

Formative Research for Basic and Primary Education Programme II

Suggested Action Steps

Submitted to the Ministry of Education and Sports

Formative Research Advisory Group

Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
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Prologue

In the fiscal year 2001/2002 CERID started five research activities as part of a comprehensive research effort under the Formative Research Project (FRP). The aim of the Formative Research Project is to conduct research studies of practical nature that would contribute to smooth implementation of BPEP II as a technical assistance of Norway to the Ministry of Education and Sports of His Majesty's Government, Nepal. The main purpose of FRP is to provide research-based strategic information on the implementation of BPEP II to the MOES / DOE. For this purpose a Formative Research Advisory Group (FRAG) is formed under the project. One of the responsibilities of this group is to reflect upon and discuss on the findings and suggestions provided by individual research studies and then to recommend concrete action steps to the MOES for the improvements in the reform process of basic and primary education sub-sector. In this respect, FRAG finalised action steps pertaining to the areas covered by these five research studies.

Keeping in view the three main purposes of BPEP II—(i) expanding access and improving retention, (ii) improving learning achievement and (iii) strengthening capacity of the national, district and sub-district levels—FRP started its five research studies¹. The list of research studies is given below:

Area	Research
• Capacity Building	1. Development and implementation of District Education Plan
	2. Quality and accuracy of school-reported data
• Enrolment and Retention	3. Access to education for disadvantaged groups
• Quality of Education	4. Effective classroom teaching / learning practices
	5. School effectiveness: A synthesis of indicators

The topics of these five research studies form coherence in the activities of BPEP II—planning, data quality, access of disadvantaged groups to education, classroom practices and overall effectiveness of schools.

Each research team developed preliminary draft of action steps based on their research findings and they made several sessions of interactions with the concerned personnel of MOES, DOE and other agencies of MOES such as Curriculum Development Centre, Distance Education Centre, and National Centre for Educational Development. Action steps thus generated have been presented by each research study are in this report. A list of FRAG members and researchers involved is attached to this report at the end.

¹ The sixth research conducted under FRP was stocktaking of research studies conducted for the BPEP II. This study aimed at identifying prospective areas of research on the basis of stocktaking of the studies already done on areas relevant to BPEP II. Therefore, no action steps were required on the basis of this study.

Development and Implementation of District Education Plan (DEP)

<i>Major Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
1. DEP has started bottom-up planning in education.	<ul style="list-style-type: none"> - DEP initiated planning exercises at the district level. - DEP created awareness that local level participation in formulating and implementing educational plans and programs is necessary to reflect the local needs and achieve the desired results. DEP has been adopted as an integral part of District Development Plan in some districts. 	
2. DEP planning process has been able to initiate steps towards establishing a vision of improvement and development of education at the district.	<ul style="list-style-type: none"> - DEP provides a comprehensive educational description of the district. - DEP attempts to provide directions of improvement by formulating the educational targets, determining the priorities, specifying the programs, estimating the required resources and working out the action plan. 	
3. There is a need for further clarification in promoting the coordination among the Local Self Government Act (LSGA), Education (seventh amendment) Act and Education Regulations, 2002.	<ul style="list-style-type: none"> - LSGA entrusted Village Development Committees (VDCs) responsibilities to manage and supervise educational institutes running in their localities whereas Education (seventh amendment) Act created Village Education Committees (VECs) for the purpose. - Similarly, District Development Committees (DDCs) have been made responsible to deal with the educational matters of the district while Education Act and Regulations continued the role of District Education Committees (DECs) for the purpose. 	1. Coordination between Ministry of Local Development and Ministry of Education and Sports need to be promoted. A Committee in this respect has already been created. Reactivating of that Committee is required.

<i>Major Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
4. DEP planning process has been adversely affected by the limited availability of required expertise at the district level.	<ul style="list-style-type: none"> - Training was provided to only two persons in each district. - District planning people were not adequately prepared for needs assessment, prioritization and development of the program. - The planning team lacks with the required technical support. - In some districts, persons other than the trained ones were involved in the development of DEP. - Training program was not appropriately designed. - 2 days long training is considered very short to develop expertise. 	<ol style="list-style-type: none"> 2. District Education Office (DEO) will increasingly assume the role of providing technical support by developing a pool of trained personnel and resources. 3. The planning guidelines and format will be revised to include the methods and process of needs assessment, prioritization and development of educational programs relevant to local situations. 4. Local planning capacity will be strengthened by enhancing planning and program development skills of the plan formulation team.
5. DEP has been prepared by a selected group of persons, without appropriate participation and contribution from a cross-section of district population; hence it has resulted in a weak sense of ownership.	<ul style="list-style-type: none"> - Only a few people participated in the development of DEP. - The planning body- District Planning Team comprised mainly government's employee, except one officer from DDC. - Community people and organizations have not been involved. - Integration of School Improvement Plans (SIPs) and Village Education Plans (VEPs) into DEP has yet to occur. - DEP is a district-based plan that has been developed by using available secondary data and limited participatory process. - Educational information was not adequately disseminated at the local level. - DEP lacks ownership and commitment. 	<ol style="list-style-type: none"> 5. Intensive advocacy and social mobilization campaign will be conducted at the district so that basic and primary education is considered as a collective concern and the joint responsibility of all major stakeholders in the district. 6. DEP will be a synthesis of school and VDC level educational plans. 7. DEP will be based on local context and local priority. 8. Views of various stakeholders should be solicited before the development of DEP.

<i>Major Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
6. Most of the stakeholders such as school teachers, headmasters, members of the local bodies and local organization's representatives are involved only in the token advisory role in the preparation of DEP.	<ul style="list-style-type: none"> - Preparation of DEP is considered as an official responsibility of DEO, which is to be controlled and completed by DEO officials. 	<p>9. Specific roles of different stakeholders in the preparation of DEP will be mutually agreed upon and adhered to.</p> <p>10. Participation of ethnic / disadvantaged groups including females need to be made in the development of DEP.</p>
7. DEP has mainly focussed on covering program components of BPEP II at the district level. It could not adequately address priorities and specific requirements of the district.	<ul style="list-style-type: none"> - DEPs focussed more on the common issues of basic and primary education. A few DEPs have given attention to district-specific issues and problems. - Objectives, priorities, targets and program components of DEPs are almost similar. They do not vary significantly from one district to another. - DEPs cover almost all the components of BPEP II in each district. - Similar strategies for some programs have been developed in different DEPs. For example, mothers' conference, children's rally, and street drama are the strategies worked out for social mobilization in several districts. 	11. DEP will be a synthesis of school, and village level educational plans.
8. DEP has yet to emerge as a professional and participatory plan reflecting the aspirations and specific requirements of the district concerned.	<ul style="list-style-type: none"> - DEP describes the issues and problems, but it does not analyze them in-depth. - Targets are ambitious; they have been set without considering the specific strategies and resource strengths of the district concerned. - The plan has been prepared considering the government's budget only. - Monitoring and evaluation are given little importance. 	12. DEP will have to reflect both long-term vision and periodic progress targets to be achieved at the district level.

<i>Major Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
9. DEPs have been used as a rolling plan.	<ul style="list-style-type: none"> - Planning is not based on educational Management Information System (EMIS). - DEPs did not have complete action plan for the five years. - DEPs have been refined and strengthened on the basis of the feedback from previous action plans. 	
10. DEP does not clearly articulate the role and responsibility of local bodies in areas of participation in the management of the program and resource sharing.	<ul style="list-style-type: none"> - Programs have been implemented entirely by DEOs and its constituent Resource Centres (RCs). - Local bodies have not been made responsible for program operation and monitoring the progress. 	<p>13. As per the provisions of the Local Self-Governance Act, local bodies especially VDCs and Municipalities will be involved and also made responsible for the formulation and implementation of the educational development plan.</p> <p>14. Effective partnership will be promoted between local bodies and educational establishment so as to minimize conflicts as well as confusions and optimize complementarity of efforts.</p>
11. DEP has been dictated by the resource allocation from the centre.	<ul style="list-style-type: none"> - Budget ceiling is provided by the centre before preparing annual action plan. - Contribution of local bodies is given little importance. - Planners did not attempt to generate and tap locally available resources. 	
12. Effective monitoring and reporting mechanism for DEP has not been developed yet.	<ul style="list-style-type: none"> - DEPs did not provide any scheme for monitoring the progress of the plan. - DEO staff members are not trained enough to monitor the progress of DEP. - Review of the progress is made partially in the DEO seminar and during formula funding and strengthening the DEP. 	<p>15. Monitoring and sharing of experiences will be locally institutionalized.</p> <p>16. Monitoring information will be linked to the decision-making, planning and funding.*</p>

Quality and Accuracy of School Reported Data

<i>Major Findings</i>	<i>Justification</i>	<i>Action Steps</i>
<p>1. The process of counting repetition and dropout proved to be difficult for data manager</p> <p>2. There are incomplete directions and instructions in the form</p>	<p>Repetition: 15 data managers easily understand (data transform easily in the form) and 3 have expressed as complex (difficult to transfer the data in the form).</p> <p>Dropout: 10 data managers easily understand, 2 do not know the proper definition (do not understand the topics) and 6 feel difficult on calculation.</p>	<p>1. DOE: should develop the school information form filling manuals with proper definition and guidelines on educational indicators and terminology with complete directions including examples in each table.</p>
<p>3. Most of the data managers of community and institutionalised schools have not received training on filling the form.</p>	<ul style="list-style-type: none"> • Out of 18 schools, only 8 community schools data managers have received form-filling training. • Institutionalised schools data managers have not received any kind of form-filling training. 	<p>2. Resource Persons (RPs) should provide hands on training for data managers of both types of schools.</p> <p>3. Training should be integrated with Head Teachers' management, SIP, RPs training and RC level meeting.</p>
<p>4. Most schools do not have complete and organized data record system.</p>	<ul style="list-style-type: none"> • 3 schools have no admission form. • 3 schools have no school register. • Not a single school has processed single register with complete required information demanded by the form 	<p>4. School: should develop a data storing register with all information of the schools².</p>
<p>5. Age-wise record appears to be most incomplete.</p>	<p>Total unavailability of age records in three districts is 37.9% (Lalitpur: 39.4%, Dhanusha: 39.3% and Ilam: 30.9%)</p>	<p>5. School should make compulsion on birth certificate/vital register of each student on the register.</p>
<p>6. There are inconsistencies between school-reported data and actual data on current year enrolment, new entrants/transfer, repetition,</p>	<p>Current Year enrolment: Over reporting - 8 schools; under reporting - 7 schools; correct reporting - 3 schools</p> <p>New entrants/Transfer: Over reporting - 5 schools; under reporting - 12 schools; correct reporting - 1 schools</p> <p>Promotion: Over reporting - 12 schools; under reporting -</p>	<p>6. Data dissemination: Data dissemination mechanism should implement on each level. (School, SMC, RCs, VECs, DEOs, REDs)</p> <p>7. Data verification: RPs should verify the</p>

² A sample of school register is attached.

<i>Major Findings</i>	<i>Justification</i>	<i>Action Steps</i>
promotion and dropout data.	2 schools; correct reporting - 4 schools Repetition: Over reporting - 12 schools; under reporting - 4 schools; correct reporting - 2 schools Dropout: Over reporting - 3 schools; under reporting - 9 schools; correct reporting - 6 schools	school level data during their visit in the schools. 8. Data awareness campaign: Awareness campaign on the use and importance of data should be made on School, SMC, RCs, VECs, and DEOs.
7. Strict enforcement of data collection time.	See attached schedule	9. See attached schedule

Other Implications

- Ensure computerized data system at DEO level. Activate Planning Cell at the District level. Piloting could be done in the Bottom-up planning districts.
- Share student progress data sheet with SMC and parents. Involve SMC in filling up data form.
- The third party panel should make the assessment of data quality with national representative sample on five years interval.
- The RED should make the cross validation/verification of data at district on three years interval.

Data Collection Schedule

Schools

- Schools should fill the form: (After two months two weeks of session start)
- Send the school information form to RC (After four months of session)

RCs

- RPs should distribute the forms to schools: (After one month of session)
- RPs should collect the school information form from schools: (After four months of session)
- RPs should verify the form on current year enrolment with repetition, new entrants/transfer, promotion and dropout and agewise enrolment (After five months of session)
- RPs should tabulate and compile the data: (After five and half months of session)

- Send the summary forms to DEO: (After six months of session start)

DEO

- Printing the forms: (During the session start)
- Distribution of the forms to schools: (After one month of session start)
- Collection of the forms by DEOs: (After five months of session start)
- Tabulation and preparation summary forms of DEO: (After six months of session start)
- Send the summary forms to REDs: (After eight months of session start)
- Disseminate the school information: (Before session start)
- Make awareness on use and importance of data: (Before session start)

RED

- Distribution of the amended forms to DEOs: (During the session start)
- Tabulation and preparation summary forms of RED: (After seventh months of session)
- Send the summary forms to DOE: (After eighth months of session start)
- Publish the regional level school statistics: (After ninth months of session start)

DOE

- Amendment of the forms (if necessary): (After ten months of the session start)
- Distribution of the amended form to DEOs/REDs: (Before session start)
- Publish the school level statistics: (After ten months of session start)
- Disseminate the published information: (Before session start)
- Make awareness on use and importance of data: (Before session start)

School Register

SN	Date of Admission	Name of the Student	Sex	Ethnicity	Inclusive education	Name of Father/Mother	Permanent Address	Local Address	Local Guardian	Date of Birth	Admission		Admitted Class	Name of the previous school attended	Date & Grade when the school was left	Remarks
											New	Transfer				

Access to Education for Disadvantaged Group

Motivating Factors

A Incentive Program

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>1. The incentive programmes of HMG and I/NGOs have been found effective in attracting the Special Focus Group (SFG) children to schools. Moreover, programmes of NGOs are found relatively more effective in sample locations³.</p> <p>2. The DOE under the Educational Incentive Programme (EIP) provided money as incentive. However, in the EIP guidelines it was clearly mentioned about providing incentives in kind.</p>	<ul style="list-style-type: none"> ● The incentives provided by various NGOs in kind (school uniform, stationary, and school bag) are found to be used by the beneficiaries for the educational purpose of the children. ● The process adopted by the NGOs such as timely distribution of incentives and follow-up of the incentives are contributing to the effectiveness of the incentive programs. 	<p>1. HMG should distribute incentives in kind. (This is also mentioned in the EIP guideline)</p> <p>2. Develop a mechanism to ensure an effective follow-up of the EIP guideline.</p>
<p>3. Piloting of the EIP program of HMG and the DAG program of SAVE/US are focusing on the same target area in Siraha.</p>	<ul style="list-style-type: none"> ● There is an absence of co-ordination in regarding the implementation of EIP programs. 	<p>3. Bring in co-ordination between the government and I/NGOs at the pocket and district levels.</p>

³ The Disadvantaged Group (DAG) programme of Save-the-Children, US in Siraha and similar programmes of SUS, BASE, COPE and DPCP in Kapilvastu and Kailali are found to be operating effectively in motivating children of disadvantaged groups in participating in education.

b. *Facilitator*

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>4. A local facilitator, although less qualified, is using the local language and motivating the children</p> <p>5. Qualified local facilitators are not easily available.</p>	<ul style="list-style-type: none"> ● Local facilitators are one of the attractions for the SFG children ● It is difficult to supply qualified facilitators in some remote pockets. 	<p>4. Appoint people of the local ethnic group who can speak local language as the facilitator.</p> <p>5. In areas with unavailability of qualified local people adopt a policy of upgrading the qualification of the people of local disadvantaged ethnic group so that they could be utilised as facilitator in the future.</p>

c. *Alternative schooling program*

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>6. Monitoring and supervision part of the program is found weak.</p>	<ul style="list-style-type: none"> ● The local authorities are not taking interest in the monitoring and supervision of the Alternative Centres. They think the supervision is the task of the local supervisor. But local supervisors are not serious in their job. 	<p>6. Give monitoring authority to the Class Committee, Ward Committee and VDC. This should include monitoring of supervisors as well.</p> <p>7. Extend monitoring activities at home as well.</p>
<p>7. Most of the SFG children in the Alternative Schooling program have no cloth to wear.</p>	<ul style="list-style-type: none"> ● Parents cannot afford cloth and day meal for their children. 	<p>8. The incentive programmes like cloth, day-meal should also be provided to the SFG children in the Alternative Schooling program.</p>

d. *Community mobilisation*

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>8. Community mobilisation program of BPEP (Street drama, children's rally, and door-to-door visit programs) have increased parental participation in education (Chitawan).</p> <p>9. COPE has mobilised local resources and community participation for school land and building.</p>	<ul style="list-style-type: none"> ● Community mobilisation activities have raised the awareness level of people and as a result they contribute to the physical facilities development. ● The COPE program has developed community ownership feeling in the people. The deprived people of the COPE area now have the feeling that the school is their own property. 	<p>9. Continue organising street drama, children's rally, door-to-door visit programs in the SFG pockets in co-ordination with the local authority and RP.</p> <p>10. Mobilise local resources and community participation for school land and building (Experiences of COPE will be one of the means to mobilise the local community to manage the school physical facility).</p>

De-motivating Factors

a. *School distance*

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>10. In certain areas home-school distance is still a de-motivating factor (Chitawan and Dhading⁴).</p>	<ul style="list-style-type: none"> ● Most of the educationally disadvantaged groups are settled in remote areas where schools lie far. 	<p>11. Provide school outreach program to scattered settlement areas (where there are no schools) utilising information from School Mapping exercise.</p> <p>12. Alternative Schooling is more suitable than the formal schooling in such areas.</p>

⁴ It takes about one-and-half hour to reach a nearest primary school in Latanti of Siddhi VDC in Chitawan and about 45 minutes in Tasarpu VDC in Dhading (study sample).

b. *Psycho-social discrimination*

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>11. Some of the pockets of SFG are still unidentified. (e.g., Musahars in Bariyadpur VDC of Bara district)</p> <p>12. Still many SFG people are unaware of the importance of education.</p>	<ul style="list-style-type: none"> ● Socio-cultural factors are still playing roles in (in)sensitivity of decision makers, NGOs and other communities towards the education of disadvantaged groups. ● SFG people feel themselves suppressed by other castes. ● The SFG parents are aware neither of education nor of social values. 	<p>13. Include the SFG details in the school mapping format. This will make identification of pockets of SFG children easier in the future.</p> <p>14. Parental awareness program is necessary for SFGs. Conduct parental education program through Community-based Organisations (CBO), NGOs and VDCs.</p>

c. *Economic factor*

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>13. A majority of children of deprived communities still do not go to school.</p>	<ul style="list-style-type: none"> ● Parents are not providing food to the children before school time. Adult go to work in the morning and do not come back home to prepare food before children go to school. 	<p>15. Supply day meal under the incentive program specially, in the areas where parents are practically unable to prepare food before school-going hours.</p> <p>16. Initiate co-ordination with the Primary school nutrition program (funded by World Food Programme) in the specific areas mentioned above.</p>
<p>14. Economic factor is still a big hindrance to the participation of SFG children in education.</p> <p>15. Still parents of many disadvantaged communities consider time spent on the education of their children as economic loss.</p>	<ul style="list-style-type: none"> ● Children are involved in taking care of the cattle and doing household chores. (e.g., in Dhading, primary school age children start earning by crushing stone). ● SFG parents use their children in the household works. They think that if they send their children to school the household works remain undone and that there is no earning for the family. 	<p>17. Steps to be followed in providing incentives to the parents:</p> <p>Step I – Generate local pressure (by VDC) to parents to enrol their children in schools.</p> <p>Step II –Recommendations for incentives to the parents of students should be made by SMC.</p> <p>Step III – Provide responsibility to local authorities (VEC/NGO) to monitor incentive programs.</p> <p>Step IV - Release the incentive funds to the local VDC.</p>

Gaps in the Program

a. Gap in Educational Incentive Program

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>16. Lack of involvement of the local NGOs.</p> <p>17. Incentive Management Committee (IMC) members are not fully informed of the details of the groups to whom the incentives have been distributed.</p>	<ul style="list-style-type: none"> ● DEO and related people are found unaware of the EIP guidelines. ● Lack of co-ordination between HMG and NGO programs at pocket and districts levels. ● Concerned people are not taking initiative for co-ordination. ● Accountants of the DEO and RP distributed incentive to the SFG children. No list of beneficiaries was supplied to the IMC members and head teachers. 	<p>18. Mobilise Local NGO/ Club as mentioned in the EIP guideline.</p> <p>19. Develop specific guidelines on co-ordination environment between HMG and NGO on related programs by the implementers.</p> <p>20. Make IMC aware of their roles and responsibilities through RP or DEO in the pockets.</p> <p>21. DEO should provide lists of beneficiaries to the IMC and Head teachers.</p> <p>22. DOE should organise orientation programs for educational stakeholders of the districts and pockets.</p>
<p>18. One special focus group (Muslim of Kapilvastu) requested to divert incentive money to other deprived groups in the community rather than themselves accepting that.</p>	<ul style="list-style-type: none"> ● Policy of providing monetary incentive alone can not be a motivating factor for all the communities defined as special focus group (in terms of low educational participation). 	<p>23. Organise further research to identify other incentive measures to attract children of such communities in the regular school system⁵.</p>

⁵ It is important to note that incentives for special focus groups could be in various other forms rather than only money, educational materials and/or school uniforms.

b. Dalit scholarship

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>19. The centrally provided list of Dalits does not include all the Dalits living in the local areas.</p> <p>20. Due to local variations of ethnicity it is not possible to prepare such an exhaustive list at the centre.</p> <p>21. Presence of a large number of Dalits has made it difficult for the local authorities to stick to the centrally prescribed guideline for the distribution of exact amounts of scholarship money.</p>	<ul style="list-style-type: none"> ● All the Dalits of the pocket are not identified in the main list. ● Schools are facing problem of identification of the Dalits as per the prescribed list. ● Schools have no idea about application and publicity. ● Schools have students of different ethnicity with the same (poor) economic status. So it is difficult to distribute the quota according to the central guideline. 	<p>24. Give authority to the local government to identify the needy SFGs and their locations.</p> <p>25. Authorise DDC/VDC in identifying Dalits in their pockets and districts.</p> <p>26. Increase the size and the number of the scholarship quota⁶.</p>

⁶ It has become known that the government is going to provide stipend to all the Dalit children in the country from this fiscal year. If this becomes a reality, this suggestion will no longer be valid.

Effective Classroom Teaching/learning

(Situational analysis of classroom delivery with focus on use of curriculum materials and transfer of training skills)

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>1. Use of teacher guide along with the textbook has resulted in better instructional practices such as balanced coverage of content and skill, more interaction between students and teacher, opportunity for students' individual practices, use of instructional aid and so on.</p>	<ul style="list-style-type: none"> • Such a practice has been found in 10% (15 out of 153) classes in the 16 sample schools of Kaski, Rasuwa and Morang districts and 67% (8 out of 12) of the observed classes in the 4 schools of Jhapa district. 	<p>1. It is also necessary to revise recurrent teacher training packages and delivery modality to address the needs of the teacher for effective classroom delivery including approaches to address various curricular objectives.</p>
<p>2. Poor availability of the curriculum materials such as curriculum and Teacher's Guide (TG).</p>	<ul style="list-style-type: none"> • Complete set in none of the schools visited in Kaski, Rasuwa, and Morang. • Some of the available books are torn and in unusable condition 	<p>2. Provide materials immediately to help in classroom delivery</p> <ul style="list-style-type: none"> ○ Print and distribute existing curricular materials (curriculum and TG) for the next session. Grade 5 TG is already available for distribution and CRC of rest of the TGs are available. <p>3. School supervision need to include supervision of the availability and use of the curricular materials in schools.</p>
<p>3. Lack of uniformity within the curricular materials (TG).</p>	<ul style="list-style-type: none"> • There are several strengths in the curricular materials as: • Grade 5 English TG period-wise content distribution • Mathematics TG unit test, • Nepali language TG additional exercises, questions, activities, poems, paragraphs • Specific guidelines/suggestion in English TB section-wise 	<p>4. Handbook (integrated manual combining curriculum, content elaboration, teacher guide, and learning outcomes) for teachers should be developed and distributed afterwards.</p> <p>5. This handbook needs to address all the curricular objectives. Teacher support materials need to base upon curriculum, not the textbook.</p>

<i>Findings</i>	<i>Justifications</i>	<i>Action Steps</i>
<p>4. As textbook was the main material used for classroom delivery fulfilment of the curriculum objectives depended upon textbook content exposition.</p>	<ul style="list-style-type: none"> • Teacher asks one of the students to read the text or the teacher himself/herself reads it adding his/her own interpretations here and there <ul style="list-style-type: none"> ○ In lower grades chorus repeating of the text is usual practices and in upper grades (grade 4, 5) memorization of the question answer is done. 	<p>6. As textbooks are reprinted annually, improving textbook to support in classroom delivery can be the best option.</p> <ul style="list-style-type: none"> ○ develop guideline/format for making such a textbook user friendly ○ developing prototype (modality) ○ examine feasibility
<p>5. Higher level/habit formation type of curricular objectives not adequately addressed in classroom teaching.</p>	<ul style="list-style-type: none"> • Such inadequacies were observed in mainly in social studies, health, and environment. 	<p>7. Teacher training programme should focus on this aspect</p> <ul style="list-style-type: none"> ○ Orient teachers about the modalities to address learning outcomes (higher level) in the classroom.

Handbook can be helpful

- to determine minimal performance requirement from a teacher.
- to monitor and make judgement and provide feedback, reinforcement.
- to relate dissemination, training, and materials directly to the classroom needs.
- to evaluate classroom delivery of the teacher on the basis of minimal performance requirement of the prospective teacher in order to grant teaching license.

Handbook should clearly present following aspects:

- Introduction of the lesson in the form of a single period. This should be directly related to the curriculum outcome.
- Content to be covered (approximately, but not allowing large deviation) in each lesson.
- Method, activity, instructional materials.
- Evaluation per lesson.
- Unit-wise specification of the learning outcome indicators.
- Specification grid for student assessment (tri-monthly and final test in case of grades 4 and 5).
- Specimen or students assessment (tri-monthly and final test in case of grades 4 and 5). If necessary also provide specimen for unit tests.

School Effectiveness: A Synthesis of Indicators

<i>Major Findings</i>	<i>Justification</i>	<i>Action Steps</i>
1. Enrolment in the community schools is increasing particularly in case of Dalits.	<ul style="list-style-type: none"> Dalits and Disadvantaged⁷ group's enrolment increased from 14.4% in 1999 to 14.8% in 2000, and 16.4% in 2001. 	<ol style="list-style-type: none"> Tighten-up allocation and distribution of existing resources such as girl and Dalits' scholarships and incentive programs. So that only the needy and target group receives the benefit of scholarship. Make provisions to allow resources sharing between formal and non-formal programs that are targeting to deprived, focus group and special needs population. Make schools' physical and educational conditions conducive to learning for deprived, focus group and special needs population. Provide teacher training on gender and caste sensitive issues. Maintain information by gender, ethnicity, social status such as deprived and non-deprived category, and by types of disability.
2. Under-age enrolment in grade 1 has increased drastically in 2001.	<ul style="list-style-type: none"> Under-age enrolment in grade 1 has increased from 0.6 percent in 1999 to 3.1% in 2000, and 17.2% in 2001. 	<ol style="list-style-type: none"> Open pre-primary school or officially endorse pre-primary as the starting grade for primary education in the country. Since pre-school age students are already included in the teacher student ratios, there won't be extra burden. Facilitate community schools by providing some incentives to equip pre-primary classrooms with appropriate educational materials. Provide teacher training on one-year pre-primary education.

⁷ Dalit and Disadvantaged group, in this sample study, includes Musahar, Chepang, Sunar, Kami, Pode, Gadariya, Chamar, Bhuj, Loniya, Bhar, Dhimal, Damai, Kumal, and self reported Dalits.

<i>Major Findings</i>	<i>Justification</i>	<i>Action Steps</i>
3. Average class size is inversely related with achievement level, i.e., the smaller the class size the higher is the achievement level.	<ul style="list-style-type: none"> • Class-size in the sample schools found ranging from 18 to 76 students per class in average. • 70 percent of high scoring schools had a class size of 40 students or below, whereas in 80 percent of the low achieving schools had a class-size of over 40 students. 	9. Management of underage and overage students could reduce current ratios to reasonable levels in the primary. 10. Open pre-school to reduce the underage population. 11. Effectively implement liberal promotion policy to reduce the overage population. 12. Improve student evaluation systems based on minimum learning level for each grade. 13. Conduct study on class-size and set a standard class size to improve learning achievement in the classroom.
4. Schools with higher spending per student have high retention rate, small class size, and high achievements	<ul style="list-style-type: none"> • In average, high achieving schools scored 50% in math, spend NRs. 3,031 per student per year, and the class-size is 34.3. • In average, low achieving schools scored 36.2% in math, spend NRs. 2,278 per student per year, and the class-size is 50. 	14. Conduct in-depth study on cost-per-student <ul style="list-style-type: none"> - measuring both direct and indirect costs - include opportunity cost if possible. 15. Increase spending per student.

<i>Major Findings</i>	<i>Justification</i>	<i>Action Steps</i>
5. School's physical condition have been found to have positive impact on student enrolment, retention, and achievement	<ul style="list-style-type: none"> • School's physical conditions have been determined using 13 basic indicators such as separate toilet for girls, furniture in the classroom, and classroom condition. • Only about 25 percent of sample schools have the necessary physical facilities. • Among various analyses conducted in this study, cost-per-student and school's physical condition stand-out as the most significant variable determining not only the girl's enrolment, promotion and repetition rates but also student's achievement scores in all three major subjects: Math, Social Studies, and Nepali. 	<p>16. Improve school conditions in general and specifically:</p> <ul style="list-style-type: none"> - separate toilet for girls - drinking water facility - play ground - library - science lab⁸ - conducive to disability⁹ <p>17. To reduce the immediate financial pressure the following can be adopted:</p> <ul style="list-style-type: none"> - Making inventory of the minimum basic facility that any primary schools must have. - Prioritising these facilities according to their necessity and outcomes so that it can be provided on an incremental basis. - Seeking private-public partnerships as well as community support to fulfil these facilities in schools.

⁸ Science laboratory is desirable in the current context of importance of science education. In addition to this, rapid expansion of computer will soon demand a lab for computer education.

⁹ Sensitivity to this aspect is desirable in the current context of inclusive education.

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