

Stock-taking of Studies Related to BPEP-II (Phase III)



Tribhuvan University
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Balkhu, Kathmandu, Nepal
2004

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PREFACE

This is the third report in the series of 'Stocktaking of the studies related to BBPEP-II'. In this study, altogether 18 studies and reports have been reviewed (13 reports extensively revision and 5 reports briefly reviewed).

The areas covered in the reports are extensively. Two reports: The Status Report on BBPEP II 2001/02, and EFA (2004-2009) cover all components of BBPEP-II. Specific areas dealt in other reports are 'Education for Special Focus Groups' Scholarship Schemes, Teachers Training/Trainers Training, School Effectiveness, Multi-grade Teaching, ED, School Assessment, School Level Plan and School Management. At present quality improvement, decentralized planning and management, and ED are among major programme of the Education Sector. Thus the analysis and recommendations in the concerned areas (as done in the study reports) are expected to be useful for better programme management.

The study has also covered the Secondary Education Support Programme (SESP) core Document, because there are several common concerns in the primary and secondary level education; also it is expected that improved secondary level education would have positive impact on primary level education.

The study includes suggestions for farther research, works, which may be considered in preparing future FRP research inventory.

The research would like to express thanks to Dr. H.R. Bajracharya, Executive Director, CERID, Dr. Kishor Shrestha, Coordinator, the FRP Project, Mr. Surya Bahadur Mulmi, the Chief Administration Officer, CERID, for giving me the opportunity to undertake the work.

Thanks are due to Mr. Suresh Shakya, for doing the computer processing works.

July 2004

T.B. Manandhar

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Section I

OBJECTIVES AND METHODS OF THE STUDY

Introduction

A number of research studies have been conducted on various issues of implementation of BBPEP-II programme during the past few years. Aspects covered in these studies are Alternate Schooling, Education of Girls, Education of Special Focus Groups, Early Childhood Education, Community Mobilization, Literacy, Evaluation of Curriculum, Teacher Training, Educational Administration, District-Education Planning, School Educational Planning, Information Management, Internal Efficiency of Schools, Student Assessment and several others. These studies have pointed out current issues and recommended measures for better implementation.

Two stocktaking studies (Rapid Appraisal Studies) have been completed under the Formative Research Project. The first one done in 2002 covered 23 studies. The second one done in 2003 covered 18 studies. The stocktaking studies have contributed to research and development in education in the following ways:

- Numerous study documents have been fully documented in the stocktaking reports.
- The main conclusions and recommendations of the research study reports have been highlighted.
- The stocktaking reports provided suggestions for undertaking further studies (mainly under the Formative Research Project).

Rationale for Stocktaking Study

With the emergence of new problems and changes in government's educational policies, newer areas of research are being identified. For example, there is now increased stress on conducting studies on decentralized educational management and decentralized educational planning (District Education Planning and School Educational Planning). There is also a growing concern or undertaking studies on programme areas identified in the EFA Plan of Action.

The stocktaking exercise is justified mainly on the two grounds:

- The exercise will document and review all the relevant research studies, thus help in keeping rack of research studies.
- The exercise will come up with the areas of research for consideration of the Formative Research Project.

Objectives of the Study

- To conduct an inventory of the research studies completed in 2003, and with relevance of BPEP-II.
- To highlight the major findings and recommendations of the studies, and also the issues identified by the studies.
- To suggest research areas for consideration of the Formative Research Project.

Methods

The following methods will be adopted:

- Search, identify the study documents by the contacting the various agencies sponsoring the studies.
- Study of BPEP programme documents like ASIP.
- Preparation of inventory of the studies.
- Study of the study reports.
- Preparation of write-ups on findings and recommendations of the studies on analysis of relevance of the study findings to BPEP-II implementation.
- Regular contact and discussions with Coordinator of the Formative Research Project.

Coverage

This stocktaking review contains review of study documents prepared by the Department of Education, and research studies conducted under the Formative Research Project. The main focus is on study/research documents related to BBPEP II programme implementation. The Secondary Education Support Programme has also been reviewed in view of the interrelationship between the primary and secondary levels.

Section II REVIEW OF STUDY DOCUMENTS

The following study reports have been included in this stocktaking study. Two types of reviews: Detailed and Short-Reviews are presented here. All major study reports have been included in the 'Detailed Reviews'.

Documents Reviewed

Detailed Reviews

Comprehensive

- Status Report: Basic and Primary Education Programme 2001/2002 (Department of Education)
- Education for All (2004-2009): Core Document (Department of Education)
- Secondary Education Support Programme: Core Document (Department of Education)

Access

- Effectiveness of Incentive/Scholarship Programme for Girls and Disadvantaged Children (CERID)
- Access of Muslim children to Education (CERID)

ECD

- Management of Community-based ECD Programme of DOE (CERID)

Quality

- School Effectiveness - A Synthesis of Indicators, Phase II (CERID)
- A Study on Multi-grade/Multi-class: Teaching Status and Issues (CERID)
- Effective Teaching and Learning
- Phase II: Transfer of Training Skills in Classroom Delivery (CERID)

School Management

- Management Transfer of Public Schools (CERID)

Local Level Planning

- School Improvement Plan and Its Implementation (CERID)

General

- Background Paper on the Education Sector (B.G. Baidya)
- Millennium Development Goals: Nepal (UNDP)

Short Reviews

- Education in Nepal, 2003 (MOES)
- Effect of CAS on Students' Achievements, Dropout and Attendance (CDC)
- Need-based Resource Allocation at Sub-district Level (Chitwan) (ECECO)
- Annual Strategic Implementation Plan, 2003/04 (Department of Education)
- A Learning Step of Development of Education for Dalits (ECECO)

Status Report (2001/2002): Basic and Primary Education Programme II

1. Title: Status Report (2001/2002): Basic and Primary Education Programme II
2. Study Conducted by: Department of Education, MOES
3. Date: December 2002
4. Purpose: To review the status of implementation of BBPEP II programmes, after the Mid-Term Review (March 2002)
5. Objectives: To present the status of implementation of the BPEP II programme components in each of the districts of the country
6. Methods:
 - Type of study: Monitoring and evaluation study
 - Sampling:
 - Sample size: Nation-wide
 - Tools/Strategies: Collection of detailed information from all the 75 districts, covered by BBPEP, and study of evaluation documents on various components of the BBPEP.
7. Findings
 - 7.1 The Mid-Term Review (MTR) findings
The MTR (2002) mentioned the following achievements of BPEP II as of March 2002.
 - The NER at primary level reached 80.4% in the year 2000; dropout rate in grade one went down from 19.2% in 1998 to 14.5% in 2000.
 - The primary cycle completion rate reached 54% in 2000.
 - Short-term and long-term training programmes were conducted for enhancing professional capacity of the personnel.
 - Criteria for budget ceilings for districts were formulated and district level educational planning was started.
 - 7.2 There is a rising trend in the allocation of budget at the district level for influencing the actual learning of the children in the schools and a gradual reduction of allocations at the centre, limiting its activities to support and facilitate the districts for the smooth and successful implementation of the programme. The allocation of BPEP budget to the districts increased from 44% in the year 1999/2000 to 87.4% in the year 2002/03.
 - 7.3 Physical Facilities Improvement Programme:
The targets of constructing 2,540 classrooms with the JICA support programmes were successfully completed during the first 3 years.
The impacts of physical facilities improvement on providing access to the children are obvious. But its impact on the improvement of the participation and learning achievement of children is yet to be assessed.
 - 7.4 Alternate Schooling Programme
Under this programme, 700 OSP classes were conducted in 44 districts for 10 to 14 years age group children, and 17,500 children were benefited. Training packages were provided to all classes.
Further, the School Outreach programme was conducted in 22 districts benefiting 2,500 children of 6 to 8 years. There is a provision of facilitating these children to join regular formal schools.
Under the Flexible Schooling Programme, 225 centers were run in 22 districts to provide accelerated (3 years course) education to working children of 8 to 14 years to complete their primary education in 3 years.
 - 7.5 Girls Education Programme
The programme consisted of providing scholarship to girl students at primary and secondary levels. This programme is additional to regular scholarship programme of the government. About 17,000 girls (primary school) of 17 districts and about 3000 secondary school girls benefited from the BPEP scholarship in 2002/03.

The MTR report and the Gender Study Report have mentioned that the scholarships were contributed to improvement of girls' education and to reducing gender disparities in primary education.

- 7.6 Education of Special Focus Groups
Under the programme, disadvantaged children in 24 VDCs of 8 districts, and all Dalit children (about 466 thousand) are being provided scholarship for study at primary level. Several advocacy measures also being implemented.
- 7.7 Special Needs Education
The aim of the programme is to implement appropriate educational activities to mainstream the children with special learning needs. At present, 222 Resource classes are being conducted in 35 districts, 1855 disabled students are being provided residential facilities and scholarship have been given to 1742 disabled students.
- 7.8 Early Childhood Development (ECD)
Activities conducted under this program include curriculum development, training materials development, training of trainers, production of audiovisual materials, training of facilitators and parental education.
By 2001/02, 2915 ECD centres have been established and run in 58 districts.
Experiences have shown that children with ECD experience in Grade I have greater participation and interaction in classroom activities. ECD is seen as an effective contributor to improvement of net enrollment in primary education.
- 7.9 Community Mobilization
Community mobilization activities are being implemented to address the issues of access, retention and learning achievement through the involvement of community in identifying problems and suggesting measures to overcome them. The main purpose is to raise the level of community awareness for social transformation to ensure social justice.
- 7.10 Literacy Programme
Literacy programme under BPEP comprises of the Women Education Programme is addressed to young women and mothers between 15 to 45 years age groups. The objectives are: to enhance women literacy rate, improve efficiency of primary education, and provide support to achievement of universal primary education. The programmes consist of two phase of six months each: 1st phase deals with basic literacy and the second phase with post-literacy.
Under the BPEP-II, 1600 Basic literacy classes have been conducted; this is followed by operation of 1600 Post literacy classes.
- 7.11 Curriculum and Textbook Development
The objective of this programme is to improve primary education and to review the curriculum so as to meet the learning needs of children. In 2001/02, primary textbooks and several ethnic languages were prepared. Teacher support materials have been prepared and a study on primary education curriculum has been completed.
- 7.12 Continuous Assessment
Several activities (training, workbook preparation, training on evaluation methods) have been conducted so far. The continuous assessment system is being piloted in 5 districts.
- 7.13 Teacher Training
Over the three year period, 1999/00 to 2001/02, a large number of trainers and teachers have been trained under Whole School Approach Training, and 10 days modular training (for example, trainers training to 3,545 trainers, and training to 53101 teachers under Whole School Approach training; and Trainers training to 320 trainers and teacher training to 89,269 teachers under Modular Training, over 3 year period). Several needed improvements have been identified.
- 7.14 National Centre for Educational Development

The areas of work of NCED are: teacher training for educational personnel, and research on educational issues. In the year 2001/02, 3926 primary teachers were provided 2.5 months long training, pre-service teacher training curriculum was developed, one month management training was provided to 58 gazetted officers and induction training was provided to 118 Resource Persons.

7.15 Distance Education Centre

During the three year period 1999/00 to 2001/02, 10,487 teachers completed Second package training and 17,903 teachers completed Third package training. About 800 Resource teachers were trained for Second and Third packages. Besides the Second Third packages were revised and recorded for broadcasting. Interactive Radio Instruction was introduced. In 2001/02, the interactive instruction covered 700 schools.

7.16 Capacity Building

Central Level: Equipment, logistic support was provided to DOE, and central level offices.

District Level: DEPs (District Education Plans) were prepared in 1999/000; it marked the start of decentralized education planning process. School improvement plan development process was started in 5 districts; under it block grants were given to schools (in pilot districts) to implement programmes for school improvement. The grant was based on pre-child allocation: Rs 150, Rs 170 and Rs 200 for Terai, Hill, Mountain schools respectively.

Local Capacity Building

Activities conducted were strengthening of SIP, strengthening school level EMIS management training for Head teachers, SMC, and VDC members. In 2001/02, 60 Master Trainers of Headteachers were trained, 75,000 copies of management training packages were distributed, 55,000 copies of SIP Training (Manual) were distributed and 215 master trainers of SIP were trained.

Other capacity Building Activities:

- Orientation on planning and monitoring, organized for REDs, DEOs, PTTC chiefs and section officers of REDs and DEOs
- Computer training to central, regional and district level personnel
- Supply of computers and photocopies etc.
- Introduction of new school EMIS

7.17 Construction works in 2002/03 Numbers

- District Education Office 17 (Construction and furnishing)
- Construction of DOE building 1
- Resource centre construction and furnishing 121
- Rehabilitation of primary classrooms 2900
- Classroom improvement classrooms 1550
- New classroom construction and furnishing 3060

8. Recommendations

8.1 Coordinated efforts are needed for improving all quality aspects of education. There is a need of increasing efficiency in the fund allocation and complete utilization of resources (financial, human and time) for increased capacity to deliver education services effectively resulting in a high internal efficiency of the primary education and enhanced learning achievements of children.

8.2 Coordinated efforts from all aspects of society are needed for improvements. The stakeholders, especially parents, head teachers, teachers, local bodies, civil societies, public as well as private organizations should come together and join hands for improving the quality and efficiency of primary education.

9. Comments

Besides the main analytical presentation of status of implementation of BPEP components, the "Status Report" contains an extensive statistical document covering

233 pages. The statistical part of the Report contains component wise progress data of 75 districts. (Components covered are Physical Facilities, Alternative Schooling, Girls' Education, Special Education, ECD, Community Mobilization, Literacy, Curriculum and Textbooks, Teacher Training Strengthening District and Local Capacity and RC Development).

Of the CIP Budget for 2002/03 (Rs 1996 millions), 51% is set aside for School Physical Facilities, 19% for Access and Retention Component, about 12% of Learning Achievement Component, 16.5% for Capacity Building and rest to SIP based Development Programme.

In recent years, the BPEP has put great emphasis on School Improvement Planning process. However, the programme is limited to 5 districts only as of 2000.

One notable aspect is the training provided to very large number of teachers under Whole School Approach training and Modular Training Programmes. These programmes have so far not shown the expected results.

Document 2
Education for All (2004-2009)
(The Core Document)

1. Title: Education for All (2004-2009): The Core Document
2. Study conducted by: Document Prepared by MOES
3. Date: November 17, 2003
4. Purpose: To provide a foundation document on which all planning and programme implementation for attaining the goals of Education for All is to be based (including a base for all development partners)
5. Objectives: To present a five year (2004-2009) Strategic plan within the EFA 2015 Framework to attain the following EFA objectives.
 - Ensuring Equal Access and Equity in Primary Education
 - Enhancing quality and relevance of Primary Education
 - Improving efficiency and institutional capacity
6. Methods: Discussion, deliberations on issues and analysis of documents, information.
7. Main programmes of EFA (2004-2009)
- 7.1 Context

The EFA (2004-2009) is a 5 year program within the framework of the 15 years National Plan of Action for EFA 2015. It draws on the goals of Dakar Framework of Action and has the following six components:

 - Expanding and improving early childhood development
 - Ensuring access to education for all children
 - Meeting the learning needs of all children including indigenous peoples and linguistic minorities
 - Reducing adult illiteracy
 - Eliminating gender disparity
 - Improving all aspects of quality education
- 7.2 Vision of EFA

A school by 2015: A primary school provides safe, conducive and challenging environment for child learning and development. There will be no difference in the educational quality delivered by private schools and public schools.

A classroom by 2015: The classroom is a stimulating learning environment, designed to meet the learning needs of all student; thus ensuring that each student develop to their full potential.

A teacher by 2015: Each teacher is academically sound and qualified, adequately trained, committed to the profession and devoted to creating stimulating learning environment for child's learning.

A community by 2015. Each district prepares a District Education Plan based on Village Education Plans which in turn are based on school improvement plans.
- 7.3 Main Objectives of EFA, 2004-2009
 - Ensuring access and equity in primary education; raising Net Enrollment Rate to 96%.
 - Enhancing quality and relevance of Primary Education.
 - Improving efficiency and institutional capacity of schools and institutions of all levels.
- 7.4 Issues

Insurgency has affected the education sector badly; operation of schools has been disrupted, many students and teachers have been victimized in various ways.

Centralized educational management continues to hold Decentralization is now accepted as a strategy of educational planning, management and implementation of EFA, 2004-2009.

Distribution of education facilities: Many locations are still isolated, and children in these areas still find it difficult to attend schools.

Mainstreaming and participation: Girls and children from Dalit and other disadvantaged communities constitute the majority of children who are still not enrolled.

Gender equity and equality: Gender disparity in primary and secondary education is still prevailing. There is need of girl friendly environment, provision of female teachers, gender sensitive curriculum and reading materials.

7.5 Current Policies on Education (as mentioned in the Tenth Plan)

Access: Primary Education will be gradually made compulsory. Special programmes will be made for increasing access to girls, Dalits, disadvantaged groups; scholarships will be made available to Dalits, girls, disadvantaged group children.

New schools will be granted only on basis of school mapping.

Decentralization

- Responsibility for educational planning, and management will be given to local bodies and communities.
- Capacity of local bodies, communities and SMC will be enhanced for taking leadership in educational planning and management.

Quality

Norms/standards for quality at all levels will be established.

Effective monitoring and evaluation will be put in place.

Assessments: Continuous assessment system will be extended to Grade 5.

Teacher qualification: Minimum academic qualification required for primary teachers will be raised to Grade 12 (intermediate level) with teacher training.

Literacy

- The Nonformal Education Centre (NFEC) will formulate policies, and monitor programmes.
- The NGOs and local bodies will be responsible to implement literacy programmes with technical help from the NFEC.
- Local bodies will establish and Community Learning Centres.

ECD

ECD and pre-primary classes will be established in partnership with NGOs, INGOs, private enterprises, local communities.

8. Recommendations Programmes and Strategies

8.1 Early Childhood Development (ECD)

- The EFA programme will support and evaluate the effects of ECD and PPC (Pre-Primary Class) in enrollment, retention and learning achievement of primary education.
- ECD centres will be established in areas with most vulnerable and disadvantaged groups.
- Partnerships with NGO, INGOs, private enterprises will be facilitated to establish the ECD centres.
- Capacity building programs will be conducted for ECD and PPC facilitators.
- Parental education programmes will be carried out.
- Locally available materials will be used for developing educational materials for the centres.

8.2 Ensuring access to education for all children

- School mapping will be done to identify need of new educational facilities.
- Improved scholarship and incentive programmes will be conducted for children from disadvantaged groups.
- Social mobilization programmes will be taken up to reach the marginalized groups.

- A special fund will be created to respond to the needs of displaced and victimized children (as a result of insurgency).
 - SIP and village education plans will be developed as the means for administration, planning and management of schools.
 - Alternate schooling programmes will be conducted for the marginalized people.
- 8.3 Meeting the learning needs of all children including the indigenous people and minorities
- School curricula relevant to life of children, youths and adults will be developed.
 - Civic education will be promoted.
 - Information technologies will be used for expanding learning opportunities.
 - Children, youths and adults will be enabled to live a safer, healthier, economically and socially active and productive lives.
 - Alternate and flexible schooling facilities will be provided.
 - Partnership will be built with local bodies, CBOs, NGOs, INGOs and private agencies for implementing educational programs for indigenous and linguistic minority children.
- 8.4 Reducing adult illiteracy
- Community Learning Centres (CLCs) will be expanded.
 - Professional and social groups as well as political groups will be mobilized for literacy programmes
 - CLCs will be used to provide continuing education for the new literate and youths.
 - Income generating activities aiming at Dalits, women, ethnic minorities and other marginalized groups in 23 districts with low literacy will be implemented.
 - Literacy programmes will be integrated with ECD.
 - Pilot programme of literacy through mother tongue will be implemented.
- 8.5 Eliminating gender disparity
- Females will be encouraged to study in the field of 'Education' after SLC through campaigning at the school level.
 - SLC completers of Feeder Hostels will be linked with teacher training programme with provision of scholarship.
 - The proportion of girls and Dalit children in total enrollment of schools will be used as a criterion for new classroom construction.
 - Gender sensitive curriculum and text materials will be produced and teacher training packages will be made gender sensitive.
 - Incentive schemes to increase girls' enrollment and retention will be supported.
 - Social mobilization campaigns will be conducted for raising awareness on gender issues.
- 8.6 Improving quality of education
- Norms and standards for quality education will be set through the following basic medium:
 - a) Teachers, b) Textbook and instructional materials, c) Learning environment, d) School improvement, e) Management and capacity building.
 - Teachers will be retrained.
 - Teachers will be redeployed.
 - Training on school based supervision will be provided.

- SIP based grant will be made to available schools for improvement of quality.

- Schools will be transferred to the communities.

8.7 Strategies

Strategies for implementation:

Pro-poor policy will be adopted to ensure school facilities for the disadvantaged areas. There will be a strong focus on marginalized groups and females in planning and implementation of educational activities.

- Good governance principles (ownership, equity, transparency, accountability, participation and efficiency) will be followed in the education sector.

- EFA 2004-9 will adopt decentralization in educational planning and management.

8.2 Strategies for specific goals:

Strategies for Access and Equity

- Incentives will be provided to the poor students and schools to overcome social and economic obstacles to schooling.

- Physical facilities of schools will be improved to make the schools child friendly and particularly girl friendly.

- Recruitment of female teachers and teachers from Dalit, indigenous and disadvantaged communities will be emphasized.

- ECD and preprimary education will be expanded.

- Alternative and flexible schooling will be promoted.

- Adult illiteracy will be reduced.

Strategies for enhancing quality and relevance

- Teaching/learning in the schools will be improved with provision of teacher training and support from Resource Persons.

- Improved teaching learning materials will be used. There will be a choice of textbooks.

- Continuous process of curriculum development will be carried out.

- Monitoring and evaluation system will be developed.

Strategies for improving efficiency and institutional capacity

- Transfer of school management to the community will be adopted as a means of shift from centralized to community management of schools. Schools opened and managed by community will be supported through program funds.

- Efforts will be made to facilitate decentralized educational planning and management by programmes of local capacity building.

- Partnership will be built with local bodies, NGO, INGOs, CBOs for ensure their involvement in educational development.

9. Comments

The EFA National Plan of Action is regarded as the next phase of Basic and Primary Education Programme. The EFA has been mentioned as a priority programme in the Tenth Plan document.

The Tenth Plan has aimed at raising the Net Enrollment rate at primary level to 90% and also the proportion of female teachers at primary level to 30% by the end of the plan period. These goals are consistent with the objectives of the EFA Plan (2004-2009) Core document.

Secondary Education Support Programme

Core Document

1. Title: Secondary Education Support Programme: Core Document.
2. Study conducted by: His Majesty's Government, DANIDA and Asian Development Bank
3. Date: July 2000.
4. Purpose: To present a programme for expanding quality public secondary education for implementation over the period 2003-2007.
5. Objectives
The development objective of Secondary Education is "to expand quality secondary education for the needs of national development". In support of this, the SESP has three objectives:
 - To improve the quality and relevance of public secondary schooling.
 - To improve access to Public Secondary Schooling with a particular emphasis on girls students with disabilities and students from poor and disadvantaged groups and districts.
 - To develop the institutional capacity and management of central and district education institutions and public secondary schools based on a decentralized system of planning and management.
6. Methods: Planning Workshops, Technical Assistance Teams
7. Findings (SESP's Conclusions about Secondary Education System)
 - 7.1 In March 2002, there were 7,276 schools with lower secondary grades and 4,083 schools with secondary grades. The GER at lower secondary was 55%, and at secondary level 35%.
 - 7.2 The teaching force of the secondary level is poorly managed, frequently politicized, inadequately trained or not trained at all.
 - 7.3 The secondary curriculum is over-loaded and does not reflect the diverse needs of the students.
 - 7.4 The community schools are seen as government opened schools, rather than as an important resource for the community. There is general lack of popular support for public education. Local support for government aided schools is not sufficient to ensure financial sustainability and quality teaching.
 - 7.5 The wealthier families have sent their children to private schools expecting good education. Children of marginalized and disadvantaged families, and a higher proportion of girl children are attending government aided schools. This has led to a two class education system leading to inequalities within local communities and Nepal as a whole.
 - 7.6 The education system is marked by frequent staff transfers and changes in education rules and regulations.
 - 7.7 Availability of public resources is limited to support implementation of most necessary changes in education.
8. Measures (Components of SESP)
 - 8.1 Component 1: The Learning Environment
The aim of the component is to provide equitable access to an improved learning environment especially for disadvantaged groups, ethnic minorities and girls. Measures include the following:
 - Rehabilitation and improvement of public secondary schools in the poor communities and districts. Rehabilitation of 150 schools in 10 programme intensive districts.
 - Developing equitable access through incentive programmes for girls, children from disadvantaged groups, ethnic minorities and children with special learning needs.

- Provision of scholarship to girls, marginalized and poor students and students with special learning needs and disabilities in 10 PIDs and scholarships to girls, marginalized and poor students and disabled students in other districts.
- At school level, schools will prepare School Improvement Plans (SIPs) to be eligible to get additional school grants from the District Budgets.
- The Feeder Hostels (ten hostels) will be converted into female teacher hostels.

8.2 Component 2: Curriculum and Assessment

The aim is to have an improved and more relevant curriculum, technically improved assessment and accessible instructional materials.

Activities to be undertaken are:

- Development of a National School Curriculum framework from grades 1 to 12 by mid-2004.
- Capacity of the teachers to deliver new curricular will be developed.
- Capacity of OCE and regional offices to administer examination will be improved.
- Capacity of CDC for participatory curriculum development will be enhanced.
- A school assessment unit will be established in the CDC.
- Quality of grade 8 examination will be improved.
- Local needs and concerns will be incorporated in the (revised) curriculum to improve its relevance, particularly with respect to girls, ethnic minorities and poor students.

8.3 Component 3: Teacher education and development

The aim is to improve the quality and efficiency of teacher education and to ensure more effective teaching in the classroom.

The following activities will be taken up:

- A demand driven recurrent teacher training programme will be developed. It will be a part of school SIP. All head teachers will be provided training in school management.
- Secondary schools will be organized in clusters of 5 to 10 schools, and one Resource Center will be created in each cluster. Not all the RECs will be in new buildings. During the SESP period a total of 2000 RCs will be established specifically to cater to secondary education.
- A single apex teacher training institution will be established. NCED will be developed as the apex institution responsible for improving and managing in-service teacher training programs.
- Teacher training curriculum guidelines will be developed and published.
- The 25 SEDUs will be upgraded and 15 new SEDUs will be established.
- Altogether 13,500 secondary teachers will be trained by 2008.

8.4 Component 4: Institutional management and capacity building

The following activities will be taken up:

- The day to day management of the public secondary schools will be improved.
- Community management public secondary schools will be developed and improved.
- The capacity of district level organization (DEOs) to manage the public secondary schools will be developed.
- Individual public secondary schools in 10 PID (Programme Intensive Districts) will prepare their own SIPs. Schools in other districts will also prepare their SIPs.

- Management training programme for head teachers SMCs, VEOs will be developed such training will include training in SIP.
- The Regional Education Directorate will have nationally developed tasks on (a) planning, monitoring and supervision, (b) teacher training and teachers management, (c) curriculum, assessment and examination
- A national system of school inspection will be established by 2004.
- All districts will purpose their respective District Education Plans by 2007.

9. Comments:

The SESP (2003-2007) aims at promoting access to secondary education for the population as a whole and especially for the poor, marginalized groups. It also aims at improving the quality of secondary education.

It has several new features such as development of a new national curriculum framework for grades 1-12, rehabilitation and construction of public secondary schools, conversion of feeder hostels into female teacher hostels, capacity development of OCE and CDC, upgrading of SEDUs, establishment of new SEDUs, establishment of Resource Centres for secondary education, upgrading NCED as an apex training organization, introducing SIP at secondary level, defining new roles for REDs and establishing an inspection system.

Effectiveness of Incentive/Scholarship Programmes for Girls and Disadvantaged Children

1. Title: Effectiveness of Incentive/Scholarship Programmes for Girls and Disadvantaged Children.
2. Study conducted by: Research Centre for Educational Innovation and Development, Mr. Narendra Phuyal, Researcher
3. Date: July 2003.
4. Purpose: The purpose of the study is to assess the effectiveness of the incentive programme for girls and disadvantaged children in raising their enrollment and retention in the primary schools.
5. Objectives:
 - To find out the participation of girls and disadvantaged children in education.
 - To identify the incentives needed for girls and disadvantaged children.
 - To identify the gaps in the implementation of incentives/scholarship distribution and the reasons for the gaps.
 - To generate effective mechanism of incentive scholarship distribution for girls and disadvantaged children.
 - To study the impact of incentive and scholarship on enrollment and retention.
 - To be acquainted with the experiences of NGO- supported incentive programmes in primary schools (in sample districts).
6. Methods
 - Study Type: Assessment of programmes (scholarships and Incentives).
 - Sampling: Purposive
 - Sample Size: 20 schools of 12 VDCs in 5 districts and observations 3 NGOs supported schools.
 - Tools/Strategies
 - Meeting with programme implementers and policy makers at the central level.
 - Discussion with groups
 - Review of related documents.
 - Survey of selected areas (pockets) and schools.
 - Consultation with programme implementers at district and sub district levels, as well as NGOs.
7. Findings
 - 7.1 Participation
 - The participation of girls and disadvantaged children was found to be low for a number of reasons such as (i) Parents concern for getting their girl children married (ii) Preference of Muslim parents to send their children to Madrasa, (iii) High failure and the repeater rates in grade 1. (iv) Inadequate physical facilities, (v) Preference for doing work giving immediate income (like postering). (vi) Inadequate classroom space and (viii) inadequate teacher supply.
 - Specific instances
 - Disadvantaged groups in Nawalparasi followed early marriage system.
 - In Khotang district, Damai and Kami children compelled work (with their parents) as porters.
 - 7.2 Gaps in programme implementation
 - Education Incentive programmes for girls
 - The members of the Incentive Management Communities (IMCs) were not aware of their responsibilities and their communities were not involved in the scholarship distribution.

- incentive distribution for Grade I girls was given low priority.
- there was no follow up and monitoring

Dalit scholarship.

- The quota was insufficient to meet the needs of all Dalit children in the schools.

- There was a lack of monitoring and follow-up.

Primary School Scholarship for all Girls

Distribution was made in spite of the inadequate quota numbers.

In general, the concerned stakeholders were not serious about the programme. The resource person and IMC members were not fully aware of the programmes. There was a lack of monitoring and follow-up of programmes.

7.3 Impact

The incentive programmes have helped to increase the girls' enrollment. But, it has not been able to retain the girls in school (with respect to educational incentive programmes for girls).

With respect to Dalit scholarships, there was a big increase in girls enrollment after the start of Dalit scholarships.

The NGO's programmes were found to be specifically targeted to poorer and the socially disadvantaged girls and disadvantaged children.

8. Recommendations

8.1 Integrated programmes should be introduced to increase the participation of girls and disadvantaged children.

In this context, the following measures are necessary.

- involve parents and the mother groups in efforts to increase girls enrollment
- make people aware on social and educational matters
- conduct door to door awareness campaign
- encourage parents of most disadvantaged groups to engage in income generating works

8.2 Community Mobilization Activities should be undertaken by mobilizing the SMC's , IMC's, and teachers

- the SMC, IMC and teachers should make it mandatory for schools to keep children's record.
- an effort should be made to mobilize RP's and PC's to inform about the programme
- Dalit community people should be involved in distribution of scholarship (Dalit)
- the disadvantaged children should be given additional help (tutors) service

8.3 Incentive Management

IMC should be involved in managing incentive distribution.

9. Comments

The country has now a large scholarship programme for the girl children and disadvantaged group children the primary level. The Tenth Plan envisages the expenditure of Rs 12.92 millions for girls scholarship at primary level and an expenditure of Rs 13.64 millions for Dalit scholarship over the Plan Period (Tenth Plan, p. 470).

The main issues now are proper targeting of the scholarship and monitoring of the students who receive the scholarships. Though the monthly amount of the scholarship is small, its proper use can help in meeting the costs of educational materials (stationary, writing materials) which are essential for study.

Local level management of scholarship should be improved with a greater role for School Management Committees in distribution of the scholarship.

Document 5

Access of Muslim Children to Education

1. Title: Access of Muslim Children to Education
2. Study conducted by: CERID, Researcher Mr. H.M. Parweiz
3. Date: July 2003
4. Purpose: To study issues relating to enhancing access of Muslim children to education.
5. Objectives:
 - To study the socio-economic status of the Muslims (in the study area)
 - To examine the educational status of the Muslims (in the study areas)
 - to identify the course of low educational participation of the Muslim children in the general schools
 - To suggest ways to increase their participation.
6. Methods
 - Type of study : Assessment
 - Sampling : Purposive
 - Sample : 2 VDCs, 25 households in each VDC
 - Tools/strategies
 - Status survey
 - Interviews with political leaders, religious leaders, DEO, school teachers
 - Focus group discussions
 - Observation
7. Findings
 - 7.1 The status survey indicated general low economic status of the Muslim population, their preference for the religious education (in comparison to general school education) and their awareness of their culture and codes of conducts
 - 7.2 Nepali was found to be a hindering factor in their participation in general education. The Muslims speak local dialect, whereas school textbooks are in Nepali. Having to learn Nepali is felt to be a burden.
 - 7.3 The Muslims have a sense of distrust on general school education.
 - 7.4 The Muslims would like to have some vocational skills imparted by schools.
 - 7.5 Madrasa impart religious education, while public schools impart secular education. There is a preference among Muslims for religious education.
 - 7.6 The incentive distribution provided by the government for special focus groups did not work properly.
8. Recommendations
 - 8.1 Islamic teaching should be introduced in public schools.
 - 8.2 There should be an integration of Muslim curriculum with public school curricular.
 - 8.3 Special incentive schemes should be introduced for Muslim children and made available in every Madrasa.
 - 8.4 There should be a policy of reservation for Muslim student in higher technical and vocational education.
 - 8.5 Out of school programmes should be organized for Muslim groups. Muslim curriculum should be introduced in these programmes.
 - 8.6 There should be attempts to bridge the Madrasa and public school system.
 - 8.7 Government teachers should be appointed in Madrasa
 - 8.8 The Madrasa system should be promoted for achieving the EA goal of 'Educational for All'.
 - 8.9 Various improvements can be made in Madrasa system, for instance, introducing flexibility in time (Madrasa time is taken to 4 am). Rescheduling of both Madrasa and Public school findings would be needed.
 - 8.9 School teachers and Molvis can share experiences (with regard to language teaching, keeping progress records, support to needy children etc.)

9. Comments

The suggestions of introducing religious education (any religions) in public schools will not be feasible. Government may support modernization of the Madrasha system. Incentives programmes should be effectively implemented. An understanding of culture and arts of all ethnic communities should be introduced in education.

Management of Community-based Early Childhood Development Programme of Department of Education

1. Title: Management of Community-based Early Childhood Development Programme (CBECD) of DOE
2. Study conducted: Research Centre for Educational Innovation and Development
3. Date: July 2003.
4. Purpose: The study was conducted as a part of the research programmes of the Formative Research Project. The study was intended to find out the ways the communities are managing the ECD programmes, in the districts, and the effectiveness of the CBECD in improving participation and learning.
5. Objectives:
 - To examine the ways the communities are managing CBECD programmes supported by BPEP/DOE
 - To identify the important aspects of better community involvement in the operation of CBECD centres
 - To assess the effectiveness of the CBECD programmes in enhancing participation, retention and achievement of children in primary schools
 - To find out examples of success stories regarding ECD programmes
 - To suggest ways of operating ECD programme in a sustainable manner so as to facilitate the replication of those programmes in other places/districts
6. Methods
 - Type of study: An assessment study of ECD programme in the districts
 - Sampling: Purposive
 - Sample size: 3 Districts, study of 350 centres (total in 3 districts), 16 primary schools (total in 3 districts)
 - Tools/Strategies:
 - CBECD Centre survey form
 - Primary school survey form
 - Interview schedules for Facilitators, Managing Committee Member, NGO officials, primary school teachers, trainers, NGO/INGO (at district level)
7. Findings
 - 7.1 The pattern of managing the CBECD programme at the district level through District Child Development Board (DCDB) in Ilam was found to be satisfactory for managing the physical facilities and for mobilizing the fund.

In Ilam, the pattern of forming Managing Committee (MC) was mentioned in the Guidelines of CBECD published by DCDB. There was a provision in the guidelines for a 10 member MC. The members included representatives of NGO, health workers, social workers and male and female guardians.
 - 7.2 There is a provision of establishment of CBECD fund for depositing money from the following sources : (a) Matching fund and (b) Financial support from DCDB/DEO (equal to support by way of matching fund from the Centre).

Though DOE has a policy of providing financial support (equal to matching fund) to CBECD upto three times, all centres in Ilam received such support (Rs 10,000) from DCDB only on time. Similarly, the centres of Kailali government (Rs 9,000) from a NGO only out fairs. The CBDC centres of Jumla did not get any support from DEO (government) as none of them deposited matching fund.
 - 7.3 The sample CBECD centres received community and parental support in the form of labour contribution, matching fund contribution, cash donation and land. The ECD centres in Jumla did not got community support (the reasons mentioned were the MC not seeking community support, lack of awareness of the community to help the ECD

centres general property condition, and lack of positive attitude propounds the CBECD.

- 7.4 The MCs in most CBECD centres in Ilam and Kailali were found to be effective because they had managed land, buildings and children learning materials (CLMs) better, had got financial support of the community people and DCDB/DEO and mobilized CBECD fund effectively.

Moreover, CBECDs in Ilam and Kailali raised admission and tuition fees for Child Saving Fund. The Ilam based centres also launched children's Saving Fund (Rs 10 per month). These provisions helped in paying additional remuneration to facilitators.

Other factors in effective raising of CBECD centres were:

- Regular meetings of MCs
- MCs trying to make community people aware
- Visits by MC members to the centres (for monitoring)
- Parents presence encouraging in parents meetings.

Awareness of the MC members about CBECD program is also found to be an important factor. CBECD centres were not effective wherever the MC members were not fully aware of the programme.

- 7.5 In districts with ineffective CBECD programme, some of the MC chairman/members were not aware of making the CBECD centres of community level as management training was not organized for them. Similarly some community people/parents were not aware of CBECD programmes as awareness programmes were not organized effectively.

- 7.6 Important aspects of better community involvement in the operation of CBECD were found to be the following:

Buildings and playgrounds are the essential infrastructure for the CBECD centres. Community involvement is necessary for providing these facilities . The buildings should be constructed with support of district/local bodies. Community should regularly maintain these buildings.

A CBECD fund was created by depositing the matching fund amount and the government support.

The community should mobilize the local skilled persons (masons/carpenters) for construction and maintenance of building.

- 7.7 The CBECD programme has helped to increase the ECD completes join grade I to some extent. The programme was found effective in increasing the retention rate of former CBECD children in grade I. One reason is that the children have developed the habit of going to centres regularly.

Further the program was helped in increasing the score of CBECD children (in grade I) in Nepali. However, achievement level of CBECD students in Nepali, mathematics, and social studies was not found to be significantly higher than the non-CBECD students.

On the whole, the CBECD students in grade X were socially and emotionally better because they participated in extra curricular activities were cooperative ad socialized.

8. Recommendation

- 8.1 There should a policy (at central level) to promote the formation of the Ilam type DCDB in each district. Such DCDB holds itself responsible for planning, implementation and monitoring of the CBECD programme at the district level. The provision of DCDB would help in conducting the CBECD program in partnership with the DEO and DDC.

- 8.2 The DOE should provide financial support to CBECD centres (through DEOs) three times (in consecutive years) as per the DOE policy; further, the amount of support should be raised.

- 8.3 The DEO/DCDB should continue to provide financial support till the CBECD fund (accumulation) reaches Rs 1,00,000. There should be flexibility in provision of matching fund for some disadvantaged areas.
- 8.4 There should be efforts to collect minimum admission and tuition fees. Further, a Children's Saving Fund, like that in Ilam, should be launched in other centres of Ilam and other districts.
- 8.5 Community mobilization programs such as awareness raising, street drama, parental education, film shows etc. should be organized and interaction with parents should be organized for getting financial and non-financial support to run the CBECD centres.
- 8.6 A monitoring team should be formed at VDC/municipality level to monitor whether the MC and CBECD centres are working well.
- 8.7 CBECD program demands the involvement of local community to run the centre in a sustainable way. In this regard several requirements such as physical facilities, mobilization of fund, collection of admission and tuition fees, children saving fund, training, and VDC/municipality involvement are needed.
- 8.8 The present facilitators training programme for facilitators has made a good impact of conducting of CBECD program. However, not all required skills cause target and training program is shot. Duration of training should be raised and contents related to child development centre management fund mobilization and health and nutrition should be added to the training contents

9. Comments

The importance of early childhood development centre and preprimary education centres is quite evident. Guidance of the children at the early stage will ensure their success at the primary and upper levels of education.

The community based ECD centre should be modest in the facilities and services provided. The community may not be able to afford sophisticated ECD centres, established in the K.G. pattern in urban areas.

As far as possible the ECD centres supported by the Department of Education and the Preprimary Classes attached to the primary schools should have similar facilities. Facilitators are necessary in the regular primary schools for conducting the preprimary classes (attached to the school).

Community-based concept requires that the concerned communities and parents do contribute to the operation of the ECD and preprimary classes. Those parents who are very poor should be exempted from making monetary contribution. They should be encouraged to provide other kinds of services for the operation ECD/preprimary classes.

School Effectiveness: A Synthesis of Indicators (Phase II)

1. Title: School Effectiveness: A Synthesis of Indicators (Phase II)
2. Study conducted by: Research Centre for Educational Innovation and Development, Researcher: Mr. Vishnu Karki
3. Date: July 2003
4. Purpose: The study was conducted as part of research under the Formative Research project. This is phase II of the School Effectiveness study under the F.R. Project. The main purpose is to assess the community concerns with regard to access, quality and management of the schools.
5. Objectives:
 - To assess the major concerns of the community with regard to access, retention, quality of education in the community.
 - To find out the type of community support/participation what has been made for school effectiveness.
 - To find out the process of participation of the community in school monitoring and supervision (especially with respect to school management, administration, class conduction and resource mobilization).
 - To find out how the communities assess the strengths and weaknesses of RC operation and RP functioning.
6. Methods
 - Type of study: Field-based analytical study of the factors of school effectiveness
 - Sampling: Purposive
 - Sample size: 4 Districts, 16 schools.
 - Tools/Strategies
 - Interview checklists/questionnaire for interviews with teachers, head teachers, parents, SMC members, resource persons.
7. Findings
 - 7.1 Students enrolled in primary schools are heterogeneous ethnically. There are pockets of socially and/or economically deprived communities such as Musharas in Chitwan, where access to education is still a major challenge. It seems that culture and tradition of the Mushahar families largely hinder their participation in schooling.
 - 7.2 The roots of the problems with the Mushahar families/children are twofold: (a) the families are not only economically and socially backward but they are illiterate. Consequently, family support to children education at home is extremely limited. b) The Musharars live a secluded life, which presents them from participating in social and economic activities taking place in the community.
 - 7.3 Educational inputs are not enough for educating the children of families of the deprived communities. Their social, cultural and economic concerns have also to be addressed.
 - 7.4 The schools visited (over 50 schools) had bare walls, some furniture and chalkboard. The public schools are facing stark conditions in terms of physical facilities and educational resources.
 - 7.5 The BBPEP II has been involved heavily in the construction of school buildings. Construction of school buildings has done little towards reducing students' dropout, encouraging success in school (school completion) and increasing learning achievement so far. Student learning achievements and pass rates have still remained low. Thus, the stress of BBPEP has now changed from construction of school buildings to supply of educational materials to the schools.
 - 7.6 The school students are still deprived of quality education. Several schools complained about indiscriminate opening of the schools which resulted in decline in school improvement and teacher quota.

- 7.7 In the sample schools, students learning achievement is found to be low regardless of class size and teacher: student ratio.
- 7.8 Schools, both in Hills and in Terai, presented a gloomy picture as regards physical facilities and educational resources.
- 7.9 Students' and teachers' absenteeism appear to be an important problem in the schools. Teacher's school attendance and their instructional, time ere found to be unsatisfactory. Male teachers were found to be on leave more than the female teachers.
- 7.10 Delay in the delivery of text materials was found to be a major impediment in efforts to improve quality.
- 7.11 The Education Act has given greater roles and responsibilities to the SMCs. The members of recently formed SMCs lacked basic knowledge on SMC responsibilities.
- 7.12 Supervision and monitoring of school activities faced three problems: (a) lack of conceptual and methodological clarity in teachers, head teachers, SMC members and parents, (b) Parents are over burden with several work, (c) Resource centres have now too many schools (than RPs can cover).
- 7.13 Supervision and monitoring of the school activities (by head teachers) were not practiced; the causes are the head teachers have little time to work efficiently and they have lacked conceptual clarity about supervision and monitoring.
- 7.14 Several schools have achieved the access criteria, but few have achieved quality.
- 7.15 Better performing schools have certain features such as: (I) they all have community support, (ii) they generate extra resources, (iii) their relationship with DEO and RC are cordial, (iv) there is harmony among teachers, Headteachers, SMC members and parents. Community support and extra resource are best mobilized in schools which have dedicated head teachers and/or SMC, and where SMC and head teachers have vision and commitment.
- 7.16 Public schools which cannot upgrade quality of input or output may soon run out of students. Such schools acquire slow and painful death.

8. Recommendations

- 8.1 Physical access is important to ensure that no one is left out in school. However access to educational resources is even more important to ensure that the student's receive quality education.
- 8.2 A strategy of shifting from construction of school buildings to supply of facilities such as furniture, toilet, drinking water, school/class environment, playground and educational resources such as teachers, teacher quality, books, learning materials etc.) is necessary.
- 8.3 Successful schools (Effective schools) have some common features: Community support and extra resources. Community support and extra resources are best mobilized in schools where the headteachers and/or SMC leadership is strong, and where head teacher is dedicated and has strong personality.
- 8.4 Successful headteachers have vision for the school. They maintain harmony and team spirit among the teachers and SMC, members. They have good relation with DEO and RPs.
- 8.5 Effective schools have realized that the government's resource support is not enough.

9. Comments

The study has pointed out that good school buildings are not enough for quality education; there should be furniture, good school environment, sanitation facilities, and educational materials as well. Further, the study has strongly indicated the need of bringing an improvement in teacher attendance in schools. Head teachers' crucial role has also been highlighted. Above all, the study has strongly stressed the crucial roles of the head teachers in effective functioning of the schools.

A Study on Multigrade/Multi-class Teaching Status and Issues

1. Title: A Status on Multi-grade/Multi-class Teaching: Status and Issues
2. Study conducted by: Research Centre for Educational Innovation and Development
3. Date: July 2003
4. Purpose: To analyze the existing practice of primary school teaching in multigrade situation and provision of teacher training on multigrade teaching.
5. Objectives:
 - To explore the existing situation and practice of classroom teaching in multigrade environment
 - To analyze teacher training programme with regard to multigrade teaching in Nepal.
 - To review global context of multi-grade teaching and draw implications for the Nepalese context
 - To suggest viable solutions to overcome the difficulties faced by the schools in multi-grade teaching.
6. Methods
 - Type of study: Assessment study
 - Sampling: Purposive
 - Sample size: 3 districts, 15 schools 27 teachers, 8 head teachers, 38 multi-grade classes
 - Tools/Strategies
 - Study on relevant documents research studies, training packages
 - Field study
 - Focus group discussion
 - Class observation
 - Tools
 - School survey form
 - Class observation form
 - Teacher, headteacher interview form and focus group discussion guidelines
7. Findings
 - 7.1 The main reason for conducting multi-grade teaching is availability of lesser number of teachers than the grades. In the sample districts, 73% of the schools have fewer teachers than the grades. There is greater possibility of having multi-grade teaching in Hilly and Mountain regions than in the Terai region.
 - 7.2 The teachers and trainers regarded multi-grade teaching as an arrangement for solving the problem of shortage of teachers. Multi-grade teaching is done by teaching same subject for two grades in one room, or different subjects for two grades in one room or teaching same subjects in two grades in separate rooms (by a single teacher), or teaching different subjects by one teacher in different rooms.
Separate room settings for teaching, a teaching of more than one grade by one teacher is considered to be multi-grade teaching.
 - 7.3 Teachers in multi-grade classes used traditional teaching methods based on textbook explanation, providing homework and class work.
 - 7.4 Classes without teachers were either having passive students or were noisy.
 - 7.5 Multi-grade teacher training covered skills related to classroom management, development of instructional materials, planning of learning activities and preparing time table for class. These are regarded as multi-grade teacher training.
 - 7.6 Training on multi-grade teaching faced problems like transfer of trainers, lack of experts on multi-grade teaching, poor knowledge base of trainers, limited ability of teachers to grasp the contents of training. The trainers were passive during the delivery of training. Training was ineffective in areas like demonstration of lessons by the

trainer, implementation of micro-teaching preparation of instructional materials and practice of self teaching materials.

- 7.7 Multi-grade teaching techniques such as the use of self-learning materials, use of class monitor, use of learning corners and group work, appropriate seating arrangement, common instructions to all the students before starting teaching were found missing in the classrooms though those skills were taught in the teacher training.
- 7.8 Nine hours of teacher training are devoted to multi-grade teaching in the first package of 10 month teacher training. This covers to 2.7% of the hours used for First Package.
8. Recommendations
 - 8.1 There should be a mapping to identify the exact number of schools with multi-grade teaching.
 - 8.2 Generally multi-grade teaching practices are used until full quota of teachers is made available. But in rural/remote areas, the number of students is too small to get additional teacher quota. Such schools should be defined as the multi-grade schools.
 - 8.3 Multi-grade teaching should be treated both as a necessity and a pedagogical means with reflection in the education policy of the country.
 - 8.4 The government should lay down basic specifications for the use of multi-grade and multi-class teaching and should implement these strictly.
 - 8.5 Multi-grade contents should be given adequate coverage in the certification training (2.5 Math training) as well as in preservice training programme.
 - 8.6 Flexibility should be introduced in the contents and instructional strategy in the multi-grade teaching recurrent training.
 - 8.7 Situation of rural and remote areas should be kept in mind when selecting contents of teachers training package.
 - 8.8 A strong monitoring, evaluation and feedback mechanism should be established at the district and school levels in order to facilitate the effectiveness of multi-grade and multi-class teaching techniques.
 - 8.9 Teachers working in multi-grade and multi-class settings should be provided with encouragement, material support and training inputs in order to develop in them positive attitudes towards with grade and multi-class teaching.
9. Comments

The multigrade/multi class system is a system which makes much demand on the skills and knowledge level of the teachers. In situations where there are few teachers (then required), or where there are few students per class, such pedagogical practices may be used. Training of the teachers in the multigrade teaching as well as keeping their morale high is essential.

Effective Classroom Teaching/Learning

Phase II: Transfer of Training Skills in the Classroom Delivery

1. Title : Effective Classroom Teaching/Learning: Phase II Transfer of Training Skills in the Classroom Delivery.
2. Study conducted by: The Research Centre for Educational Innovation and Development; Main researcher: Mr. Ganesh Bahadur Singh
3. Date: July 2003
4. Purpose: The purpose of this study was to assess the use of training skills gained by teachers (mainly primary school teachers) in classroom delivery
5. Objectives
 - To assess training of trainers with respect to modality, availability of required facilities, and delivery of training.
 - To assess training of teachers with respect to delivery of training, addressing of local context, and preparation of the teachers for classroom instruction.
 - To examine those aspects that affect transfer of training skills in the classroom delivery
6. Methods
 - Type of study: An evaluation study of teacher training based on field study as well as study of related document
 - Sampling: Purpose
 - Sample size: Five districts, 18 public schools, two private schools.
 - Tools/Strategies
 - Analysis of classroom delivery skills mentioned in teacher training manual
 - Preparation of a list of skills focused in primary teacher training
 - Observation of training delivery at the Centre (NCED)
 - Observation of trainers training delivery at the district level (PTTC/RC)
 - Classroom observation
 - Discussion with administrators, trainers, trainees and other related agencies.
7. Findings
 - 7.1 Trainers' quality, availability of the materials, activities during the training (such as coverage, demonstration and practices), and training delivery skills in TOT were found to be the major factors in the delivery of training.
 - 7.2 Majority of trainers (in English language and Mathematics) of Master TOT, and over 50% of trainers in district TOT followed the training manual used instructional materials. Some of the trainers lacked planning and were unable to control unnecessary discussions, or spent more time on lecturing.
 - 7.3 Trainees (in TOT) expressed several short-comings of the TOT.
 - Presentation of some facilitators not clear.
 - Some trainers did not provide concrete concepts and solutions after group work.
 - Some trainers were not competent enough.
 - 7.4 The district TOT was done on a cascade model. The Master trainers trained at the centre were expected to conduct the district TOT. Under this model, only after the training passes on to the third hand, (the actual teachers) the training skills are expected to reach the classroom.
 - 7.5 Quality of training in TOT is related to the provider (trainer) and receivers (trainees/teachers). Training should convince the receivers that skills covered in the training can make a change in the classroom teaching/learning practices.

- 7.6 The low academic level of the primary teachers (SLC qualification of most teachers) hampered their capacity to grasp what was being delivered in the TOTs. Much of the information provided to the TOT trainers was provided within a short period of time. It is necessary to emphasize practice and demonstration in order to help the trainees to internalize all the knowledge.
- 7.7 Training (TOT) should be done keeping in view an ideal primary school (feasible under present conditions). Training should also consider the existing conditions and problems of primary classroom in Nepal.
- 7.8 A number of factor accounts for non-transfer of training skills in the classroom. These are:
- Teachers' were not being fully convinced about new methods/techniques;
 - There was a lack of competency in the subject matter;
 - There was a lack of motivation and indifference on the part of teachers;
 - Training was focused more on knowledge transmission and there was a lack of demonstration and practice;
 - Other causes such as lack of materials funds, space, lack of commitment, lack of monitoring;
 - Crowded classroom also hindered the use of training skills.
- 7.9 Helpful factors in the transfer of training skills were identified as follows:
- Teachers need to be convinced and have confidence on the use of new methods.
 - The teachers (in training) should have sufficient opportunity to discuss, demonstrate and practice
 - High motivation among the teachers is necessary.
8. Recommendations
- 8.1 TheToT training should provide the trainers all the training delivery skills (as well). The NCED tot (10 days) guidelines have covered a range of delivery skills. These guidelines should be further analyzed and revised.
- 8.2 Training evaluation techniques (such as session evaluation, training (content) evaluation and pre/post tests should be used in order to find out the effectiveness of training.
- 8.3 Training sessions need to be failed in a way that emphasizes display and use of materials. Display of materials should be emphasized in training session.
- 8.4 Required training materials such as teacher guides, and cassettes should be provided.
- 8.5 Training manual should be revised based on feedback from the failed.
- 8.6 Training of primary teachers should be aimed at developing essential knowledge and skills. For this the following aspects should be kept in view:
- Visualization idea primary school in Nepalese context
 - Identify and focus on maximum skills needed by teachers in such a school
 - Emphasize, discussion, demonstration and practice of skills during training
 - Also give guidelines on how to handle (a) croard, (b) normal, (c) multi-grade class.
- 8.7 Implementation of training (teacher/training) program should be improved. This requires a range of efforts with respect to the following; schedules, communication, providing materials, meeting the objectives of training, undertaking activities as suggested.
9. Comments
- The emphasis on teacher training in the educational programs has been evident in all development plans. Most of the teachers have attended one programme or other. Whole school training has been availed to majority of the primary teachers.

High hopes are pinned on the training of teachers for raising quality of education. For this, it is necessary that (i) training is effectively provided to the teachers and (ii) the trained teachers do make an effort to improve their teaching by using the skills learning.

Management Transfer of Public Schools

1. Title: Management Transfer of Public Schools
2. Study conducted by: Research Center for Educational Innovation and Development
Researcher: Mr. Hari Prasad Upadhya
3. Date: July 2002
4. Purpose: The study has been undertaken under the Formative Research Project to Study the implementation of the government policy of transferring the management of the public schools to the communities in the light of the Decentralization Policy of the government.
5. Objective: To study the issues of management transfer of the public schools, and to highlight the status of the community managed schools.
6. Methods:
Study of Education Act and Regulations, Local Self-governance Act, and the (Community Management School (CMS) Operation Directives
Study of 4 Schools (two each in two selected districts)
Discussions with central level staff, head masters, SMC members, CMS members and parents of selected schools, representative of local bodies.
- 7.1 Findings
- 7.11 The transfer of the public schools to the community is being done under the assumption that effective involvement of the community members in the school management is essential for improving the quality of education in the school.
- 7.12 The prime objective of the management transfer is to implement the decentralized policy reform in the education sector. Other objectives were:
 - to enhance local participation in local school affairs
 - to create the feeling of ownership of the public schools in the local people and local stakeholders
 - to promote partnership in and cost-sharing for school operation and development
 - to encourage the mobilization of local resources for primary education
- 7.13 The school transfer process is a formal work, starting with the application by the interested schools to the District Education Office. The concerned SMC should approve the transfer, and concerned VDC/municipality should give it consent. The transfer is sealed when an agreement is signed between the DEO and school.
- 7.14 Transfer, according to Community Managed School Operation directives, is made to the local bodies, not to an NGO or any private origination.
- 7.15 In effect, the government divests itself from the ownership of the school after the transfer, though the government will continue to provide the regular lumpsum grants to the school. After the transfer, the concerned SMC is authorized to appoint the headmasters, and teachers (on school resource) and monitor and evaluate their performance.
- 7.16 Further, the SMC is authorized (by the Directive on Community School Management) to prepare and implement annual and periodic plan for the school to monitor implementation and enter into contract with GOs, NGO and other agencies on behalf of the school.
- 7.17 The teachers who are permanent (as per the Education Regulations) will continue to get the benefits provided by the government. Teachers having teacher license can be appointed on a competitive basis. The community managed school will continue to get grants for paying the teachers' salary according to approved quota, stationary, and other operational expenses.
- 7.18 The teachers who were working in the transferred schools did not like the idea of management transfer. They expressed their unwillingness to work under the community members even when their salary and benefits were assured.

- 7.19 The headmasters and the SMC members had so far not prepared any plans for the 'transferred' schools (with which they were concerned), but they stated that they had some plans in their mind.
- 7.20 So far the schools 'with management transfer' had not got any financial help from the local communities. All the schools with such transfer depended on the government.
- 7.21 The idea of school transfer is still not clear to the concerned people (and agencies) such as the DEO staff, the SMC, the school teachers, and the local bodies. There was no preparation made for the management transfer. The DEO's regarded that there would be teacher redeployment after the transfer. But the headmasters and the SMC regarded that redeployment should not lead to reduction in existing number of teachers.
- 7.22 The local bodies are indifferent to the management transfer of the public schools. If even they gave consent to the transfer, they did not make any commitment to provide support to the school.
- 7.23 The SMCs, had so far not developed a clear idea about the management of the community managed school. They had so far not prepared any plans, programme, by laws, or code of conduct for school operation.
- 7.24 The transferred schools (community managed schools) were still dependent on government for their regular and developmental programmes. They were not yet able to generate financial resources to fund their programmes.
- 7.25 Local monitoring has not evolved yet. The SMCs and local stakeholders are not oriented or trained to monitor the school programmes.
8. Recommendations
The study gives the following recommendations to resolve various issues:
- 8.1 The three guiding documents: The CMS Operation Directives, the Education Act and Regulations, and the Local Self-governance Act should be streamlined.
- 8.2 Orientation on management transfer should be provided to the SMC members, schools, community, local level community leaders and parents.
- 8.3 The SMCs should be empowered to take decisions on all school affairs including teacher appointment and transfer.
- 8.4 The local bodies should be involved in the management of schools and resource mobilization in order to supplement the government grants.
- 8.5 Secondary level (schools) should be included in management transfer.
- 8.6 Further studies are needed on developing strategies for school transfer.
9. Comments
Decentralization of education is now being promoted for the following purposes: to create arrangement at local levels for exercise of monitoring of schools by local bodies and local communities, to lessen the financial burden on the government to run the schools. The important aspects of community managed schools are: (i) local bodies/communities will take responsibility for conducting school affairs and (ii) these local bodies/communities will be empowered to select and appoint the teachers at the local level. Along with these powers, the local bodies and communities will also be responsible for monitoring the teaching activities in the schools.

School Improvement Plan and Its Implementation

1. Title: School Improvement Plan and Its Implementation (SIP)
2. Study conducted by: Research Centre for Educational Innovation and Development (CERID)
Researcher: Mr. Hari Prasad Upadhaya
3. Date: July 2003
4. Purpose: This study has been conducted by CERID as part of the research activities under the Formative Research Project.
5. Objectives
 - To review the policy commitment and legal framework related to SIP.
 - To study the status of SIP design and implementation.
 - To review the contents of SIP.
 - To study the resource availability and resource mobilization for SIP.
 - To review the monitoring mechanism for SIP implementation.
 - To highlight the evolution of SIP process under BPEP-II.
 - To support appropriate elements/contents of SIP.
6. Methods
 - Type of study: Analytical study of process of implementation of local educational plan.
 - Sample: Purposive
 - Sample size; 3 districts, 2 District Education Officers, 31 supervisors/RPs, 12 schools, 52 SMC members, 79 teachers, 45 students.
 - Tools/strategies
 - Study of research studies on SIP and SIPs of selected schools.
 - Analysis of field data
 - Training programme for trainers
 - Discussions with central level officials
7. Findings
 - 7.1 The SIP is important component of BPEP-II. The main purpose of SIP is to encourage the school to work closely with the community for resolving the school's problem.
 - 7.2 The focus of SIP is on the following:
 - Participation of community in educational affairs
 - Emphasis on local strategies and resources for the school improvement
 - Planned development of the school
 - Promotion of better school community relation
 - Devolution of power to the community to control and facilitate school operations
 - Decentralized reform process in education.
 - 7.3 The Education Act (7th amendment) and Education 'Regulations, 2059 did not mention SIP though the Regulations required the VECs to prepare VEPs.
 - 7.4 The BPEP-II emphasized on decentralized planning for development of education. The BPEP-II regarded SIP as part of local capacity building. The Annual Strategic Implementation Plan 2001/02 also emphasized SIP formulation. The Mid-Term review of BPEP II (March 2002) restructured are BPEP programmes and made SIP a major programme component. The Tenth Plan mentioned that SIP will be implemented in line with the effort for the empowerment of local bodies and local people.
 - 7.5 The Education for All : National Plan of Action has emphasized the use of SIP as a means to bring about improvement in education.
 - 7.6 Even though SIP has been mentioned in school education policy documents, it has not been projected as a major programme of the Department of Education. It is still being implemented as an experimental programme. Further, it covers only one cluster in each of the 5 Pilot Districts.
 - 7.7 Efforts made in piloting SIP are mainly the following:

- Introduction of training packages and conducting of training programmes on SIP
 - Training programmes included Master TOT, TOT, and grassroots level training
 - The focus on SIP training was on Access and Retention, Quality and Management. Later the focus was limited to Quality
 - Funding by DOE was done only for quality related programmes
- 7.8 The process of SIP preparation involves participatory planning, and stakeholders involvement. In Chitwan, the schools invited VDC members parents, community members, teachers for discussion on SIP preparation. In Syangja, mainly the headteachers and teachers developed the SIPs.
- 7.9 The SIP prepared in the initial years, lacked soundness in terms of problem analysis, prioritization, target setting, resources survey, etc. Further there was a difficulty of lack of data and information. Analysis of data was weak.
- 7.10 In general, the following conclusions were derived with respect to preparation of SIPs.
- school The SIPs did create an awareness that plan is necessary for progress of school
 - The headteachers played a key role in preparing the SIPs.
 - SIP preparation faced problems like lack of technical expertise and lack of data.
 - SIPs were not be technically sound.
 - The school SMCs did not discuss the SIPs and approve these plans formally.
- 7.11 As regards the contents of SIPs, the analysis of SIP's in the sample pilot districts showed the following pattern:
- The schools (preparing the SIPs) used the formats given in the training package. Thus, all SIPs mentioned GER, NER, teachers' and students' attendance, student achievement, etc.
 - Similarly all SIPs mentioned similar funding sources: local bodies, DDC, NGO, school community.
 - Physical facility development showed up prominently in the SIP. Thus most SIPs had classroom construction, maintenance, furniture supply, drinking water installation, fencing.
- 7.12 Respondents have assessed the impact of SIP in the following ways:
- Schools were previously regarded as government entities. Now parents and community have come to show interest in development of school.
 - Teaching/learning environment has started to improve.
 - Students attendance regularity is improving.
 - Educational awareness has increased among the disadvantaged groups.
 - Some schools could not complete the programmes stated in the SIPs for lack of resources.
- 7.13 Regarding funding, the following conclusions have been derived:
- Funds were provided to schools for implementation of the SIP programmes on the basis of a criterion called Formula Funding.
 - Schools depended highly on the government grants for implementation of the SIP programmes.
 - Schools had little capacity to generate funds.
 - Local bodies, especially municipalities can make funds available for school development activities.
 - Communities were unable to contribute to school improvement because of general poverty situation.

- 7.14 Monitoring - The monitoring of the SIP process has not received due attention as yet. No monitoring mechanism was developed to specifically monitor the SIP.
- The RPs and supervisors, and the headmasters were not trained in the monitoring of SIP programmes. The monitoring visit of RPs (for purpose of overseeing SIPs) was only nominal.
 - SIP implementation was not discussed or reviewed at the school level.
- 7.15 General occlusions
- Involvement of community in SIP implementation including funding was 'a little'.
 - Local monitoring of SIP implementation was not there.
 - Local bodies involvement in SIP was available to some extent.
 - Facilities development occurred moderately in schools with SIPs.
- 7.16 The introduction of SIP has been required as a major decentralization reform measure to improve school affairs. Micro planning is needed for developing SIPs. SIP is now a major thrust of BPEP II.
- 7.17 There are still some doubts about the legal base of SIPs. The SIPs have been discussed only informally by the SMCs. The SIPs were regarded as programmes depending on funds from the government.
- 7.18 The SIP is credited with initiating the planning process at the school level. The SIP process is expected to provide bottom-up planning for school improvement. However, as yet SIP had not involved community members, parents and other stakeholders in the design and implementation of the programmes.
- 7.19 The time allowed for SIP preparation was too short. SIPs were prepared and submitted for funding towards the end of the year only.
8. Recommendations:
- 8.1 SIP should be adopted for initiating reforms in education
- 8.2 The SIP should be adopted as official document with the approval of SMC
- 8.3 The SIP should be institutionalized by developing closer relationship between the school and the local community
- 8.4 The local bodies (DDC, municipalities) should be encouraged to take initiative in mobilization of resources for school reform
- 8.5 SIP should be adopted as the main basis of school funding (implementation of all school improvement programmes)
- 8.6 SIPs should cover all levels (primary as well as secondary), if those levels are in the same schools, and also cover all problems.
- 8.7 Local level monitoring should be institutionalized.
- 8.8 The SMC should review school level activities including the SIP activities.
- 8.9 SIP programme should be gender sensitive and consider the needs of the disadvantaged groups.
- 9.10 SIP implementation should adopt participatory approaches.
9. Comments
- The Basic and Primary Education Programme Phase II has started new initiatives in promoting the decentralization of education planning and management. Thus, in early 2000's, the process of development District Education Plan was started. And all the districts (District Education Offices) prepared the District Education Plans (generally of 5 years duration). Now, the emphasis is being placed on development of school implementation plans, which have quality of education as the main objective. The SIP programme is now being implemented in a few districts only. The prospect of receiving grants has encouraged schools in pilot district to prepare SIPs. Actually all schools should develop plans for improving their facilities and improving their teaching performance. The School Management Committees have special role in this context.

Background Paper on the Education Sector

1. Title: Background Paper on the Education Sector
2. Author: Dr. Bal Gopal Baidya
4. Purpose: Prepared for DANIDA, to provide an overview of the Education Sector for Danish assistance
5. Objectives
 - To present an overall assessment of education system.
6. Methods: Mainly based on review of secondary documents.
7. Main findings and conclusions related to Basic and Primary Education
- 7.1 Access: In 1998/99, there was an average of 6 primary schools in a VDC. This reflects increased availability as well as increased awareness on the part of the people all over the country regarding the importance of education. The participation of children of both gender as well as all caste/ethnic groups has increased in primary education. Yet, about 20% of primary school age children are still not in schools.
 - The distribution of schools is highly inequitable. There is need of school mapping which can result in access to all children even with the present number of schools.
 - Poverty and traditional attitudes and treatment towards girls and disadvantaged caste/ethnic groups still impede the full participation of these children in schools.
 - Inadequate school facilities also hamper schooling, for instance lack of toilet facilities (for girls) inhibits participation of older girls in schools.
 - The achievements levels of students in Grades 3 and 5 are low in basic subjects like Nepali, Mathematics and Social studies. Some factors for such low performance are limited number of school operating days, untrained teachers, erratic attendance of students and teachers, unattractive school environment, and illiterate home environment.
 - There is centralized educational administration. And there is no much school supervision and resource support for the schools. Attempts are underway for improving the local management of school management of school under the BPEP-II.
 - The growth rate in literacy in the 1990's has been slow (1 to 1.5% a year). The absolute number of the illiterates is still increasing. The NFE programmes are characterized by lack of coordination among the NGO's, the government agencies and the communities.
- 7.2 Institutional set-up
 - The management of various levels of schools is now the direct responsibility of the Department of Education (DOE). The DOE has now taken the responsibility of implementing BPEP-II. This would help in the institutionalization of BPEP activities and initiatives.
 - Although the schools are managed by the SMCs, the appointment of SMC members and appointment and transfer of teachers are all still done by DEOs.
- 7.3 Experience of BBPEP-II
 - The first phase of BBPEP (1992-98) was completed. The 1st phase gave priority to reducing illiteracy, improving the access and quality of primary education. Nearly \$262 million which was spent for BPEP. Donors provided \$67 million of \$31 million was World Bank loan. Danida provided \$16 million grant money.
 - The BBPEP I covered 40 districts. Programmes included curriculum and textbook development, teacher training school construction, NFF, education of girls, special education and capacity building of national and district levels.

- The basic lesson of BBPEP I was that central efforts are necessary but not sufficient for improving classroom practices and achievement levels. The required improvements are: strengthening local team efforts, autonomy and authority at local levels and capacity building of local levels.
 - BBPEP-II has several components under three broad categories:
 Access and retention: Physical facilities, education of girls and special groups, ECD, literacy
 Learning environment, curriculum, assessment, teacher training
 Capacity building: strengthening DOE, district plan, local capacity building.
 - There are several programmes to encourage enrolment of certain target groups. One of the programmes is primary school food programme (in 12 districts). This programme has increased enrolment. But its sustainability after World Food Programme assistance is difficult.
 - The national budget allocation in the Education Sector increased significantly in the 1990's, reaching 13.9% of the total budget in 1997/98. In 1999/2000, the proportionate allocation of Education Sector Budget was 56% for Primary and Basic Education 20.9% for Secondary Education, and 18.8% for Higher Education and the rest for other areas.
- 7.4 Key Issues
- The increased emphasis on basic and primary education as well as secondary education is expected to continue in the Median Term (10 years). This is welcome trend from the point of view of equity.
 - The increasing recurrent expenditures on primary and secondary schools accounts for large portion of government's own resources (for the Education Sector)
 - The actual translation of stated policies (Education) has been affected by high turnover of staff and corruption. There have been frequent changes in top leadership of the Education Sector.
8. Recommendations
- The Education Sector is rapidly expanding; there is an increasing financial requirement to sustain the system. Domestic resources are not adequate. Donor support is a way out.
 - There is a need of encouraging private and community involvement in education. Local ownership of schools needs to be promoted.
 - There is a perception that the capacity of Public Sector institutions is on the decline. This decline is not because of decline in individual capacities. But it is mainly due to the systemic problem. The systemic problems should be addressed. Over centralization of the education system is the basic systemic problem. Although there is policy on decentralization of the education system, the pace of decentralization is slow. This is due to lack of a strong central leadership and adequate policy framework.
 - The Local Self-governance Act of 1999 provides a conducive legal framework for decentralization.
9. Comments
- This document represents a general survey of the education system, commissioned by a donor agency. The document stresses that the education system has achieved much progress during the 1990's decade. Yet the system faces a number of problems, one of which is the increasing requirement of financial resources to sustain the system. The frequent change in leadership of the education sector is also noted as a problem. The document pleads for greater extent of decentralization - local team efforts, local autonomous and authority, and capacity building at local levels.

**Millennium Development Goals: Nepal
(Chapter: Achieving Universal Primary Education)**

1. Title: Millennium Development Goals, Nepal
2. Study under taken by UNDP
Authors: Specialists appointed by UNDP
3. Date: February 2002
4. Purpose: This is a progress report on the status of attainment of the Millennium Development Goals (MDG) in Nepal. It identified challenges and problems in achieving the goals, and indicates priority for development assistance. The stocktaking review is limited to Goal no. 2: Achieving Universal Primary Education.
5. Methods: The methodology is limited to review by specialists, and use of secondary materials prepared by the UNDP, World Bank, IMF and other international agencies.
6. Objectives: To review and monitor Nepali's progress in attaining the MDG goal (goal No. 3) of "Ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling".
7. Findings (Conclusions):
 - 7.1 The average annual rate of growth of primary enrolment between 1990 and 1999 was 1.3%. At this rate, 89% of all primary school age children will have access to primary schooling by 2015 AD, whereas the MDG goal is to attain 100% net enrolment rate by 2015 AD.
 - 7.2 Since the mid-1980's, there has been a rapid growth of private sector involvement in education, to the effect that about 12% of all primary students are now enrolled in private schools.
 - 7.3 The rate of primary enrolment is particularly low (60.3% in 1999) for the Terai region as a whole.
 - 7.4 The literacy rate of the Dalits is much lower than that of the higher caste groups.
 - 7.5 The rate of the completion primary education remains low and only 50% of students starting grade I do reach grade 5 (in 1999).
 - 7.6 Despite the fact that there is tuition free schooling and provision of free textbooks schooling demands additional household expenditures for clothing, stationary, daytime means etc.
 - 7.7 Increasing enrolments of children would indicate a trend of reduction in household work burden of children. But there is still much work burden on the children.
8. Recommendations (MDG policy measures)
 - 8.1 There should be reduction in the intensity of income poverty of the households.
 - 8.2 Household work load on children should be reduced.
 - 8.3 Quality of education should be raised by inforcing regularity in school hours, training of teachers, making education were relevant to local life conditions and enforcement of existing administrative regulations.
 - 8.4 More resources should be generated and invested for the promotion of primary education.
 - 8.5 There should be emphasis or providing access to the very poor and Dalit. Unless this is done, UPE cannot be achieved.
 - 8.6 The fundamental right of children to receive and complete primary education should be prioritized.
 - 8.7 Development assistance is needed for improving physical facilities, school feeding, incentive provision for the poorest and Dalit primary school children and to expand primary teacher training.
 - 8.8 Development assistance is needed also for supporting decentralization process of the school system, ensuring involvement of communication and a greater accountability of the teachers and school system as a whole.
9. Comments:

The UN Development System has put much emphasis on the attainment of the MDG goals by 2015. In the education sector, the main goal is the attainment of Universal Primary Education. Emphasis has been placed on the right of children to receive and complete primary education.

Short Review 1
Education in Nepal, 2003
Published by Planning Division, MOES

This is an annual publication of the MOES. The document presents official version of educational policies and strategies of the MOES. The educational policies stated in the Tenth Plans has been incorporated in the report.

The document contains organization structure of MOES, and Department of Education and gives description of role and functions of each major department/organization under the MOES. The document also contains description about the Higher Secondary Education Board, and all the Universities of the country.

The Document has 20 Annexes which present statistical information on school level education nonformal education, SLC results, HSEB Centres, Enrolment in different universities, Budget Allocation on education, trends in enrolment, literacy rate by districts, and dropout/repetition rates.

Comments

The document is a very helpful reference book with authentic data on school level, higher level, and nonformal education.

Short Review 2
Effect of CAS on Students Achievement, Dropouts and Attendance
Curriculum Development Centre, Sanothimi, 2003

The Continuous Assessment System (CAS) was introduced at primary level in five districts (Ilam, Chitwan, Syngja, Surkhet and Kanchanpur) school year in 2000/01. The information of CAS was expected to improve student's participation and learning.

The report concludes that the CAS programme did not lead to improvement in students achievement in many cases, the report noted the achievement level of CAS students was even lower than that of non CAS students.

The monitoring reports indicated that there was a lack of responsibility feeling on the part of all stakeholders. Particularly, the teachers did not use the information received from CAS experiment schools for improvement of instruction. The teachers noted that the 5 day teacher training on CAS was not sufficient for effective implementation of CAS. One reason for low performance of CAS students in achievement tests may be that these students did not have the experience of appearing in achievement tests previously.

The dropout and attendance situation in the CAS piloted schools did not improve. Actually, these was a deterioration both in dropout and attendance rates.

These is still a strong attitude among the people that examinations are necessary. CAS could not overcome such attitudes.

There is no debate about the importance of CAS for improvement of quality of education. But success of CAS depends on several factors: commitment of all stakeholders, willingness of the teachers to do extra work related to CAS, improvement of teacher training (including increasing duration of training). There should be improvements in physical and management aspects.

Comments:

The CAS experiment should be carefully monitored. Because it has immense value (in the form of promotion of internal assessment in schools), the present problems should not be taken as failure of CAS. Improvement of internal assessment in all schools is necessary, whether it is done under an experiment called CAS, and under conventional class.

Need-based Resource Allocation at Sub-district Level (Chitwan)

Author: B.K.Kushiyait

Published by European Commission Education Coordination Office

The document describes the present status of budgeting and expenditure system in the primary schools and the use of experimental system of need based allocation: some notable conclusions noted with repeat to Chitwan district are:

- Per student public expenditure is Rs. 1400.20
- There is no proper budgeting system in primary schools
- Schools fill up forms to get financial support for repair, construction etc.
- The public schools get their funding from the DEO, through the VDC. The amounts are first deposited in VDC account by the DEO and then released to the school by the VDC.
- Main issue with the budgeted amounts is that major part of the fund sent by DEO is spent on teachers' salary; sometimes the money (for teacher salary) is not received on time.
- The task of handling school money by VDC has created extra work load in VDC.
- Formula finding approach has helped in ensuring maximum use of the resources. It would also help in providing funds for quality improvements in the schools.

Comments

The document claims that the formula funding approach ensures equity in resource allocation (for all schools). The formulate fund approach, however useful it may be, is still a difficult concept to grasp and actually put into practices.

Short Review 4
Annual Strategic Implementation Plan, 2002/03:
A Strategic Overview
Department of Education, March 2002

This is the latest Annual Strategic Implementation Plan (ASIP) prepared for the implementation of BPEP programmes.

The ASIP document presents an overview of the trends and the present condition of primary education in Nepal. The document points out how the various BPEP components try to address the educational policies stated in the Tenth Plan and how the BPEP programmes are related to the EFA.

The ASIP document presents a vision for the future. Thus, the document describes the roles/responsibilities of a student, a school, teachers, head teachers, parents, SMC, RP, community, and different central level organizations. For instance, a school is expected to function as a self-managing school able to manage its own affairs and provide education of high quality. Another example is that of a teacher who is expected to be dedicated, professionally competent and motivated and able to perform duties with high professional integrity and morale.

The key strategies mentioned in the ASIP document are:

- Delegation of authority: There will be more decentralization in the Education Sector. There will be a shift from centralized education system to the community and school based planning and management system.
- Empowering Stakeholders: Partnerships between SMCs, VDCs, NGOs, INGOs and civil society institution and educational agencies of HMG will be reinforced and process of universalities primary education will be promoted.
- Good governance: Good governance in education will be promoted by following the values of administration and consideration of rights and responsibilities of beneficiaries.
- Human Resource Management and Development: Appropriate training and orientation workshops will be organized to ensure efficiency in the staff.
- Promote Literacy: Strong monitoring system will be established at central, regional and local levels.
- Promote Equity: A gender equity strategy will be implemented. This will include changed classroom practices, equal treatment to girls, gender sensitive curriculum and increased appointment of female teachers.
- Monitoring and supervision: Physical monitoring will be done by DOE officials, the role of RPs and supervisors will be analyzed and defined.

The ASIP document contains budgetary allocation for different programmes under BPEP.

Comments

The document presents a changing vision of education at school level. It also provides guide to the implementing agencies by providing specific fund allocation.

A Learning Step of Educational Development for Dalit

By Chatraman Bishwakarma

Published by European Commission Education Coordination Office, July

The document contains papers prepared by the author on various aspects of education of the Dalits. The author points out that the scholarship distribution and monitoring system is not satisfactory. There is lack of coordination and transparency in scholarship distribution.

The author advocates that scholarship should be given to all Dalit students, and education should be made for easily available Dalit community.

Other suggestions include the following:

- Modernize Dalit occupations
- Provide professional education to Dalit
- Provide professional education to Dalit (including creating a trust fund for higher education of Dalit)
- Introducing on understanding of Dalit history, culture, art, in school curriculum.

Further suggestions with respect to social inclusion:

- Representation of Dalit and Janjati in SMC
- Establishment ECD centres in Dalit villages
- Alternative schooling facilities for Dalit and Tharu children
- Special program and budget for education of Dalits

Comment

The report argues for greater participation of Dalits in education and for greater extent of state support for Dalit students.

Section III

ANALYSIS OF FINDINGS OF THE STUDY REPORTS AND THEIR RELEVANCE TO BPEP COMPONENTS

Introduction

The Section will review the findings of the studies and their relevance to BPEP components. It is worth mentioning here that the document on Secondary Education Support Programmes has also been included in the stocktaking because several innovations made by BPEP have now been in the process of being tried also in secondary education. For example, the District Education Plan, the School Improvement Planning, Management of Teacher Training, the concept of Resource Persons are being extended to secondary education.

The study reports and documents reviewed in this stocktaking are the following (with reference to BPEP components):

Comprehensive Studies/Reports	Areas
▪ Status Report: BPEP, 2001/02	All components of BPEP II
▪ Education for All (2004-2009) Core document	All areas of Primary Education, Literacy, Skill Development
▪ Annual Strategic Implementation Plan, 2003/2004	All components of BPEP II; and reference to SESP

General Reports:

▪ Background Paper on Education Sector	General coverage of issues of primary education
▪ Millennium Development Goals	Universal Primary Education
▪ Education in Nepal, 2003	Educational Policies, Programmes

Access

▪ Effectiveness of Incentives and Scholarships for Girls and Disadvantaged Groups	Education of Special Focus Groups
▪ Access of Muslim Children to Education	Education of Special Focus Groups
▪ A Learning Step of Education for Dalits	Education of Special Focus Group

Early Childhood Development

▪ Management of Community-based ECD Program of DOE	ECD Component under 'Access and Retention' Component of BPEP II
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Quality and Learning Achievement

▪ School Effectiveness: A Synthesis of Indicators: Phase II	Effectiveness of schools (with reference to enrollment, retention, achievement)
▪ A Study of Multigrade/Multiclass Teaching: Status and Issues	Related to quality of teaching
▪ Effective Teaching and Learning Phase II: Transfer of Training Skills in Classroom Delivery	Classroom Delivery by Trained Teachers, Teacher Training

Assessment

<ul style="list-style-type: none"> ▪ Effect of CAS on Students' Achievement, Dropouts and Attendance 	Assessment Subcomponent of 'Learning Achievement' Component
Strengthening Capacity	
<ul style="list-style-type: none"> ▪ Management Transfer of Public Schools 	Community School Management Practices
<ul style="list-style-type: none"> ▪ School Improvement Plan and its Implementation 	Local Capacity Development (Subcomponent)
<ul style="list-style-type: none"> ▪ Need-based Resources Allocation at Subdistrict Level (Chitwan) 	Strengthening District, Planning (Subcomponent)
Secondary Education	
<ul style="list-style-type: none"> ▪ Secondary Education Support Program 	All aspects of secondary education development

Analysis by BPEP Components

Physical Facilities

The Status Report on BPEP II (2001/02) states that construction of 2540 classrooms under JICA support programme has been accomplished in the first 3 years of BPEP II. JICA programme is consistently created with successful implementation. Such construction would contribute to both increasing access as well as better teaching in the primary schools.

The EFA (2004-2009) Core document presents the vision of a classroom (by 2015) in following words. "The classroom is a stimulating learning environment designed to meet the learning needs of all students; thus ensuring that each student develop to full potential". The EFA plan envisages construction of 11000 new classrooms and rehabilitation of 10000 classroom during the 2004-09 period (high case).

The study on School Effectiveness: A Synthesis of Indicators: Phase II states that construction of school buildings is not enough; there should be supply of facilities such as furniture, toilet, drinking water, learning materials etc. as will.

Education of Girls

The Status Report on BPEP II (2001/02) states that the scholarship programmes for the girl students at primary level have contributed to improvement of girls' education and to reducing gender disparities in primary education.

The EFA (2004-2009) Core Document presents a series of programmes aimed at reducing gender disparities in education. These include programmes to increase female teachers including linking Feeder Hostels to Teacher Training Programmes provision of incentive for girls and use of gender sensitive curriculum.

The Study on Incentives/scholarship Programme for Girls and Disadvantaged Children states that the scholarship distribution was made despite the inadequate number of quota. It further states that the concerned stakeholders were not serious about the programme. The Resource Persons and IMC members were not fully aware of the programmes, and the monitoring of the programme has lacking.

The Background Paper on the Education Sector remarked that inadequate school facilities hampered schooling. For instance, the lack of toilet facilities for the girls inhibited the participation of older girls in schools.

Education of Special Focus Groups

The Status Report on BPEP II (2001/02) mentions that disadvantaged children in 24 VDCs of 8 districts are being benefited by BPEP scholarship programmes and about 466 thousand Dalit students are benefiting from scholarship programmes.

The EFA (2004/2009) Core Document has as one of its objectives "Meeting the learning needs of all children including indigenous people and minorities". For this purpose, the document states that alternative and flexible schooling facilities will be provided; and programmes will be run in partnership with local bodies, CBOs, NGOs, and government agencies for providing education for indigenous and linguistic minority groups.

The Study on "Effectiveness of Incentives/Scholarship Programmes for Girls and Disadvantaged Children" states that participation of girls and disadvantaged children was low due to parents concern for getting their girl children married (at an early age), preference of doing work for immediate income earning (among the very poor people) and as well as inadequate school facilities (classroom space) and inadequate teacher supply hampered the participation of disadvantaged group children in formal (primary) education. It also noted the preference of Muslim parents to send their children to Madrasa instead of public schools.

The study notes that, in general, the scholarship programmes have helped to increase girls' enrollment in schools. However, it has not been able to retain the girls in schools.

With respect to Dalit scholarships, the study notes that there was a big increase in Dalit girls enrollment after the start of Dalit scholarship.

The study suggested the involvement of Resource Persons in the scholarship distribution programme. It also suggested taking up of community mobilization activities. It also indicates that provision of work for the parents will have positive effect on enrollment children in schools.

The study on "Access of Muslim Children to Education" states that the Muslim people in sample district preferred sending their children to Madrasa due to strong belief that religious education is mandatory for their children, and it also points out the having to learn Nepali in general schools hinders their schooling in the general schools.

The study suggests making improvements in Madrasa education and also integration of Muslim curriculum with general school curriculum. It also pleads for giving special incentives for Muslim children. Evidently the incorporation of Muslim curriculum in general school curriculum would be a controversial proposition.

Early Childhood Development

The Status Report BPEP II (2001/02) mentions that by 2001/02, 2915 ECD centres have been established in 58 districts. The ECD children have shown positive performance in grade 1, the Report states (in terms of participation in classroom activities).

The EFA (2004-2009) Core Document states that ECD centres will be established in areas populated by most vulnerable and disadvantaged groups. Further, the document states that the partnership with NGOs/INGOs and private enterprises will be promoted to establish ECD centres. Capacity building programmes will also be conducted.

The Study Report on "Management of Community-based ECD Programme of DOE" has noted the valuable contribution to ECD centre management by the District Child Development Board (DCDB) in Ilam. It also notes that the guides on CBECD prepared by the DCDB has been quite helpful in facilitating effective management.

The study has noted that the managing committee of ECD centres in Ilam and Kailali districts have effectively managed the land and children learning materials in the ECD centre. Regular meetings of Management Committee (MC), visits by MC members to the centres and efforts for raising parental awareness have been helpful. In both districts, the ECD centres got help from the NGOs as well.

The ECDs in Jumla district were not being effectively managed. The ECDs in the district could not provide the Matching Fund. These centres did not get any support from the DEO offices.

Literacy

The Status Report: BPEP II 2001/02 notes that under BPEP II programme, 1600 Basic Literacy classes have been held so far, followed by 1600 post literacy classes. These classes have been attended by women (mothers) in the age group of 15 to 45 years under the women literacy programme. These classes have contributed to raising the literacy rate among the adult women population.

The EFA (2004-2009) Core Document states that Community Literacy Centres (CLCs) will be expanded for literacy expansion as well as literacy retention purposes. Literacy programme through mother tongue will be implemented. CLCs will be used for continuing education for new literate and youths.

The Annual Strategic, Implementation Plan (2003/04) states that a strong monitoring system will be established for monitoring the literacy programmes at the central, regional and local levels.

The Background Paper on the Education Sector notes that the growth rate in literacy in the 1990's has been slow (10 to 1.5% in case in a year). The absolute number of illiterates is still increasing.

Learning Achievement

Three studies reviewed in this report are related to various aspects of learning achievement. The first study 'School Effectiveness - A Synthesis of Indicators' Phase II' analyzes the various factors affecting educational quality. The study concludes that learning achievement is low in both the Terai and Hill schools. The schools present a gloomy picture of their educational resources and physical facilities. The report states that there is a minimum threshold of educational resources and facilities in the schools below which the quality measures such as the number of teachers and teacher training do not necessarily produce the desired effects on learning achievement.

The report further states that the student and teacher absenteeism appears to be an additional problem to learning achievement in the schools. Further, the delay in the delivery of textbooks to schools led to impediment in the enhancement of quality teaching in the schools.

Further, the ineffective SMC (in terms of lack of knowledge about SMC's roles and responsibilities) hindered in the better operation of the school.

Besides, the supervision system was found to be ineffective. The RPs had host of functions (planned as well as ad hoc). The headteachers also had no time to work diligently and efficiently.

All these factors contributed to be low quality of education in schools. The study concludes that schools which had strong headteachers and SMC leadership were more successful (in terms of better teaching and effective school operation).

The study on "Classroom Teaching Learning Phase II: Transfer of Training Skills in the Classroom Delivery" takes up the effectiveness of teacher training and the extent of transfer of training skills in the classroom. The focus of the studies is on trainers training. The trainers training programme was done on cascade model. These were Master Training of Trainers (ToT) at the centre and district ToT. There was thus a three layer transfer training: Master tot, District tot, and the actual classroom delivery. The participants in tot programmes expressed some shortcomings in the ToTs such as lack of clear explanation by trainers, incompetent trainers (some of them) and too much stress on lecturing (by some trainers).

Difficulty of transfer of training in classroom delivery was due to:

- Teachers were not convinced about new methods;
- Lack of competency in the subject matter;
- Lack of motivation.

The study suggested use of discussion, demonstration and use of skills during training. Access to teacher guides was also stressed.

The EFA (2004-2009) Core Document has set 'improvement of quality of education' in schools as one major objectives. For this, document promises to implement a series of measures: The key measures stated in the document are:

- Providing basic minimum of teachers, textbooks, instructional materials, learning environment and management
- Retraining and redeployment of teachers
- Conducting school based supervision
- School improvement planning and
- Transfer of schools to the community.

The ASIP 2003/04 mentions that physical monitoring will be done by DOE officials. The role of RPs and supervised will be analyzed and specifically defined.

The study on 'Multigrade/Multiclass Teaching: Status and Issues' analyzes the phenomena of multigrade and multiclass teaching in the schools. In view of the fact that 73% of primary schools in the sample districts did not have adequate number of teachers (in relation to the school grades in operation) multigrade teaching is extensive especially in Hills and Mountain districts. Teaching two grades in one room (same subjects, or different subjects) and operating two grades in different rooms (by one single teacher) are different instructional settings.

Skills needed to handle different grades in one room, or teaching different subjects in one room, are expected from the teachers. Training provided to teachers to handle

the multigrade teaching situation is felt to be inadequate. The trainers themselves were not fully proficient.

Multigrade teachers require better training, and also more encouragement and material support for effective functioning.

Local Capacity Building

The Report on 'Management Transfer of Public Schools' deals with the transfer of management of public schools to the community. The transfer is intended to enhance greater local participation in the management and operation of schools.

The study concludes that the management transfer was centrally planned and did not originate from the initiatives of the communities. There was not enough preparation for implementing the transfer process.

Some issues that emerged in the transfer process are noted here. Only primary schools are now allowed to apply for transfer to community management; the local bodies were found to be indifferent towards the transfer; the SMCs did not demonstrate capability in managing the transferred schools.

Thus, the study suggested: streamlining the community managed school operation, providing orientation to SMC members, local community leaders, parents, etc. on management transfers and involving local bodies in the management of the transferred schools.

The study report on 'School Improvement Plan and Its Implementation' deals with one crucial area of BPEP-II. The SIP has been specifically emphasized by the mid-term evaluation of BPEP (March 2002). The DOE is providing specific block grants to schools (in the pilot districts) for the implementation of SIPs developed by the concerned schools (on their initiatives).

The study notes that the SIP exercise is aimed at promoting bottom up planning for school improvement. The study also notes the positive aspect that the SIP implementation process has involved the local bodies in educational affairs (in Synaja district).

There are however some difficulties such as dependence on centrally provided grants, lack of communication between centre and district and RC, and between RC and school.

Various recommendations have been made for institutionalizing the process of SIP in the school system. The study suggests that the SIP should be the basis of all development programmes of the school.

Assessment

The report on "Effect of CAS on Student Achievement, Dropout and Attendance" indicates the CAS has not been effectively implemented in the pilot districts. Various suggestions (especially teacher training on assessment) have been given in the report.

Section IV
**CONCLUSIONS OF THE STUDIES AND SUGGESTIONS FOR
FURTHER RESEARCH**

The main conclusions of the studies reviewed in this stocktaking are mentioned here.

Access

- Various factors such as parents' concern for early marriage of girl children, inadequate school facilities (classroom space) high failure and repeater rates in grade 1 have caused the participation of girls and disadvantaged children to the participation of girls and disadvantaged children to be low.
- In case of Education Incentive Program for Girls (BPEP), the lack of awareness among the IMC members about the scheme, and also lack of their involvement in scholarship distribution were the deficiencies in implementation.
- In case of Dalit scholarship programme, all Dalit students were provided with scholarship inspite of inadequate amounts, and there was no monitoring and follow up.
- In case of Primary School Scholarship for girls, the quota was insufficient, but the available money was distributed to all girl students.
- The Education Incentive Programme (BPEP) led to increase in enrollment; so also Dalit scholarship led to increase in Dalit student enrollment.
- The retention rate among school girl children receiving scholarship was positive.
- The involvement of SMC, IMC and teachers in scholarship distribution is needed.
- The Muslim people in Muslim pockets (Rupandehi) preferred sending their children to Madrasha (then to public schools) due to deep religious faith, mistrust of public schooling and difficulty of learning in Nepali language.
- Special incentive schemes should be designed for Muslim children in public schools and Madrashas.
- There should be bridging programmes between Madrasha system and public school system. Such bridge courses should be introduced in Madrasha system.
- The participation of Dalit children schools had increased partly due to Dalit scholarship scheme. There should be compulsory schooling for the Dalit community. Also elimination of poverty among the Dalit communities is necessary.

Early Childhood Development

- The formation of District Child Development Board (DCDB) in Ilam was helpful in managing the community based ECD. It also helped in managing the physical facilities and mobilizing resources.
- In Jumla, the DEO did not provide financial support for the ECD centres, as none of the centres deposited the required matching fund.
- In Ilam, assistance of UNICEF was useful in mobilizing local NGOs.

- CBECD is credited for the increase in grade I enrollment.
- The social and emotional behavior of the children in ECD centres improved. There was, however, no significant impact in achievement level in different subjects in grade I.
- There is a need of further carrying out awareness programmes for community people and parents.

Learning Achievement: School Effectiveness

- Quality of education is measured in terms of learning achievement.
- School physical facilities in sample schools were quite poor leading (ultimately) to poor learning achievement.
- Teacher absenteeism has hampered learning achievement in schools.
- SMC meetings dealt mainly with school physical facilities.
- If the public schools do not improve their inputs and outputs, they will run out of students soon. Administration process (alone) would not save the schools, because they only become a financial burden to the administration.
- Physical access to school is important; but there should be provision of educational resources in order to raise quality.
- Community resources are generally best mobilized in schools which have strong headmasters and SMC leadership.
- Effective schools require more than government grants.

Teacher Training (Trainers Training)

- Trainers training programmes were conducted at the center and the districts for the trainers in primary teacher training center.
- Trainers quality, availability of the materials, various activities done during training, and training delivery skills were found to be major factors that affect delivery of training.
- NCED has developed a 10 day Training of Trainer Guidelines, in which various training skills have been mentioned.
- Trainers training had several short-comings such as trainers lack of playing.
- The teachers (in training) would benefit more if training emphasized discussion, demonstration and practice of skills.
- There should be regular monitoring of the use of training skills in classrooms.

Multigrade Teaching

- The multi-grade teaching was a necessity in schools where there was inadequate number of teachers (compared to the grades). The general pattern of Multigrade teaching is conducting of two grade (teaching) in one room. There is also an extensive practice of one teacher teaching two grades in separate rooms at the same time.

- The training of trainers for multi-grade teaching covered areas like classroom management, planning of learning activities etc.
- Self-learning materials are essential for teaching multigrade situation.
- The training of trainers for multigrade teachers should be improved significantly.
- The multigrade teaching can be operated well if teachers are given encouragement and appropriate training

Local Level Planning: School Improvement Plan (SIP)

- The SIP has been introduced as a major decentralization measure to improve school affairs.
- The SIPs (medium term plan for school improvement) were (so far) not formally discussed in the SMC meetings. This led to difficulty in creating ownership of SIPs.
- The SIP preparation required expertise in developing plans. The training provided was inadequate (for duration).
- The SIP implementation depended largely on government grants.
- The SIP should be formally discussed as approved by SMC on an office of document of the school.
- The local bodies, especially DDC and municipality should be involved in implementing SIP (resource mobilization and expertise sharing).
- Local level monitoring of SIPs should be adopted.

Community Management of Schools

- The government adopted the innovative activities of transferring the public primary schools to the community in the spirit of implementing decentralization in education management.
- However, not enough preparation was made. Several things (such as appointment of headteachers, grants expected, teaching deployment) were still not clear.
- The SMCs had taken the initiation in the management transfer process. The local bodies remained indifferent to the transfer.
- The SMCs had not yet developed capacity to run the community management school (SMS).
- It is necessary to provide orientation about the transfer to SMC members, school community, local community leaders and parents.
- The SMC of CMS (school) should be given enough power to make decision on all school affairs including teacher recruitment and transfer.
- There is also a need to involve the local bodies in the management transfer as well as resource mobilization.

Education for All (2004-2009) Goals

- The components of EFA (2004-2009) are:
 - Expanding early childhood education
 - Ensuring access to all children
 - Meeting the learning needs of all children including indigenous people and minorities.
 - Reducing adult illiteracy.
 - Eliminating gender disparity.
 - Improving all aspects of quality of education.
- In implementing the EFA programmes, strong emphasis will be placed on Pro-poor policies. Thus priority will be given to providing facilities for schools to function in the disadvantaged areas. There will be a strong focus on marginalized groups and females in educational programmes.
- Good governance principles and decentralization principles will be followed in planning and management of education.
- Decentralization principles would be used in promoting community controlled and schools based planning and management in coordination with local bodies, CBOs and private organization.

Millennium Development Goal (MDG)

- The MDG with respect to education is to ensure that boys and girls alike every will be able to complete a full course of primary schooling by 2015.
 - The key challenges in meeting this goal in Nepal are the following:
 - Overcome income poverty of large proportion of households.
 - Making primary education more relevant to local considerations (especially rural)
 - Raising quality of education by enforcing regularity in school attendance, and existing administration regulation.
 - Generating additional resource for primary education

At present the capacity to collect data and to analyze data is assessed as "fair" the monitoring and evaluation mechanism are assessed "weak".

Without a policy and programme emphasis on the very poor and the Dalits, the target of universal access to primary education will remain unattainable even in the long-run (that is beyond 2015).

Secondary Education Support Programme (SESP)

- There is substantial evidence that the quality of secondary education is low, and that where possible, parents are opting to send their children to private schools.
- There is a likely increased demand for secondary education as a result of higher enrollment at primary level.
- The SESP aims at improving the quality and relevance of public secondary schooling, increasing access to public secondary schooling especially for students from poor and disadvantaged groups and districts and developing the institutional capacity and management of central and district institutions and the public secondary schools.
- The main components of the SESP are: (a) The learning environment (school and district level), (b) Curriculum development, assessment, and instructional materials (c) Teacher education and development, (d) Institutional management and capacity development.
- For implementing the secondary education program, Executive Board will provide strategic management.

Research Areas

The following areas of research are suggested for consideration by FRP for future research works.

Access

- Impact of insurgency on education (primary level)
- Education of insurgency affected children.
- Comparison of better performing public primary schools and average performing primary schools.
- Micro studies on scholarship/incentive distribution and impact.
- Review of compulsory education scheme (in pilot districts).

Quality

- Improvement of supervision and inspection of schools for monitoring of teaching and school improvement works.
- Provision, mobilization and use of educational resources (by the public schools).

ECD

- Functioning of ECD centres in disadvantaged regions and districts.
- Comparison of facilities in ECD and pre-primary classes, and effectiveness of their functioning.

Capacity Development

- Training facilitates for school staff on preparing plans and budgets.
- Training to the SMC members headteachers on management of community (transferred) schools.
- Management of community managed schools.

School Improvement Plans

- Role of Resource Persons and Supervisors in monitoring the schools implementing the SIPs.
- Participation of local bodies in SIP formulation.
- Analysis of process of preparing, approach and implementation of SIP.

Section V
SYNTHESIS OF THE STOCKTAKING REVIEW
(PHASE I, II AND III)

Introduction

The Stocktaking Review of the research studies relating to BPEP-II has been a regular feature of the Formative Research Studies over the past 3 years. The Stocktaking Reviews have brought together the various studies, and presented their major findings and recommendations. The important part of the stocktaking has been the analysis of the relevance of the studies to BPEP-II program. Also all the Stocktaking Reviews have presented the areas of further research.

An attempt is made in the Section to present an inventory of the research studies and documents that have been reviewed in the stocktaking of the three phases, and also highlight some important conclusions of the studies on same a related areas undertaken in different years.

Studies Conducted by Main BPEP Components

Table 5.1 presents the titles of the studies reviewed in stocktaking phase I, II and III by the BPEP component areas. The stocktaking reviewed 58 studies covering various components and subcomponents.

Access and Retention

Sub-components	No. of studies reviewed
Alternative Schooling	1
Education of girls	2
Education of special focus group	6
Early Childhood Development	4
Community Mobilization	1
Literacy	1

Improving Learning Achievement

Sub-components	No. of studies reviewed
Curriculum and Textbook Renewal	5
School Effectiveness and Classroom, Delivery (related to Learning Achievement)	4
Teacher Training	7
Student Assessment	4
Internal Efficiency	2

Strengthening Capacity

Sub-components	No. of studies reviewed
Strengthening Central Level Institution	2
Strengthening District Planning and Implementation	3

Strengthening Local Capacity	5
Comprehensive Studies	7
General Studies	3

Table: Research Studies Reviewed in the Stocktaking, Phases I, II and III under FR Project Studies

Areas of research	Phase I, 2002	Phase II, 2003	Phase III, 2004	Remarks
1. Alternative schooling	-	Rapid Assessment of Alternative Schools (2002)	-	Crucial role of the facilitators in conducting the alternative schooling programmes was emphasized in the report
2. Education of Special Focus Group	Reaching the Unreached: Social Assessment for Inclusive Education (2001) Children's Learning Obstacle: A Guidebook for Teachers of Disadvantaged Children (2001)	Access to Education for Disadvantaged Group (2002)	Access of Muslim Children to Education (2003) Effectiveness of Incentive Programmes for Girls and Disadvantaged Children (2003) A Learning Step for the Education Development of Dalits (2003) (Short Review)	The Social Assessment Report deals with the various problems faced by children of disadvantaged groups in the areas of education. The effectiveness of scholarship distribution is dealt with in the studies on 'Access to Education for Disadvantaged groups" and the study on incentives for girls and Disadvantaged children Problems of Muslim children and their preferences are covered to access of disadvantaged children
3. Early Childhood Development	Nepal Country Case Study: In search of ECD Indicators (2000) Evaluation of Community-based ECD Programmes (2001) Strategic Action Plan for Community-based ECD (1999)	-	1. Management of Community-based ECD Programme of Department of Education (2003)	A comprehensive list of ECD indicators at central, district, local levels is presented in the Nepal case study report. Community based SED programme is intensively discussed in the two reports reviewed in Phase I (2002). The community-based ECD programme is further examined from management standpoint in the Phase III stocktaking. The conclusions of the three studies on community based ECD are mostly similar.
4. Community Mobilization	-	1. Community Mobilization in Primary Education (2002)	-	Community mobilization efforts (with involvement of RPs/supervisors as well as NGOs) has become even more necessary in context of transfer of public schools to the communities
5. Education of the Girls	1. Gender Assessment of the Education	1. A follow-up study on Feeder Hostel and	-	There is a need of greater access of girls/women to all levels of education.

	Sector (2001)	Female Teachers Recruitment and Deployment Policies (2002)		<p>The feeder schools concept is now undergoing a change particularly because secondary schooling facilities are now increasing in rural areas also.</p> <p>Also there is a finding that the girls staying in the hostels are not inclined to become teachers in primary schools. Thus, a change in role of hostel is needed.</p>
6. Literacy		An Evaluation of the Community Literacy Project (2003)	-	Most literacy programme are facing issues like low retention rates. The community literacy project stresses expanding literacy by linking literacy learning with practical use
7. Curriculum and Textbook Development	1. Bilingual Education (2001)	<p>Effectiveness of Primary Curriculum (2002)</p> <p>Evaluation of Textbook Provision Experiments (2002)</p> <p>Study of Teaching Materials and Subjectwise Classroom Observation (2001)</p>	1. A study on Multi-grade and Multi-class Teaching: Status and Issues (2003)	<p>Delivery of curriculum in classroom is not being done properly even though most teachers have now got some training.</p> <p>In some parts of the country, there is a difficulty of learning through Nepali (language).</p> <p>Textbook provisions has facilitated learning for the mass of children. There are some difficulties in textbook distribution. There are not insurmountable.</p>
8. Classroom Delivery and School Effectiveness	-	<p>Effective Classroom Teaching and Learning (Phase I: Classroom Delivery) (2002)</p> <p>School Effectiveness in Nepal: A Synthesis of Indicators Phase I (2002)</p>	<p>Effective classroom teaching and learning (Phase II). Transfer of training skills in classroom delivery (2003).</p> <p>School Effectiveness: A Synthesis of Indicators (Phase II) (2003)</p>	The four studies have pointed out a number of problems in promoting better classroom teaching and school effectiveness. The four studies show that there are numerous efforts made by the government (teacher training, physical facilities development, distribution of curriculum and guides etc.) to provide better teaching. Yet, the results have not been as expected. At present, headmasters' role, local action by communities, and school level planning are being stressed.
9. Student Assessment	School-based Assessment in Nepali Primary Schools (2001)	-	Effect of CAS on Students' Achievement Dropouts and Attendance (2003)	The experimental programme on CAS has not been quite successful. However, there is no doubt about the crucial importance of internal assessment.

	National Assessment of Grade 3 Students (2001) District Level Assessment (2001)			The National and District Assessment Studies point out low achievements.
10. Teacher Training	Primary Teacher Training in Nepal: An Analytical Report (1999) Whole School Approach Teacher Training (1999) A Study on Monitoring of Distance Teacher Training, 1999) Effectiveness of Distance Teacher Training in Nepal, 2001)	Effectiveness of Primary School Headteacher Training, 2002). Follow-up Study of Primary Teacher Training Programme, 2002) Effectiveness Study of Primary Teacher Training, 2002)	-	The Report on Teacher Training (PTTC and DEC) indicate that large number of teachers have attended and completed Whole School Training and quite a large proportion of them have completed package I of the 10 month training. The issue now is mainly improving teaching, which is expected of the trained teachers
11. Efficiency	Study on the Students Regularity in Primary Education (2001) A Study on Improvement of Internal Efficiency of Primary Education, (2001)	-	-	The irregular attendance of students in schools can be an important cause of low student learning and achievement. There are many cause of low attendance, most of which are related to school factors. The low internal efficiency of schools has been a chronic problem. This needs to be resolved by actions on the part of families, schools and community.
12. Strengthening Central Level Institutions	Report on Organization Structure, HRD, Database system of Ministry of Education (1999). Capacity Building for Educational Development: An Institutional	-	-	The statistics of schools are collected annually by the DOE; every year the coverage of data collection is being increased. There is a need to focus on data collection for use in district and school level planning. The Report on 'Capacity Building' has a large number of recommendations for improving the performance of MOES, DOE, DEO. There is much enhanced capacity in MOES and its agencies. Stress now, should be on using the capacity.

	Analysis of MOES of Nepal (2001)			
13. Strengthening District Planning and Implementation	-	Quality and Accuracy of School Reported Data (2002) Development and Implementation of District Education Plan (2002)	-	Need Based Resource Allocation at Subdistrict Level (2003) The DEPs prepared in early 2000s should be reviewed and implemented.
14. Strengthening Local Capacity	-	SIP-Based Development Programme (2002) Support SIP in Nepal (2002) Decentralization of Pilot Districts of BPEP (2002)	School Improvement Plan and its Implementation (2003) Management Transfer of Public Schools (2003)	A number of studies have been done on SIP. It seems better not to overwhelm the local public primary schools by demanding too much technicalities in their SIPs sample reforms should be implemented
15. Secondary Education	-	-	Secondary Education Support Programme (SESP) Core Document (2003)	The SESP provides an opportunity to bring together all programmes related to secondary education and implement key programmes.
16. Comprehensive Reports	BPEP (192-1998) A synthesis of experiences (1999) Nepal: Priorities and Strategies for Education Reforms (2001) Third Party Review of BPEP II (2001) Report on Technical Panel of BPEP II Education for All, Assessment (2000)	-	Status Report: BPEP II (2001/02) Education for All (2004-2009) Core Document (2003)	The EFA 2004-09 Plan provides a comprehensive policy framework as well as a set of programmes for implementation of programmes relating to access, physical facilities development, quality enhancement, literacy promotion, girls education) The EFA plan tries to address the various problems pointed out by the Third Party Review of BPEP II as well as the Status Report on BPEP II.
17. General Reports	-	-	Millennium Development Goals: Nepal (2002) Background	The MDG Report is a major document of UNDP, on which donors generally base their assistance. The MDG Report (Education) have emphasized

			<p>Paper on the Education Sector (2001)</p> <p>Education in Nepal (2003)</p>	<p>attainment of universal primary education through various measures.</p> <p>Literacy enhancement has been stressed by the Background Paper.</p>
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Section VI SUMMARY

Coverage

This stocktaking study has covered study reports on following broad areas:

Areas	Number of Studies
Education plans and programmes	3
Education of special focus groups	3
Learning achievement, quality of education, training	3
Assessment	1
School management	1
Local level planning (SIP)	1
Early childhood development	1
Status survey, evaluation of BPEP	1
Budgeting system	1
General studies on education	3
Detailed Reviews: 13, Short Reviews: 5	
Total Number of Studies :	18

Problems identified in the studies:

The study reports reviewed in the stocktaking have pointed out a number of issues of primary and basic education. Some of the problems identified have been persistently noticed are related to lacking in management and implementation. For resolving these problems the government is now trying to introduce decentralized planning and management in education.

Some of the issues cited by the study reports are:

- Inability of the very poor disadvantaged groups to participate in education largely due to the need to engage in income earning works.
- Difficulty of proper targeting of scholarships to the disadvantaged groups.
- Lack of community support for ECD centres in some districts.
- Lack of physical facilities and educational resources in schools.
- Lack of supervision and monitoring of schools by supervisors and resource persons.
- Preference of certain communities (Mulsims) to have education in religious schools.
- Inability of trained teachers to use the training skills in classrooms.
- Too much burden on one or few teachers to handle several classes in schools with inadequate number of teachers.
- SMCs not fully aware or prepared to manage schools that have transferred to community.

- Slow rate of increase in literacy rate.
- Low impact of CAS on student achievements.
- Extensive teacher absenteeism in schools.
- Ineffective classroom teaching due to low teacher motivation.
- Limited school management (headmaster and SMC leadership) carry out school development works.
- Limited capacity of the schools to prepare school improvement plans.
- Shortcomings of various training programs (TOT, training on SIP) with respect to duration, content, and delivery.
- Wildspread social and economic disparities hindering participation of children of the very poor groups in education.

The study reports have suggested various measures to improve primary and basic education. Some of these are:

- Implementation of improved scholarship and incentive programmes
- Activation of SMCs and incentive management committees
- Better training of teachers in multigrade teaching and provision of materials and encouragement for teachers
- More effective headteachers and SMC leadership
- Community support for schools
- Institutionalization of SIP at the school level, using SIP as basis of funding for all development programs of the school
- Providing orientation on SIP to SMC members, local bodies, school community members, parents
- Establishment of community literacy centers for continuing education of new literates
- Capacity building programmes for management of 'transferred' (to community) schools
- Expanding ECD programmes especially in disadvantaged areas.
- More effective school supervision (including supervision of ECD centres)
- Community mobilization activities for enrolling out of school children
- More effective school operation with increased inputs and assured outputs
- Using SIP as basis for all school development programmes.

Summing up: The stocktaking review concludes with the remarks on key aspects of improvement areas noted by the studies.

Areas of study report	Key aspects for improvement
Incentive programmes for girls and disadvantaged children	Involvement of SMC, IMC Mobilizing mothers' group Involving Dalit in management of Dalit scholarships Awareness programmes Monitoring (from center to VDC)
Education of Muslim children	Bridge course for facilitating Madrasha students to public schools Out of school programmes for Muslim children
School effectiveness	Orientation of SMC on their roles Headteacher's leadership RP's role in promoting enrollment of deprived Better supervision
Multigrade teaching	Effective teacher training Motivational boost of the teachers Supply of materials
Effective classroom delivery (trainers training)	TOT focused on skills with use of discussion demonstration, practice Monitoring use of training skills
Assessment	Better training on CAS implementation
School management (in connection with management transfer of public schools)	Empowering SMC Involve local bodies Follow CMS operation guidelines, along with Education Regulations and LSGA
Early childhood development	Form district level ECD Board Mobilize local resources for matching fund Recruit/train facilitators
Budgeting	Survey of local needs and allocation
General studies (Millennium Development Goals)	Monitoring progress
Policy and Plans: EFA and SESP	Implementation arrangements as envisaged in EFA (2004-2009) and SESP

Research Areas

Access

- Impact of insurgency on education
- Education of insurgency allocated children
- Comparison of better performing and average performing school
- Micro studies on scholarship distribution and impact
- Review of compulsory education scheme in pilot districts

Quality

- Improvement of supervision and inspection of schools
- Provision and use of educational materials (by public schools)

ECD

- Functioning of ECD centres in disadvantaged regions/districts
- Comparison of facilities in ECD and primary classes, and effectiveness of their functioning

Capacity development

- Training facilities for school staff on planning and budgeting
- Training for SMC members and head teachers on management of community (transferred) schools
- Management of community managed schools

S.I.P.

- Role of RPs and supervisors in monitoring implementation of SIP
- Participation of local bodies in SIP formulation
- Analysis of process of preparation, approval and implementation of SIP.