Education for All 2004-09
Formative Research Project

Major Findings and Suggested Action Steps

(Fiscal Year 2005/06)

Final Report

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

Research Centre for Educational Innovation and Development (CERID) is undertaking a Formative Research Project (FRP) for the Education for All (EFA) Program of the Ministry of Education and Sports (MOES)/ Nepal under the assistance of the Royal Norwegian Government. The overall purpose of FRP for EFA is to provide technical support to the Ministry of Education and Sports by bringing forward strategic research based information on the process of implementation of EFA 2004-09 and by assisting its capacity building initiatives. Along with a longitudinal study on system indicators—a quantitative indicator based study—four case studies on different components of the EFA program were completed in the first year of FRP for EFA 2004-09. A list of the studies completed is given below:

Case Studies Completed in the First Year (2004-05)

S/No.	Project Title	Researcher
1.	Access of disadvantaged children to education	Narendra P. Phuyal
2.	Identification of successful cases of SIP	Hari P. Upadhyaya
3.	Meeting the learning needs of all children including indigenous and linguistic minorities	Ganesh B. Singh
4.	Disbursement of block grants.	Tirtha B. Manandhar

Based on the major findings and recommendations made by the above studies action steps were developed by researchers in consultation with the relevant officials at MOES and DOE. This publication includes a series of action steps suggested for improving various aspects of the EFA programs. Some of the action steps are meant to be referred to, and implemented at the central level, some are meant to be used at the district level and some are to be followed at the local level. The document will be basically useful for the program implementing officials and units at the MOES/DOE as well as for district and local level offices and officials responsible for the implementation of EFA program activities. It is hoped that this publication will be helpful in reforming the EFA programs.

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Abbreviations

CBOs   Community Based Organizations
CDC   Curriculum Development Centre
CERID   Research Center for Educational Innovation and Development
DDC   District Development Committee
DEO   District Education Office
DOE   Department of Education
DTCO   District Treasurer Controller Office
EFA   Education for All
FCGO   Financial Controller General Office
FRAG   Formative Research Advisory Group
FRP   Formative Research Project
HT   Head Teacher
INGOs   International Non Governmental Organizations
LSGA   Local Self Government Act
MOES   Ministry of Education and Sports
NCED   National Center for Education and Development
NFEC   Non-Formal Education Council
NGOs   Non Governmental Organizations
PTA   Parent Teacher Association
RC   Resource Centre
RED   Regional Education Directorate
RT   Resource Teacher
SESP   Secondary Education Support Program
SGOG   School Grant Operation Guidelines
SIP   School Improvement Plan
SMC   School Management Committee
VDC   Village Development Committee
VEC   Village Education Committee
WFP   World Food Program

Access of Disadvantaged Children to Education

Findings	Suggested Actions	Responsible Agency
1. Schooling Access		
▪ Musahar children were enrolled but were not attending school in Telkuwa of Bara district. Tamang and Danuwar children could not attend school in the rainy season.	▪ Make school outreach and flexible schools programs easily accessible to children having difficulty to attend formal schooling. ▪ Make facilitators' role performance more effective and explicit. ▪ Make facilitators maintain regular link between mother school and flexible schooling programs. ▪ Include a section on flexible school management in SIP. ▪ Appoint female teachers with pre-service training by background in schools where there are children from *Dalit* and disadvantaged groups.	NFEC, DOE DEO NCED
▪ Danuwar and Tamang children are deprived of education because of their seasonal migration. For example, in Kavre, families from Hokse, Panchkhal and Baluwa VDCs migrated to Bhaktapur and Lalitpur to work in brick factories. This phenomenon was evident in Rasuwa district as well.	▪ Make provisions for migrant children's access to education. ▪ Manage the schooling hour flexible for such children.	MOES/DOE Local schools, VDC/VEC, DEO, Factory Owners/ Employers
▪ Dropout and repetition rates were found high in the hills and the mountains due to long community -school distance. ▪ School distance affected the Danuwar and Tamang children. To address this problem, a school building was constructed on local initiative in Pandula village of Hokse VDC of Kavre district. But the local people could not register the school in DEO.	▪ Identify areas with high dropout and high repetition rates and expand flexible school and school outreach programs in those areas. ▪ Allocate some additional grants to mother schools for managing; supervising and keeping overall academic and financial account of the flexible school and school outreach programs.	MOES/ DOE NFEC/DOE DOE

2. *Learning Access*		
Findings	Suggestive action steps	Responsible Unit/Agency
▪ In Bariyarpur of Bara district better learning environment could not be ensured for lack of necessary physical facilities. Out of 6 sample schools only one had a toilet (for both girls and boys).	▪ Approach I/NGOs working in the area of primary education for support.	DEO/Schools
▪ The number of teachers was not sufficient in Kavre. However, in the sample schools of Bara and Rasuwa the number of teachers was sufficient but the teachers were irregular in school.	▪ Introduce a social auditing system to assess the overall achievement of SIP as well as for monitoring purposes.	MOES/DOE
▪ Musahar children did not find a suitable environment for physical activities in the school. As a result, they were not motivated to school.	▪ Promote physical activities in the school to motivate Musahar children to Sports.	School
3. *Access of Educational Materials*		
▪ There was lack of teaching and learning materials in all the sample schools. Textbooks apart, there were no other reference materials available. Children of Grades I and II of the sample schools did not even have copies and pencils. ▪ In Rasuwa district, the District Education Office did not release the fund for textbooks to the schools. However, textbooks were made available to children on time in Bara and Kavre districts.	▪ Use community libraries where available. ▪ Mobilize funds/resources for making textbooks, copies and pencils available to students on time.	SMC/School DEO/School
4. *Barrier to Access and Retention*		
▪ The so-called upper-caste children irritated Musahar and Danuwar children in the school and the community. So, they did not like to mix up with the so-called upper-caste children in the community.	▪ Launch awareness campaigns to deal with discrimination in the school against Musahar and Danuwar children.	DEO/School
▪ Parents did not provide learning opportunity to children. ▪ Musahar parents wanted their children to be involved in different types of physical activities in the school. ▪ Children were engaged in income-generating activities so that the parents could refund their loan money.	▪ Orient parents and community people belonging to disadvantaged groups about the benefits of education for their children. ▪ Initiate extra tutorial, remedial classes and extra-curricular activities for the disadvantaged children. ▪ Tie up school time with local working time.	DOE School DEO/School

▪ Children of the sample schools were found irregular in school, as they didn't get food in time. Since most parents had to engage in agricultural activities they were not able to provide food to their children in time.	▪ Expand alternative education programs ▪ Expand Food for Education Program in the schools where there are children from deprived groups.	DOE
▪ In the winter season most of the Danuwar people worked in brick factories. They often came to brick factories in Bhaktapur and Lalitpur with families. Consequently, their children were compelled to discontinue their education, temporarily though. ▪ Musahar and Danawar people did not realize the importance of education. In Musahar people's concept there was no use of education.	▪ Develop a system of mobile teachers to cater to the seasonal migrant children's access to education. ▪ Organize orientation programs to community members and schools (teachers and students) regarding the equality of children from diverse ethnic and cultural settings. ▪ Ensure representation of such caste groups in PTA and SMC. ▪ Tie up curricular activities with indigenous knowledge and skills so as to make education/learning more relevant. ▪ Develop a local curriculum in consultation with the parents.	MOES/DOE DEO, Schools
5. Access- related activities		
▪ There was a provision of Booster Scholarship in Bara and Rasuwa districts. DEO had not distributed this scholarship in Bara. DEO in Rasuwa had planned to distribute only in 2 VDCs (Shramthali and Yarsa). ▪ DEO deposited the total scholarship amount in school's account but without a breakdown (in both Rasuwa and Bara districts). ▪ In a sample school (Grang) in Rasuwa, parents bought textbooks themselves but were not reimbursed the money by DEO. However in Bara and Kavre districts, the children received textbooks on time. ▪ WFP distributed day meal and oil for girls in both the sample schools of Rasuwa district. However, Grade I girls did not receive oil.	▪ Publicize the scholarship provision. ▪ Ensure timely distribution of scholarship as mentioned in the Regulation. ▪ Monitor the distribution of scholarship and textbook money and use of scholarship in a regular manner. ▪ Distribute food and oil to the beneficiaries.	DEO PTA/SMC DEO

Implementation of School Improvement Plan: Identification of Successful Cases

Findings	Suggested Actions	Responsible Agency
SIP could make changes, but SIP alone can not have considerable impact on school improvement. ▪ Schools have different contexts and cultures. ▪ Government has initiated several reform processes such as scholarship, school incentives, management transfer and so forth along with SIP. ▪ Involvement of other agencies such as NGOs and INGOs in school affairs also contributed a lot to school improvement. ▪ In Chitwan, the school leadership contributed considerably to the improvement of schools. In Morang, schools made significant changes owing to direct support of Plan Nepal and DOE as well as to the management transfer of schools. ▪ Implementation of SIP motivated teachers, SMC and community people in Syangja to advance and improve their activities.	▪ Use SIP as a basis for all reform endeavors and institutionalize it. ▪ Adopt the policy of funding only those programs which are included in SIP. ▪ Release funds to the school only after the submission of SIP (with appraisal). ▪ Inform schools that SIP is the only basis for providing block grants.	DOE and DEO DEO DOE and DEO
SIP appeared as the end, not as the means for school improvement. ▪ Once SIP was prepared, it was supposed to be ready for implementation. Funds were released after the submission of SIP. ▪ DEO office did not monitor to see how SIPs were being implemented. ▪ Technical appraisal was not prepared even though there was provision for this.	▪ Make technical appraisal mandatory. ▪ Provide training to persons and staff who appraise SIP. ▪ Release funds to the school only after it submits its SIP (with appraisal). ▪ Monitor and follow up SIP activities. ▪ Instruct School Supervisors and RTs to monitor SIP activities and review the monitoring report. ▪ Make schools aware that monitoring of SIP by SMC, PTA and parents is necessary. ▪ Monitor and discuss school activities in SMC, PTA and VEC.	DOE and DEO DEO DEO DEO and School School

SIP also created conditions conducive to school improvement. ▪ In Syangja, the SIP process made community aware about the role of schools in the society and enhanced community support to schools. ▪ SIP encouraged school authorities to approach different organizations for funding for school programs. ▪ In Syangja and Morang, SIP helped to evolve a culture of social interaction and problem sharing. ▪ The SIP process enabled teachers and community members to become involved in formulating school policies and programs.		
HT's strategic and visionary leadership contributed to the effective implementation of SIP. ▪ HT had the capacity to prioritize activities, estimate resource needs, explore sources of funding and tap resources.	▪ Develop HT's quality through management training. ▪ Include strategic and visionary leadership-related contents in management training packages designed for SMCs and HTs. ▪ Arrange trainings, seminars and study tours etc. for HTs.	NCED DEO
Coordination and relationships among HT, SMC members, parents and community members helped SIP to success. ▪ The SIP process forged in coordination among stakeholders. ▪ It helped HT, SMC members, parents and community people to work together in the development of SIP and its implementation.	▪ Invite and involve local stakeholders in school affairs. ▪ Form different committees on different issues of school and include parents, SMCs, local bodies NGOs, etc. and make them responsible to address the issues. ▪ Promote teamwork culture. ▪ Include team work related contents in management training packages designed for SMCs and HTs.	School School NCED
Strategy adopted by the school to involve stakeholders in the process of SIP formulation and assigning them with the tasks and responsibility of implementing SIP have developed in them a sense of ownership of the school. ▪ In the process of SIP implementation, schools involved stakeholders and entrusted them with the responsibility in the implementation of SIP programs.	▪ Involve stakeholders in school affairs and assign them with tasks and responsibilities. ▪ Form different committees and include parents, SMCs, local bodies, NGOs, etc. and entrust them with appropriate responsibilities.	School

▪ Stakeholders started to visit the school regularly and discussed with HT, teachers, SMC about school affairs.	▪ Involve the committee members to discuss about their assignments and problems.	
Schools developed a culture of approaching local bodies, NGOs, INGOs and CBOs for funds/grants. ▪ As the funds provided by DEO could not meet the resource requirement for SIP implementation, schools approached these organizations for alternative sources of funding. Subsequently, funds were generated.	▪ Persuade local bodies, NGOs, INGOs and CBOs to allot funds for schools. ▪ Organize discussions on education-related provisions of LSGA at DEO, RC, local (DDC, VDC and Municipality) and school levels. ▪ Conduct regular sharing meetings. Include local bodies, NGO, school, etc in such meetings. ▪ Streamline local bodies for the preparation of school development policy and plans.	DEO and Schools DEO and Schools DEO and Schools
Quality aspects were no doubt given attention but physical facility development was more focused in SIPs. ▪ Physical facility development was the top priority in all the schools. ▪ School invested a lot of resources to maintenance and expansion of physical facility. ▪ Not much was invested in the improvement of quality teaching learning in the school.	▪ Provide additional resources to school. ▪ Allocate additional resources to schools. ▪ Organize discussions on education-related provisions with reference to LSGA at DEO, RC, local (DDC, VDC and Municipality) and school levels. ▪ Conduct regular sharing meetings. Include local bodies, NGO, school, etc in the meetings. ▪ Involve local bodies in the preparation of educational policy and plans for the improvement of their schools.	DOE DEO and Schools DEO and Schools DEO and Schools
SIP maintained flexibility in addressing local needs. ▪ The study schools in Syangja and Morang districts developed their own strategies to mobilize local resources. ▪ Schools in Syangja laid emphasis on household visits and approached local donors for resources, while in Morang schools approached INGOs, DDC and local NGOs.		

▪ The study schools in Syangja formed clusters and gave responsibility to the respective SMC members and teachers of the specified cluster to mobilize resources, motivate community members and parents, and monitor children's school regularity etc. ▪ Schools in Morang formed several committees and sub-committees of parents, teachers and children for the purpose of identifying local needs.		
Gender aspects were little considered in the process of SIP implementation. ▪ In SIP girl's access to education was included, but other aspects such as meeting the educational needs of girl children and their learning problems, learning conditions and achievements were ignored. ▪ SIP mentioned the needs of teachers, but it was silent about the needs of female teachers. ▪ The training package did not include the contents to make the HTs and SMC members aware of the educational needs of the girl children.	▪ Make SIP gender sensitive. ▪ Include gender aspects in all educational development programs. ▪ Include gender-related issues in management training packages developed for SMC and HT. ▪ Include gender-related issues in training package developed for SIP preparation. ▪ Make schools aware that SIP needs to reflect the gender problems in school as well as measures to address the problems.	DOE and DEO NCED DOE DOE and NCED
Implementation of SIP gradually transformed school culture and promoted good governance in school management. ▪ School's accountability to community members developed. ▪ Schools became more transparent and they started seeking alternative sources of funding to add to the government grants. ▪ School materialized the concept of social inclusion by emphasizing the education of deprived and disadvantaged and materialized groups. ▪ Feeling of ownership of school by the community gradually evolved.		
Planning of resources was given less emphasis in SIP. ▪ SIP made analyses of school situation, target setting and projections about students, teacher's need and facilities required. ▪ Financial requirements were not calculated on the basis of these analyses. ▪ HTs and SMC members lacked the capability to grasp and use the know-how required for resource planning.	▪ Develop the capacity of SIP planners on resource planning and focus on resource planning during SIP preparation ▪ Include resource planning (including time and local wisdom) and budgeting in SMC and HT training packages and in the training package developed for SIP preparation.	DOE and NCED DOE and NCED

Linkage between policy and practice overlooked. ▪ For the implementation of SIP, the center made provisions such as training for enhancing planning capacity of the local stakeholders, technical appraisal of SIPs and block grants for SIP implementation. ▪ In practice, it appeared that SIP planners (HT and SMC member) did not have adequate technical expertise. ▪ SIPs did not have local-level projections such as projections on student enrolment; teacher, facility, and financial and other requirements. ▪ Members of the appraisal team did not get any training or orientation regarding appraisal. So SIPs were not appraised.	▪ Develop the capacity of SIP planners and SIP appraisal team and make SIP appraisal mandatory ▪ Implement program for technical capacity building of SIP planners with respect to : needs assessment, vision and objective setting, strategy, projections, etc. ▪ Arrange training programs for the appraisal team members.	DOE
SIP process needed support for capacity building of school authorities. ▪ Support to schools was not sufficient. The study school in Syangja did not have funds to renovate its physical facilities. In Morang, the school was in need of more classrooms. ▪ The study school in Syangja could not adequately mobilize resources.	▪ Develop capacity of SMC members and HTs on management and resource mobilization. ▪ Conduct regular sharing meetings. Include local bodies, NGO, school, etc in such meetings. ▪ Include resource mobilization-related tips and techniques in the training packages developed for SMC and HT and the training package developed for SIP preparation.	DEO and School
Successful implementation of SIP did not appear instrumental in achieving better educational outcomes. ▪ Student's achievement in the examinations was below the desired level in all the schools. ▪ Classes were run below 75 percent of school days.	▪ Conduct frequent interactions for better pupil achievement. ▪ Encourage schools to discuss regularly on educational problems. ▪ Organize sharing session related to SIP impact on student and teacher attendance, their regularity, teaching methods and students' achievement. Involve SMC and PTA members.	DEO, RT, Supervisors School School
There was a lack of norms and criteria for evaluating schools with regard to identifying successful schools. ▪ Identification of successful schools in terms of SIP implementation depended upon the subjective judgment of concerned DOE and DEO authorities. ▪ The judgment of individuals could not help identify the successful schools.	▪ Prepare norms and criteria for school evaluation ▪ Prepare norms and criteria as a basis for qualifying a successful school. ▪ Disseminate the norms and criteria to the schools.	DOE

The strength of the SIP process was that schools promoted social process in local education, became transparent and accountable to the community people, and advanced the principle of social inclusion. However, the weakness of the process was that it did not help, as expected, to improve children's learning. ▪ With the implementation of SIP in the study schools in Syangja and Morang became able to involve local stakeholders and parents in school affairs. ▪ These schools also organized meetings and conferences to make their activities and financial status public. ▪ These schools were able to open access of education to increased number of *Dalits* and disadvantaged children.		
A successful SIP should include the following features: ▪ Promoting social process ▪ Creating sense of accountability to stakeholders ▪ Developing feeling of ownership ▪ Developing school transparency ▪ Mobilizing resources ▪ Promoting social inclusion ▪ Improving school facilities		

Meeting Learning Needs of Children of Indigenous Peoples and Linguistic Minorities

Findings	Suggested Actions	Responsible Agency
In the case of local curriculum emphasis was given on vocational areas ▪ For the development of the local curricula the CDC guidelines provide options in three areas: local language, locally relevant vocational subject and locally relevant subject matter. The study carried out in 5 schools of Rasuwa revealed that vocational subject was offered in three schools and Nepali language was offered in two schools. ▪ The focus group discussions carried out in Chitwan and Morang showed that people had greater interest in vocational subject areas. *Schools were found using Nepali and English languages instead of the local language* ▪ Although the CDC guidelines provide an option for the use of the local language in primary grades, schools have used either Nepali or English as a subject instead of the local language. *In the case of life skill education there is confusion about whether it is a subject or an approach.* ▪ CDC has incorporated life skills in the Health Education curriculum and NCED is undertaking teacher preparation in this area. However, the study shows that there is confusion about whether the life skills component is a subject or an approach to the curriculum.	▪ Conduct sharing sessions to disseminate the findings of the research to MOES/ DOE, CDC and NCED staff. ▪ Provide inputs to CDC and NCED for amendments in their guidelines, manuals and curricula in line with the provisions that give space to include local curricula and life skill education in schools. ▪ Take initiative to amend guidelines, manuals and curricula to demystify the concepts on local curricula and life skill education, and make adequate arrangements for their implementation. ▪ Conduct in-house orientations and provide inputs to DOE for dissemination at district and sub-district levels. ▪ Ensure that the dissemination programs have taken place in the district and that the schools have received adequate technical support from RC for the implementation of local curricula and life skill education in schools.	Research team and FRAG MOES CDC and NCED CDC, NCED and DOE DOE, RED, DEO, RC and schools

Classroom pedagogy focused on the use of the mother tongue as a medium of instruction ▪ Despite the fact that the mother tongue medium instruction can be instrumental in enhancing students' learning, it has not been practiced on these grounds: (a) the presence of students from multilingual communities, (b) the dialectic variations in languages, (c) the lack of script in the local language, (d) the lack of teachers speaking the local languages, and (e) lack of motivation on the part of parents because they do not have informed choices. ▪ There is also a confusion about using language as a medium of instruction or as a subject. *Classroom practices lacked child-centered approach* ▪ The study has revealed that the following elements are crucial for child-centered classroom practices: - Teacher's receptive behaviour - Classroom interaction - Learners' pace of learning - Learning atmosphere - Safe environment - School community relations	▪ Disseminate the research findings related to mother tongue medium of instruction to the relevant staff members of MOES/ DOE, CDC and NCED staff. ▪ Undertake further study in relation to the use of the mother tongue as a medium of instruction with emphasis on policy, management and practice level implications. ▪ Conduct seminars and workshops for clarifying concepts and role performance on child-centred approach. ▪ Undertake piloting of the child-centered approach ▪ Initiate policy reforms to ensure child centered approach in schools. ▪ Undertake studies on child-centered approach in the Nepalese primary school classrooms, covering curriculum, curricular materials, teacher preparation, classroom process, classroom environment, etc.	Study team and FRAG MOES/ DOE/ (Finland) MOES/ DOE FRP – Capacity building MOES

Major Findings and Suggested Action Steps

Disbursement of Block Grants

Findings	Suggested Actions	Responsible Agency
Schools have limited understanding of the School Grant Operation Guidelines (SGOG), 2061. ▪ DOE has provided very limited copies of SGOG, 2061 to DEOs, comparing the number of schools. ▪ The HTs and schoolteachers were given brief introduction about the use and disbursement of school grants during the 6 days of SIP training session. ▪ The contents of the Guidelines have been disseminated to each RC in RT workshops.	▪ Conduct orientation programs for DEO staff, schools and stakeholders on the purpose and use of block grants and other grants. ▪ Make the School Grant Operation Guidelines, 2061 available to all schools. ▪ Disseminate essential information covered in SGOG, 2061 through daily broadsheet newspapers.	DEOs/RTs DOE/DEO
Information on grants distributed to the schools. ▪ Schools were not promptly informed about the release of grants and many schools did not take initiative to know about the release. ▪ Schools did neither receive information on the breakdown of grants from DEO nor instructions for its use. ▪ DEO offices in Kavre, Kaski and Chitwan districts have made available open file information (containing different heads such as amounts, type of grants and the bank account of each school) and displayed the information on grants disbursed to the schools in the DEO notice board. ▪ Most schools have not received prompt official letters from DEO or RCs pertaining to the grants made available to the school. Schools get to know about the money (grants money) only through their bank accounts. However, the banks do not provide information on amounts deposited by grant category. DEO of Chitwan sent such letters only in the month of Asadh.	▪ Issue official letters detailing grants released to schools including guidelines about the use of grants. ▪ Combine small grants like Book Conner grants and per school grant (Rs. 3000 per school) with SIP grants.	DOE DOE

Major Findings and Suggested Action Steps

Timing of distribution of grants.	▪	
▪ There has been a delay of about two months since Shrawan (beginning of the fiscal year) and dispatch of authorization to DEO.	▪ Release/disburse the block grant amount at the beginning of the academic year.	MOES /DOE/DEO
▪ Most of the sample schools received the grants money in Chaitra or even Baisakh, which caused delay in the implementation of the grants.	▪ Resolve problems caused by the differences in the school year (April-March) and fiscal year (July-June).	DOE DOE
▪ The schools in the sample districts received the block grants by Chaitra, 2061 and Baisakh 2062. The trimester release of teachers' salary from DDC was generally late and even the third trimester salary release had not been made, until the middle of Jestha.	▪ Follow closely the trimestral fund release schedule mentioned in the EFA District Budget/Program.	
The causes of delay were:	▪ Present financial reports on EFA Disbursements to the Ministry of Finance (Financial Controller General Office) on time and request for prompt release of EFA funds to DEOs.	
- Late release from the centre		
- Schools did not submit salary requests on time.	▪ Put into practice the financial release monitoring and expenditure tracking system. ***	
- DEO taken quite a long time to work out grants to each school.		
▪ A school in Kavre had used the block grant funds as teachers' salary as a stop-gap measure. A municipality-managed school in Kavre complained about late release of salary (third trimester) from the municipality.	▪ Submit salary requests to the concerned disbursement authority, (DEO, Municipality) well ahead of the beginning of the trimester.	Schools DEO Schools
▪ Most of the sample schools received the block grant funds in their respective bank accounts earlier than the third trimester salary release.	▪ Submit requests to DTCO prior to the beginning of the new trimester.	
▪ In most of the sample districts, there is a system of canalizing the disbursement of salaries of primary school teachers through DDC. In Kavre, the salary disbursement to 14 schools was done through the Dhulikhel Municipality. DEO of Kavre district provided a lump sum money grant to the municipality for primary teacher salary purposes. The municipality made a school-wise breakdown of the money and sent the money to the bank account of the concerned school.	▪ Submit regular financial reports to DEO.	

Accreditation process ▪ There is a provision of higher level SIP grants for schools which qualify for level I and level II accreditation. This system would provide higher amounts to the well-off schools whereas grants were needed more by resource poor schools. ▪ The accreditation process has not yet started. ▪ Most of the sample schools received basic level SIP grants because of the initial stage on block grants implementation. The accreditation process, stated in SGOG, 2061 is mainly for the grading of schools for differentiated SIP grants. ▪ SGOG, 2061 has elaborated the process of accreditation and criteria of accreditation (grading of schools as Basic, Level I and Level II).	▪ Explain the concept and purpose of accreditation process to all concerned schools and their communities. ▪ Conduct a pilot program for the accreditation process. ▪ Revise and simplify the accreditation criteria based on the results of the piloting.	DOE/DEO DOE
Submission of school data for Flash Report ▪ The time limitations on the submission of flash reports have caused an inadequacy in the distribution of *Dalit* and girls' scholarships, whereas schools are under pressure to enroll children of disadvantaged groups and girl children even after the submission of the flash report. ▪ The schools are required to submit the flash report by Jestha 7 of the academic year and when a school fails to do so, the DEO uses the previous data to determine grants based on the number of students. Most of the sample schools reported that they continued admission of new students beyond the first week of Jestha, which complicated the calculation of *Dalits* and girls, who are eligible to get the scholarship of particular types.	▪ Submit school data to RC and DEO by Jestha 7. ▪ Improve the data keeping system in schools. ▪ Inform all concerned (students, parents) that only those admitted before Jestha 7 can apply for school scholarships. ▪ Assist schools to fill up statistics forms.	School DEO/Schools RTs/DEO

SMC members' understanding of grants. ▪ Most of the SMC Chairpersons and SMC members are not aware of the release of block grants from DEOs and the HTs had not informed the SMCs about the school grants. ▪ The SMC Chairpersons and SMC members expressed their unawareness about the release of block grants and the SGOG 2061 document. ▪ Most of the SMCs have not met to decide on the use of the block grants fund.	▪ Involve SMC members in orientation programmes on grants. ▪ Inform SMC members about the grants received by the school and call meetings to decide about the use of the grants.	DEO HT
Monitoring system. ▪ There is very limited monitoring of school grants by DEOs. ▪ The monitoring of disbursement of the grants to schools and their utilization has not taken place as yet.	▪ Monitor the timeliness and the utilization of funds for SIP implementation. ▪ Assign the role of RTs in monitoring the use of grants with respect to SGOG, 2061. ▪ Submit a report to DEO on the program carried out with the use of the grants. ▪ Collect and study the reports on the utilization of grant funds from each school.	DEO Schools DEO
Use of Block Grants. ▪ Most management-transferred schools have not yet used the incentive grant. The schools are not sure about the purpose of an incentive grant of Rs 100,000/- which they have got. SGOG has not stated anything about the purpose of use of the grant. ▪ The schools have used the Earmarked Grants. Schools have also used the administration expenditure grant and salary grant for community-operated schools. But they have not used the SIP grants and Education Materials grant. ▪ Additional SIP grants have been provided to schools having lower secondary and secondary grades under SESP.	▪ Develop annual programs based on the SIP programs/activities. ▪ Give priority to quality enhancement of the schools.	Schools Schools

Textbooks ▪ The textbook expenditure grant for 2061/62 has been made at the price level (of books) of the previous year. Thus, schools have been unable to meet the full costs of textbooks distributed. ▪ At the time of field survey the DEOs practiced the reimbursement system. Now per child allocation (for textbook) is set to replace the reimbursement system.	▪ Undertake field studies on the use of per-child allocation system for textbooks.	DOE
Social Audit ▪ SGOG requires social audit from all grants receiving schools. But the meaning of social audit and process of conducting it are not clear to the schools. ▪ The schools that were visited were concerned about the consequences of conducting social audit	▪ Explain the purpose and process of Social Audit to the schools, SMC and PTA. ▪ Study the Social Audit System.	DOE DOE
Reporting by Schools ▪ Schools find it difficult to prepare data and account reports as required by the block grant system. ▪ The HTs of the sample schools have stated that the proper management of the grant funds (preparing reports, keeping accounts, submitting school information) consume a lot of HT's time.	▪ Explain to schools about the required reports. ▪ Organize workshops on report requirements. ▪ Simplify report formats. ▪ Enhance school capacity.	0DEO DEO DEO DEO/ Schools
SIP ▪ Most of the sample school SIPs are periodical (e.g. 2061 – 2066) and some have given yearly breakdown. ▪ The SIPs of most schools present only indicative programme areas. ▪ The SIP funding is basically for implementation of programs mentioned in SIPs (as prioritized by SMC).	▪ Develop a single SIP for all levels of a school (primary lower secondary and secondary grades). ▪	Schools
Sustainability of grants. ▪ The block grants scheme is being implemented as a part of the EFA (2004-2009) program. The EFA program is being run mainly with external funds. Thus, issue of sustainability has been raised.	▪ Explore and mobilize other resources of financing.	Schools