financial resources for improving school facilities and quality of instruction. 	<ul style="list-style-type: none"> ▪ Provide incentive grants in time and fulfill immediately the promises made by the government. 	DOE
	<ul style="list-style-type: none"> ▪ CMS were assured that they would receive a lump-sum grant if they transfer the management to the community. 	<ul style="list-style-type: none"> ▪ Give top priority to CMS for providing development grants, releasing regular as well as other funds and distributing scholarships. 	DEO
		<ul style="list-style-type: none"> ▪ Involve CMS in piloting educational programs and awarding special projects. 	DEO and DOE
		<ul style="list-style-type: none"> ▪ Make school funding mechanism simpler and CMS-friendly. 	MOES
	<ul style="list-style-type: none"> ▪ Teacher's regularity appeared to be satisfactory in CMS. ▪ SMC members were more active in. ▪ Some SMCs developed code of conduct of the school management for teacher's attendance. ▪ In some CMS, SMC started teacher's attendance monitoring. 	<ul style="list-style-type: none"> ▪ Develop minimum norms for students' and teachers' attendance. ▪ Develop regulations, code of conduct regarding CMS operation. 	Community Managed School
Co and Extra-curricular Activities	<ul style="list-style-type: none"> ▪ HT, Teacher and RP were found confused regarding the theoretical and practical concept of co-curricular and extra curricular activities. 	<ul style="list-style-type: none"> ▪ Provide a clear concept of co-curricular and extra-curricular activities for the effective conduct of CEA activities. 	DEO, SEDU, PTTC, DEO and Teachers' training agencies.
	<ul style="list-style-type: none"> ▪ Certain selected activities (such as – Ball game, minor game, sanitation, flag hoisting, quiz) were found operating as extra curricular activities in almost all the schools. 	<ul style="list-style-type: none"> ▪ Organize activities on the basis of need, age, interest and developmental characteristics of the students. 	RP, HT
	<ul style="list-style-type: none"> ▪ Conduct of co-curricular activities was rarely found. 	<ul style="list-style-type: none"> ▪ Allocate 20% marks for practical activities in the evaluation system. 	DOE and SEDU
	<ul style="list-style-type: none"> ▪ Variation was observed in planning and selection of activities as well as in students and teachers, participation and organization of CEAs. 	<ul style="list-style-type: none"> ▪ Specify the basic requirements for conducting co-curricular and extra-curricular activities. 	DOE, SEDU and DEO
	<ul style="list-style-type: none"> ▪ Only a limited number of students were found participating in CEA activities. 	<ul style="list-style-type: none"> ▪ Orient the teachers and HTs of the school to keep the record of student's participation. 	SMC, HT, RP and Parents

	<ul style="list-style-type: none"> High enrolment figure of students and heavy teaching load, and accordingly lower number of teachers in Hill and Tarai were found hindering the operation of CEA activities. 	<ul style="list-style-type: none"> Provide of teacher quota for the effective conduct of CEA. 	DEO and VDC/Municipality can assist
	<ul style="list-style-type: none"> Lower enrolment figure of students, heavy teaching load, and lower number of teachers in the Himalayan (mountain) region were found hindering the operation of CEA activities. 	<ul style="list-style-type: none"> Solicit assistance from District Sports Development Committee and Sports Council for conducting CEA activities. 	DOE, DEO, HT
		<ul style="list-style-type: none"> Establish a separate cell for CEAs at DEO. 	DEO
	<ul style="list-style-type: none"> There was a lack of trained physical education teacher and teacher for Music & Dance, Arts & Handicraft and Drawing. 	<ul style="list-style-type: none"> Introduce a provision for allocating some weightage to the teachers who have the experience in sport, social service, scout, redcross, and cultural programme. 	DEO, DOE, SMC
	<ul style="list-style-type: none"> Training programmes and packages provided knowledge and information only rather than practical skills. 	<ul style="list-style-type: none"> Introduce a practical package in the teacher training regarding pedagogy, content and skills of CEA. 	DOE, SEDU, PTTC, FOE
	<ul style="list-style-type: none"> Lack of supervision and monitoring caused a set back to understand the nature and purpose of CEAs and conduct CEAs in true spirit. 	<ul style="list-style-type: none"> Operationalize a strong monitoring, evaluation, and feedback mechanism. 	DOE, DEO, SMC, RP, HT
MGT and MCT	<ul style="list-style-type: none"> The existing MGT training was found lacking proportionate distribution of weightage in theory and practice of MGT and MCT. 	<ul style="list-style-type: none"> Revise the training modality of recurrent teacher training to address the need for proportionate distribution of weightage in theory and practice of MGT and MCT. Develop guidelines for instructional approaches for effective implementation of MGT and MCT in the schools. 	MOES – develop policy on teacher training modality. DOE – develop guidelines and revise MGT recurrent teacher training package based on the suggested model DEO – implement, monitor and follow up the guidelines in the schools
	<ul style="list-style-type: none"> The multi-grade teaching techniques – such as use of learning corners, display of teacher and students materials, grouping of students, accessible and flexible seating arrangement, use of SLM and the use of bookshelves were found not being adopted. 	<ul style="list-style-type: none"> Develop a mechanism to monitor and follow-up transfer of training in the classroom so that use of training skills can be observed. 	DOE – develop the monitoring and follow up mechanism. DEO - follow-up and monitor the programme SMC – supervise

			the programme regularly.
HTL	<ul style="list-style-type: none"> HTs have adopted several unique strategies to improve the educational quality of their schools. 	<ul style="list-style-type: none"> Maintain discipline in the school. 	SMCs/HTs/Teacher
		<ul style="list-style-type: none"> Motivate students and teachers by establishing a system of providing rewards and recognition. 	SMCs/HTs/Teacher
	<ul style="list-style-type: none"> Most of the schools distributed awards for deserving and regular students. 	<ul style="list-style-type: none"> Monitor and supervise students' attendance and teachers' regularity. 	HTs/Teachers
	<ul style="list-style-type: none"> All secondary and few primary schools organized extra coaching classes for grade 5 and above. 	<ul style="list-style-type: none"> Conduct coaching classes for weak students and introduce monthly test mechanism. 	HTs/Teachers
	<ul style="list-style-type: none"> Most of the HTs are conscious about maintaining discipline in the school and have developed their own rules and regulations for both the students and teachers. 	<ul style="list-style-type: none"> Organize parent teacher interactions. 	HTs/Teachers/SMC
	<ul style="list-style-type: none"> The student who arrived after 10:15 are not permitted to enter the school premises and the students need to take permission for early leaving and need to sign in the register. 	<ul style="list-style-type: none"> Initiate QCC (Quality control circle). 	HTs/teachers
	<ul style="list-style-type: none"> Some of the sample schools in the Terai have made rules that they did not permit the students to go outside with their books on tiffin hour. 	<ul style="list-style-type: none"> Organize contests and competitions. 	HTs/teachers
	<ul style="list-style-type: none"> Some of the sample school frequently organized speech, poetry, essay competition among the students and distributed awards to those students who stood first, second and third. 		
	<ul style="list-style-type: none"> Some of the school management made the provision of monthly test mechanism in some of the subjects after finishing each unit for improving educational quality of the students. Most of the HTs realized the need of supervision and monitoring for better quality education. 		
ECD	<ul style="list-style-type: none"> Some INGOs conducting ECD programme neither have their own curriculum nor follow the curriculum developed by the DOE. 	<ul style="list-style-type: none"> Make it mandatory for INGOs/ NGOs to follow the ECD curriculum developed by the DOE. Revise the curriculum developed by the DOE to make it acceptable to all INGOs. 	CDC,NOGs, INGO, DoE and NGOs, INGOs
	<ul style="list-style-type: none"> The positive impact of ECD activities on the achievement level of grade II students was positive specifically in Nepali. Similarly, the social and emotional behaviour of the students with the ECD experience were better than their non-ECD counterparts. 	<ul style="list-style-type: none"> Improve ECD centre activities so as to enable the students with ECD experience in increasing their achievement in the primary level. Continue child-friendly activities as carried out in the ECD centres in the first few years of primary level. 	Trainers, facilitators

Management and Capacity Building

<i>Title of the Study</i>	<i>Findings</i>	<i>Suggested Actions</i>	<i>Responsible Agencies</i>
SNE	<ul style="list-style-type: none"> ▪ DEO provided required materials instead of cash for the management of resource class. ▪ Assessment Centre was found inactive in children's assessment, collection and distribution of educational materials, preparation of individual district profile, and establishing coordination with NGO/INGO. 	<ul style="list-style-type: none"> ▪ Detail out SNE implementation guidelines. ▪ Deposit incentive money in the school account. 	DOE
		<ul style="list-style-type: none"> ▪ Make the head teacher or a senior teacher chairperson of AC in order to make AC more effective. ▪ Include the data on disabled people and the target group of IE in the district profile and also in DEP and SIP. 	DEO
	<ul style="list-style-type: none"> ▪ Monitoring was not conducted by DOE, DEO and AC although there was budget for such activity at DEO. 	<ul style="list-style-type: none"> ▪ Clearly mention the monitoring process and responsibility in the guidelines. ▪ Involve DEO and RED to monitor the program at least once a year. Instruct the DEO to report to the RED and DOE once in four months. ▪ Instruct the RC and AC to monitor the SNE programme in every two months and provide report to DEO. 	DOE and DEO
	<ul style="list-style-type: none"> ▪ DOE conducted training for the concerned people but the training was not comprehensive. 	<ul style="list-style-type: none"> ▪ Provide training to all the teachers of the school. Include Inclusive Education inputs in the long-term (of 10-months) training package. ▪ Provide short-term (refresher and follow-up) training. ▪ Conduct awareness raising programmes for the members of School Management Resource Class (SMRC), parents, students and community members. 	NCED DOE DEO RC
	<ul style="list-style-type: none"> ▪ There was a lack of practical training for teachers and students. 	<ul style="list-style-type: none"> ▪ Provide vocational and life skills training according to the type of disability and age group; for instance, cultural activities for the blind and mechanical training for the deaf. Provide work-oriented and marketable skills. ▪ Provide MR students daily life-skills training for 2 years and academic course for one year. ▪ Provide formal education to the blind, deaf and physically disabled. Provide vocational training whenever they are interested. 	NCED and Special Needs Education Section
	<ul style="list-style-type: none"> ▪ There was budget provision for 10 students in each 	<ul style="list-style-type: none"> ▪ Provide budget according to the number of disabled children in schools. 	DEO

	resource class. However, schools are receiving the same amount irrespective of the actual number of children.	<ul style="list-style-type: none"> ▪ Develop a system of reporting the actual number of children to the centre. ▪ Make flexible guidelines according to the local needs. 	
	<ul style="list-style-type: none"> ▪ There is a provision of 50 quota for physically disabled children in each district. Quota incentive was not distributed in Parsa and Rupandehi districts this year. Only 5 quota were distributed in Banke district. 	<ul style="list-style-type: none"> ▪ Entrust a DEO personnel with the responsibility of monitoring the program. Monitor the program by DOE as well. 	DEO
	<ul style="list-style-type: none"> ▪ NGOs, CBOs, VDCs, etc. are not involved in school activities under the SNE program except participating in ACMC meetings. 	<ul style="list-style-type: none"> ▪ Involve only those NGOs/CBOs that are relevant to SNE program. 	DEO
MTCS	<ul style="list-style-type: none"> ▪ Headteachers were instrumental in the management transfer of public schools. 	<ul style="list-style-type: none"> ▪ Motivate headteachers for management transfer. 	DEO and DOE
	<ul style="list-style-type: none"> ▪ SMC chairpersons also played a significant role in the process of management transfer. 	<ul style="list-style-type: none"> ▪ Motivate DEO staff members for management transfer. 	DOE
	<ul style="list-style-type: none"> ▪ In urban areas of Kavre district, the Municipality came in the forefront for the transfer of managerial responsibility of public schools. 	<ul style="list-style-type: none"> ▪ Involve local bodies in the management of CMS. 	DOE
	<ul style="list-style-type: none"> ▪ The opportunity for the community people to participate in the school's affairs and become involved in the decision-making process motivated them for the management transfer. 	<ul style="list-style-type: none"> ▪ Motivate and encourage Municipalities to develop their own education policy and programs. 	DEO and DOE
	<ul style="list-style-type: none"> ▪ The community people thought that their opinions would be respected. 	<ul style="list-style-type: none"> ▪ Make SMC aware of their roles, functions and authority before handing over the school's management. 	DEO, RC, School
	<ul style="list-style-type: none"> ▪ In some communities lack of awareness among parents and community people hindered the process of management transfer. 	<ul style="list-style-type: none"> ▪ Conduct strong social mobilization program for raising the awareness of head teachers, SMC members, parents and other stakeholders in the management transfer of public schools. 	DEO and DOE
	<ul style="list-style-type: none"> ▪ Parents and community people of the locality where school's management was not transferred were quite unaware of the management transfer aspect. 	<ul style="list-style-type: none"> ▪ Start public debate on the issue of management transfers. 	DOE
	<ul style="list-style-type: none"> ▪ Teachers Unions opposition reduced the speed of the process of management transfer. 	<ul style="list-style-type: none"> ▪ Disseminate the real intents of management transfers, to ensure it is not the responsibility transfer by the government. 	DOE and DEO
	<ul style="list-style-type: none"> ▪ Current insurgency and conflict situation further hampered the effort of management transfer. 	<ul style="list-style-type: none"> ▪ Arrange immediately series of dialogue and discussions with Teachers' Unions for creating favorable environment for expansion of CMS. 	DOE
	<ul style="list-style-type: none"> ▪ Management transfer lacks a strong legal base. ▪ Management transfer was started on the basis of 	<ul style="list-style-type: none"> ▪ Make provisions related to management transfer in the Education Act or Education Regulations instead of issuing any directives or making 	MOES

	<p>administrative decisions.</p> <ul style="list-style-type: none"> ▪ Education Act lacks legal provision for CMS. ▪ The CMS operation directives contradicts with the Act in some cases. For example there is no conformity in the Act and Directives in terms of head teachers, and teachers' appointment procedure. 	administrative decisions.	
	<ul style="list-style-type: none"> ▪ The frequency of visits to CMS by SMC members and parents increased as a result of management transfer. 	<ul style="list-style-type: none"> ▪ Motivate parents for their regular visits. ▪ Arrange parent's conferences at certain intervals of times. 	Community Managed School
	<ul style="list-style-type: none"> ▪ Head teachers and SMC members were found lacking adequate monitoring skills. 	<ul style="list-style-type: none"> ▪ Motivate SMC and DEO staff members for constant monitoring of CMS. 	Community Managed School and DEO
	<ul style="list-style-type: none"> ▪ Local bodies and NGOs supported CMS, but their support was fairly inconsistent. 	<ul style="list-style-type: none"> ▪ Make efforts to tap local resources and mobilize them for the development of schools. 	Community Managed School
	<ul style="list-style-type: none"> ▪ Local bodies lacked vision regarding mobilization of resources at the local level. 	<ul style="list-style-type: none"> ▪ Involve local bodies in CMS affairs. 	DOE
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Motivate and encourage local bodies to develop their own local educational policies and programs. 	DOE and DEO
	<ul style="list-style-type: none"> ▪ Some of the CMS have yet to develop their own rules and regulations regarding student's admission, procedures for teacher's performance evaluation, code of conduct for teachers and students, norms and standards on teacher's and student's attendance, etc. 	<ul style="list-style-type: none"> ▪ Develop by-laws, manuals or code of conduct regarding school operation. 	Community Managed School
		<ul style="list-style-type: none"> ▪ Develop training manuals for lead HTs and SMC members based on their needs. 	DEO
		<ul style="list-style-type: none"> ▪ Make DEO capable of providing technical support to CMS. 	DOE
		<ul style="list-style-type: none"> ▪ Include Municipality's powers and authority, functions and duties regarding the schools handed over to them in the Act and Regulations. 	MOES

Co and Extra-curricular Activities	<ul style="list-style-type: none"> None of the selected schools were found having a plan of co-curricular or extra-curricular activities. 	<ul style="list-style-type: none"> Develop monthly and annual plans for co-curricular and extra-curricular activities. 	DEO, RP and SMC
	<ul style="list-style-type: none"> Wherever the equipment supplies were found available, they were not suitable for the age of primary school students. 	<ul style="list-style-type: none"> Make a provision of procuring equipment and supplies according to the age level of students. 	HT and teacher
	<ul style="list-style-type: none"> There was inadequate supply and distribution of educational resources and support materials. 	<ul style="list-style-type: none"> Allocate adequate budget for CEAs. Mobilize funds for CEAs from late fees, other contingencies and local resource mobilization. 	DOE, DEO, HT, Teacher, SMC
	<ul style="list-style-type: none"> None of the schools have the provision of specific fund for CEAs in their regular budget. 	<ul style="list-style-type: none"> Use of local materials can be encouraged. 	SMC, VDC, HT, Parents
	<ul style="list-style-type: none"> Financial support which was provided from DEO to the RC (Annual Rs.2000/-) for making CEAs sustainable was not found to be adequate and effective. 	<ul style="list-style-type: none"> Some times cultural programmes and shows can be conducted. Co-ordination should be developed with the local NGO and INGO working in that area. 	
	<ul style="list-style-type: none"> Almost all SMCs of selected schools were found positive toward CEAs, even though 50% from Kaski and Mustang and 75% from Morang district deny having their involvement in conducting CEAs. 	<ul style="list-style-type: none"> Awareness programme should be conducted for the SMC and community members about the importance of CEAs in the all-round development of child. 	DOE, VDC
	<ul style="list-style-type: none"> Majority of the parents felt extra incidence on their expenses due to injuries and felt disturbances in their children's study due to CEAs. 	<ul style="list-style-type: none"> Selection of SMC member should be from among the parents only. 	DOE, VDC, RP, DEO
		<ul style="list-style-type: none"> Socio-cultural as well as economic concerns need to be studied. 	DOE
		<ul style="list-style-type: none"> Parents and guardians should be made aware of the importance of CEAS. Provision of scholarship and such incentives should be made for the students. 	SMC, HT, RP
	<ul style="list-style-type: none"> Lack of enthusiasm in teachers, HTs, RPs and DEOs was observed as a major limitation in conducting CEAs. 	<ul style="list-style-type: none"> Professional enthusiasm should be developed to maintain the policy and spirit in conducting CEAs. 	DOE

MGT and MCT	<ul style="list-style-type: none"> ▪ A specific policy was felt for MGT and MCT as a pedagogic Choice. 	<ul style="list-style-type: none"> ▪ Recognize MGT situation officially and prepare a policy to address it. The policy should include: teacher-student ratio, management of MGT and MCT, teachers qualifications and training, motivation schemes for MGT teachers, monitoring, follow up and supervision of MGT classes and implementing relevant students' evaluation schemes. 	MOES – prepare policy documents on MGT and MCT
	<ul style="list-style-type: none"> ▪ The study identified the following conditions regarding MGT essentials: <ul style="list-style-type: none"> - School located in sparsely populated and geographically inaccessible area. - A small MGT school with less than 20 students, MGT school (30 students while combining two grades), MCT school (exceeding 30 students while combining two or more grades). - Community's readiness to accept MGT and MCT as a pedagogic choice. 	<ul style="list-style-type: none"> ▪ Declare MGT schools on the basis of the features as indicated in this study and equip them with MGT facilities. ▪ Identify a certain number of schools in the beginning on the pilot basis. 	MOES – develop policy for the bases CERID – assist the DOE in identifying potential MGT schools DOE – identify schools under different categories (small school, MGT, MCT)
	<ul style="list-style-type: none"> ▪ Basic specifications for MGT and MCT were identified as follows: <ul style="list-style-type: none"> - Appropriate physical facilities - Adjustment of curricular contents. - Combination of classrooms - MGT and MCT skills required for teachers - Use of MGT techniques - Proper evaluation schemes - Provision of teacher support system - Community's supportive role 	<ul style="list-style-type: none"> ▪ Develop basic specifications as minimum requirements for MGT and MCT practice in the school that include the following: <ul style="list-style-type: none"> ▪ A spacious classroom with at least 1 sq.m. of space per student and 1 <i>Ropani</i> of land for out-of-classroom activities. ▪ A single teacher small MGT school with less than 20 students. ▪ MGT school with 30 students by combining at least two grades. ▪ MCT school with more than 30 students in one grade. ▪ Desirable combination of adjacent grades. ▪ Not to combine grade one and ECD class with other grades. ▪ Make the provision of MGT friendly physical environment. ▪ Equip the teacher with MGT and MCT skills. ▪ Make the provision of teacher support materials. 	DOE – develop and approve basic specifications DEO – follow-up and monitor MGT and MCT situation and basic specifications implemented SMC/PTA – implement the programme as per the development specification
	<ul style="list-style-type: none"> ▪ Monitoring and supervision of school activities was not 	<ul style="list-style-type: none"> ▪ Develop school based supervision mechanism by involving its immediate 	DOE – develop

	found effective.	key stakeholders.	school based supervision mechanism of the supervision system DEO, HT, SMC and PTA – implement the supervision programme effectively
HTL	<ul style="list-style-type: none"> ▪ HTs have adopted different strategies to successfully run the school management. ▪ Some of the HTs are motivating schoolteachers and students by providing incentives. ▪ The HTs have been found using their time in meetings with schoolteachers, SMC, parents, RPs visiting to the DEO, NGOs and INGOs in participating training, seminars, SIP development and organizing door to door campaign. 	<ul style="list-style-type: none"> ▪ Motivate school teachers and students by giving awards and recognition. ▪ Follow team spirit working strategy. ▪ Involve all stakeholders in the management of the school. 	HTs/Teachers/SMC
		<ul style="list-style-type: none"> ▪ Organize the following activities: <ul style="list-style-type: none"> - Development of school garden. - School Beautification Program. - Formation of committees for better school governance. - Quality control circle - Child centered learning modality and child health clubs. 	HTs/Teachers
	<ul style="list-style-type: none"> ▪ Most of the schoolteachers were provided with pens and diaries annually by the school. ▪ HTs' abilities to play music, dance, painting and sing songs motivated students' participation in extra-curricular activities. ▪ Of the nine sample schools, six of them had helpers to take care of cleaning the classrooms and the school premises. But most of the schools created student clubs to conduct such activities as cleaning the school, and taking care of sanitation and hygiene. ▪ Most of the HTs and schoolteachers were of the view 	<ul style="list-style-type: none"> ▪ Create a friendly environment in the school and maintain harmony among the schoolteachers. ▪ Share administrative activities with the subordinates. ▪ Share class loads equally. 	HTs/Teachers

	<p>that the HT can only take care of the administrative and managerial jobs if their class load is minimum.</p> <ul style="list-style-type: none"> ▪ The HTs used most of their time in the school development activities. ▪ The HTs were found successful in developing friendly environment for school management and developed different committees for a smooth running of schools. ▪ The HTs displayed donor's names in the office room. They regularly share decisions made by the SMC and other school related information. ▪ The HTs formed different sub-committees such as decision-making, account clearance, parent's mobilization and school cleaning consisting of the school teachers. ▪ The HTs maintained impartiality in administrative decisions such as granting leave, class allocation, and teacher training. ▪ The HTs maintained good relations with DEOs, RPs and other stakeholders. 		
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Make financial and administrative activities transparent to all teachers and to the SMC. ▪ Maintain the provision of social audit. 	HTs
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Spare most of the time in the school development activities. 	HTs/Teachers
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Make specific, structured and competitive procedures in the appointment of HTs. 	DEOs/SMCs
	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Increase the allowances for the HTs based on their performance and work load. 	MOES

Female Teacher	<ul style="list-style-type: none"> ▪ No vacancies for teachers (<i>darbandi</i>) were created due to financial constraints. ▪ As most of the female teachers were working as temporary teachers they were likely to leave the job. ▪ In some of the schools male teachers were appointed in the female teacher's quota and somewhere the female teachers were appointed where there were female teachers already. ▪ The policy to recruit 2 female teachers where there are 4 was not strictly implemented. ▪ Female teachers were found reluctant to go to work in the remote areas due to security reasons. ▪ A feeling that male teachers work more and were more competent than female teachers had played a predominant role at the grassroots level. ▪ SMCs were unable to find female teachers of their own choice. ▪ Only few women got through the competition for teaching job. 	<ul style="list-style-type: none"> ▪ Strictly follow the policy "to recruit at least one female teacher in each primary school and place 2 female teachers where there is the quota for 4 teachers". ▪ Authorize the VDC to monitor and fulfill the vacancy of teachers under the close supervision and monitoring of DEO. 	DOE, WES, DEO, TEC
	<ul style="list-style-type: none"> ▪ Recently SMC has been delegated the authority to recruit teachers. ▪ There was lack of SLC pass girls for teaching job especially in the remote and needy areas. ▪ The girls have to face a through competition with male candidates for the teaching job. ▪ Prejudices against female teachers such as they have to bear family problems, look after household activities and siblings that hamper in their teaching job. ▪ There was a lack of awareness about gender equity and equality. ▪ Non- local teachers faced language and communication problem. ▪ Lack of residential facility and security for female teachers to continue with their job in remote areas. 	<ul style="list-style-type: none"> ▪ Collect information about female teacher quota used up by male. ▪ Make secondary schools available in those areas where girls' education is low or where there are no female teachers ▪ Provide scholarships to girls of such areas for higher education (at least SLC) and residence facility and assure them to be employed as teachers after completing their studies. ▪ Fill up all the female teachers' quota only by female teachers, no male placement in that quota, follow this policy strictly. ▪ Provide additional benefits to the non-local female teachers such as bus fare or residence allowance as required. Adjust the timetable for the female teachers who come from a distance making the first and last period off for them. ▪ Provide culture and gender sensitization training for teachers, SMCs and parents. 	DOE, WES, DEO, TEC

	<ul style="list-style-type: none"> ▪ The policy to place female teachers in their home place or at the place of their convenience was creating a problem while recruiting them in the remote and needy areas. ▪ They seek transfers soon after appointment when employed in such areas ▪ No transfer can be made without the acceptance of the schools even if there is a vacancy. ▪ Teachers' associations were found manoeuvring the transfers of teachers. In some areas the SMC members and Head Teacher also had their interest to discourage the transfer of female teacher when their own favoured people were working as teachers ▪ Parents and guardians also do not want to send their daughters and daughters-in-law in remote and risky areas to work as teachers. 	<ul style="list-style-type: none"> ▪ Arrange for a massive awareness-raising program for girls' education. Mobilize the community to bring educated women outside household to work as teachers especially in the areas where <i>parda</i> system is in vogue. ▪ Produce female teachers locally by providing scholarships to intelligent girls especially from disadvantaged and ethnic minority. ▪ Give preference to locally married women to ease the problem of transfer. 	DOE, WES, DEO, TEC
	<ul style="list-style-type: none"> ▪ Temporary female teachers are also eligible for in-service training. ▪ Training is compulsory to receive a teacher's license. But a female teacher is entitled to hold a temporary license even without a training certificate. ▪ A temporary female teacher will only get the chance for training only if there is a vacant quota at the time of training. ▪ No discrimination was made on the basis of gender in training. ▪ Most of the female teachers had taken short term training. ▪ Providing training to all female teachers was not possible as most of them could not afford 10 months residential training. ▪ Without the provision of a substitute teacher a female teacher would not get the opportunity to take part in training. ▪ The training was organized in parts and the teachers were taking it when they desire. This would take a long time for them to complete the training. 	<ul style="list-style-type: none"> ▪ Make the training gender and culture friendly, include gender sensitization programme in the training package to address the diverse cultural context. ▪ Make monitoring and supervision on a regular basis both at the local and DEO level whether the teachers are using their skills in practice. ▪ Make the training center suitable for women who have small babies to take care of. ▪ Make more training centers available in the district ▪ Develop a policy to maintain a uniform fee for the private training centers so as to make it reasonable enough for attracting more female teachers. 	DOE, WES, DEO, NCED

	<ul style="list-style-type: none"> ▪ The regional training center had benefited more female teachers in Dhankuta while Kapilvastu had some constraint for residential training. Opening of the private training centers had benefitted the local teachers at present. ▪ The policy to provide training for temporary female teachers had benefited more female teachers. 		
RC Model	<ul style="list-style-type: none"> ▪ RP's functions were not adequately monitored. ▪ RC program has made positive impact on educational/ instructional planning, generating competitive feelings among the schools. ▪ Administrative controls as well as professional support were provided by the RC. ▪ RP's qualification, experience, training, potentiality and dedication helped RC's better performance. ▪ There was lack of reading and instructional materials and personnel to run RCs efficiently. 	<ul style="list-style-type: none"> ▪ Develop a policy that supports RC's self – sustaining ability. ▪ Re-draw the mapping of the RC and reformulate RC policy according to the geographical diversity. ▪ Restructure large RC (more than 10 schools) into sub-clusters and define RPs role as coordinator. ▪ Re-define RPs qualification preferable Master's in education or Master's in some other discipline with educational training. ▪ Design differentiated funding and supply policy for the necessary materials to RC. Define the role of teachers, school and community for the development of RC. 	MOE, NCED DOE, DEO, NGOs, CBOs, Schools, Local government bodies
	<ul style="list-style-type: none"> ▪ Unscientific clustering of schools as well as the responsibility of one RP to look after more than one RCs has affected the functioning of RC. ▪ The service recipients felt that RC has yet to improve its activities for better pupil achievement. RC's involvement in decentralized management of schools was fairly minimum. 	<ul style="list-style-type: none"> ▪ Introduce the scheme of mobile RC in remote districts, school based model in Tarai and hill with more schools and local governing model of RC. ▪ Undertake policy research for RC program revision. ▪ Share the responsibility of RPs with the lead school. 	MOE, NCED DOE, DEO, NGOs, CBOs, Schools, Local government bodies
ECD	<ul style="list-style-type: none"> ▪ The existing institutional structure of ECD programme is not appropriate for the rapid expansion of ECD. 	<ul style="list-style-type: none"> ▪ Develop a well-organized, systematic and appropriate institutional structure for ECD programme from the central to grassroots level. ▪ Form ECD council and establish ECD secretariat with necessary sections at the central level. ▪ Form DCDB and establish its secretariat with necessary committees at the district level. ▪ Form child development committee at VDC/municipality level. 	MOES, DOE

	<ul style="list-style-type: none"> ▪ The facilitators in all the sample ECD centres were recruited under the recommendation of MC or the local community. ▪ The monitoring & supervision was comparatively better in these centres where there was a provision of local supervisors. 	<ul style="list-style-type: none"> ▪ Establish a strong monitoring & supervision system. Appoint social mobilizers/supervisors for monitoring & supervision activities. 	DEO, INGOs
	<ul style="list-style-type: none"> ▪ A well-organized ECD training is lacking in the programme of DOE. 	<ul style="list-style-type: none"> ▪ Develop a well-organized training system with a pool of experts at the central level, a pool of Master Trainers at the district level, and trainers at sub-district level/Ilaka as in Ilam/school cluster. 	NCED, DOE, DEO, INGOs
	<ul style="list-style-type: none"> ▪ The land for the ECD centres were acquired from the community people/individual donors and VDC/municipality. 	<ul style="list-style-type: none"> ▪ Adopt the existing efforts made for acquiring land for ECD centres to be established in the future. 	MC of ECD centres Local community Individual and donors VDC, municipality
	<ul style="list-style-type: none"> ▪ The buildings for ECD centres in a majority of cases were constructed by the local community in partnership with VDC/municipality and DDC/INGOs. 	<ul style="list-style-type: none"> ▪ Follow the existing efforts made for constructing the buildings for ECD centres that are planned to be established in the future. 	MC of ECD centres Local community Individual and donors VDC/municipality
	<ul style="list-style-type: none"> ▪ The grassroots level stakeholders did not realize the necessity of toilet and drinking water facilities and hence a majority of the ECD centres did not have these facilities. 	<ul style="list-style-type: none"> ▪ Conduct orientation programme for MC chairperson/members, facilitators and community people on the need of toilet and drinking water facility in the centre. ▪ Manage the toilet and drinking water facility at the centres by the community with the partial support of the VDC/municipality/DDC/INGO/ CBO/ NGO. 	DEO, INGOs, NGOs, VDC, CBO, DDC
	<ul style="list-style-type: none"> ▪ The centres supported by UNICEF, SCN, SCUS and the DEO were receiving financial support from local community, local elected bodies and fees collected from the children. However, the facilitators in most of the ECD centers were not paid additional remuneration because of inadequate ECD fund. 	<ul style="list-style-type: none"> ▪ Increase the amount and frequency of governmental/INGOs financial support to the ECD centres for the creation of adequate ECD fund. ▪ Make the parents ready to provide regular contribution in the form of fees in possible areas. ▪ Mobilize ECD fund at the community for which the community people should be prepared to borrow money from the ECD fund and utilize it in gainful activities. ▪ Tap financial support from various sources like donation from local community in cash and kind, contribution from parents in the form of 	DOE, INGOs, DEO, NGOs, MC of ECD centre, community people, CBOs

		different kinds of fees and CSF, block grant and regular contribution from VDC, local taxes, regular contribution and SCF block grant and regular contribution from VDC, local taxes, regular contribution and/or occasional contribution from CBOs, income-generated from fund mobilization and regular contribution from government and INGOs.	
	<ul style="list-style-type: none"> No effort was made to manage adequate children's learning materials by the facilitators and MCs. 	<ul style="list-style-type: none"> Enable the facilitators, members of MC of ECD centres and community people constructing CLMS through training. Prepare the MTSs and trainers to train the above-mentioned individuals. 	DEO, Facilitators, Members of MC of ECD centres, MTs, Trainers, Community people
	<ul style="list-style-type: none"> VDCs, CBOs and communities involvement was found essential in the establishment of ECD centres. 	<ul style="list-style-type: none"> Get the ECD centres established and operated by the community; CBOs; community and CBOs, VDC/municipality, NGOs, community and NGOs; schools including Madarasas. 	CBOs, Communities, VDC/municipality, NGOs, Schools
ASS	<ul style="list-style-type: none"> CMCs in all sample districts were not formed (except in Rajena-8, Shanti Tole , Banke but it is not functioning). 	<ul style="list-style-type: none"> Form and activate CMCs in ASP centers. 	NFEC/ DEO
	<ul style="list-style-type: none"> Mother school has been expected to play the role of monitoring and supervising ASP (PIP). The mother school was found recommending for the facilitator's salary only. 	<ul style="list-style-type: none"> Specify the role of mother school in NFE Guidelines and make the mother school responsible for technical support like observation of teaching learning activities development of question and running exam for ASP. 	MOES/ NFEC
	<ul style="list-style-type: none"> Appointment of local supervisor was found appointed only for OSP, there was no appointment of local supervisor for FSP and SOP. 	<ul style="list-style-type: none"> Appoint local supervisors to monitor FSP and SOP and continue them throughout ASP classes for three years. 	MOES/NFEC
	<ul style="list-style-type: none"> Question papers for ASP exam and participants' materials were found unavailable in the class. 	<ul style="list-style-type: none"> Delegate the authority to the District level and the mother school to develop question papers and to conduct ASP examinations. 	MOES/RED
	<ul style="list-style-type: none"> Local level (parents and community) monitoring was found more effective with respect to input monitoring. They focused on regularities and the number of participants as well as the presence of facilitator and the running of the center. 	<ul style="list-style-type: none"> Involve VDC/ Municipality in monitoring ASP. 	MOES, RED, DEO
	<ul style="list-style-type: none"> General inquires about the availability of participants and presence of facilitators and running ASP centers 	<ul style="list-style-type: none"> Form monitoring and supervision committees at different levels, provide orientation programs to them and involve them as observers in ASP 	MOES, RED, DEO

	were made by mother school, RPs, SS during the visits.	training for facilitators.	
	<ul style="list-style-type: none"> ▪ Community people and parents were found visiting ASP center. They were found supporting providing furniture for participants, renovating ASP center, repairing and maintaining the floor as required. 	<ul style="list-style-type: none"> ▪ Activate local level committees in monitoring and supervision for regular functioning. 	DEO, VDC, DDC, VFC
	<ul style="list-style-type: none"> ▪ The facilitator was found monitoring the participants' regularities. The facilitator was found motivated with the expectations to become a primary teacher in future. Facilitators were found teaching effectively even 4 hours rather than 2 hours. If participants did not come to the center, the facilitators visited the participants' home and made inquiry about them. ▪ Mother school has given support to ASP by providing teachers in the absence of the facilitator. 	<ul style="list-style-type: none"> ▪ Provide basic and refresher training for facilitators and focus on duties of facilitator in classroom monitoring in NFE guidelines. 	DEO, Local Level