

# Stocktaking of BPEP II Studies



Tribhuvan University  
**Research Centre for Educational Innovation and Development (CERID)**  
Formative Research Project  
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## Acknowledgement

The stock-taking of the studies related to BPEP that have already been done (since 1999) is intended to be helpful in determining the areas of study that could be considered for support under the Formative Research Project.

The report has five sections. Section I presents objectives and methods. Section II deals with analysis of the findings of the studies and their relevance to BPEP components. Section III presents priority areas for research under the Formative Research Project. Section IV presents a scheme for dissemination of research studies. Section V gives a summary of the report.

The review of the studies has been a major work in this study project. The major findings and recommendations of the studies are presented in Appendix I. The review includes three reports which are not directly related to BPEP implementation but are related to BPEP components. These are:

- (i) Education for All Year 2000 Assessment
- (ii) Children's Learning Obstacles: A Guidebook for Teachers for Rural Disadvantaged Children
- (iii) Nepal: Country Case Study - In Search of ECCD Indicators

Appendix II gives a tabular presentation related to relevance of the studies to BPEP II components. Appendix III presents a gist of methods used by the studies.

The Report contains three appendices related to selection of areas for research by FR Project. Appendix IV gives a list of studies proposed in the BPEP PIP (1999) and Appendix V presents issues in Primary Education Sub-sector as presented in BPEP, PIP (1999). Appendix VI presents research issues related to recommendations of the Mid-Term Review of BPEP (March 2002).

I wish to thank CERID for giving the assignment to me. Special thanks are due to Mr. Suresh Shakya and Mr. Bishnu Bikram Giri, who have done all computer-processing works, related to this study project report.

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# Section I

## Objectives and Methods

### 1. Introduction:

CERID has initiated several research activities as part of a large research effort under the Formative Research Project. The aim of the Formative Research Project is understood to be conducting of research studies of practical nature, that would contribute to smooth implementation of BPEP II programmes. This present study is aimed at identifying prospective areas of research on the basis of stocktaking of the studies already done on areas relevant to BPEP II.

The BPEP II has the following objectives:

- a. Expanding access and improving retention rate.
- b. Improving learning achievement
- c. Strengthening the capacity of the national, district and sub-district levels

There are in all 17 components/sub-components designed to attain the above objectives. These are as follows:

#### *Access and Retention:*

1. School Physical Facilities
2. Alternate Schooling
3. Education of Girls
4. Education of Special Focus Groups
5. Special Education
6. Early Childhood Education
7. Community Mobilization
8. Literacy

#### *Learning Achievement:*

9. Curriculum and Textbook Renewal
10. Continuous Assessment
11. Recurrent Teacher Training
12. Certification Training

#### *Strengthening Capacity:*

13. Strengthening DOE and Central Level Institutions
14. Strengthening District Planning and Implementation
15. Local Capacity Building
16. Programme Management
17. Technical Support and Advisory Group (TSAG)

Several studies have been done on BPEP programme implementation during BPEP phase I. Summary of 21 such studies done during 1993-98 has been prepared and presented in the BPEP publication "Summary of the major studies done in BPEP (1993-98)" published in July 1999. Since 1999, further studies have been carried out mostly at the initiative of the Ministry of Education and Sports and Department of Education. This report is aimed at reviewing the main findings and recommendations of the report done in 1999 and there after. The review is expected to be helpful in determining the areas of research that could be conducted under the Formative Research Project.

## 2. Objectives of the Study:

- a. To conduct a stocktaking of the studies already carried out on areas relevant to BPEP
- b. To highlight the major findings, recommendations and issues identified by the major studies.
- c. To assess briefly the quality of study documents (in terms of methods of study used)
- d. To suggest a mechanism for dissemination of the findings of the studies conducted by the Department of Education from the Central to the Resource Centre levels.

## 3. Methods:

The following methods were adopted sequentially:

- a. Study of BPEP-II programme, implementation practices, progress
- b. Identification of documents, research and study reports relevant to BPEP components
- c. Preparation of an inventory of the relevant documents
- d. Study of the documents and study reports
- e. Presentation of reviews of each study document along the lines of "*Summary of some major studies done in BPEP I, 1993-98*". (BPEP, 1999)
- f. Analysis of findings/recommendations of the documents/studies with reference to BPEP components
- g. Identification of the research/study areas that would help in implementation of BPEP components.
- h. Regular discussions were conducted with the Coordinator of the Formative Research Project.

## 4. Expected Outcome of the Study:

Identification of areas of study/research that could be conducted under the Formative Research Project.

## Section II

### Analysis of Findings of Studies and their Relevance in Relation to BPEP-II Components

#### 1. Introduction:

A review of findings and major recommendations of study documents related to BPEP components has been presented in Appendix 1. Possible study areas related to the area of the study document have also been noted.

This section will try to bring together all the study documents (reviewed in this report) related to a particular BPEP component, present their conclusions in brief and then identify the areas of study for consideration of the Formative Research Project.

#### 2. Study Documents by Coverage:

The number of the research/study documents reviewed by their coverage is as follows:

- Comprehensive study documents : 5
- Education of Special Groups : 2
- Early Childhood Development : 3
- Education of Girls : 1
- Student Assessment : 3
- Teacher Training (Recurrent) : 1
- Teacher Training (Certification) : 3
- Strengthening Institutions/Capacity Building : 2
- Internal Efficiency, Student Regularity : 2
- Bilingual Education (Curriculum and Textbooks): 1

The coverage of BPEP component/sub-component by each document reviewed is presented in a tabular form.

### Coverage of PEP Components in Studies

|    | Document<br>(Title)  | Access and Retention       |                       |                    |                             |                   |     |                        |          | Curriculum Renewal    |                       | Teacher Training   |                        | Strengthening Institutions |                   |                         |                    |      |
|----|--|----------------------------|-----------------------|--------------------|-----------------------------|-------------------|-----|------------------------|----------|-----------------------|-----------------------|--------------------|------------------------|----------------------------|-------------------|-------------------------|--------------------|------|
|    |  | School Physical Facilities | Alternative Schooling | Education of Girls | Education of Special Groups | Special Education | ECD | Community Mobilization | Literacy | Curriculum & Textbook | Continuous Assessment | Recurrent Training | Certification Training | Strengthening DOE          | Strengthening DEP | Local Capacity Building | Program Management | TSAG |
| A  | <u>Comprehensive Reports</u>   |                            |                       |                    |                             |                   |     |                        |          |                       |                       |                    |                        |                            |                   |                         |                    |      |
| 1. | Basic and Primary Education (1992-98): A Synthesis of Experience, 1999 | ✓                          | ✓                     | ✓                  | ✓                           | ✓                 | ✓   |                        | ✓        | ✓                     | ✓                     | ✓                  |                        | ✓                          | ✓                 | ✓                       |                    |      |
| 2. | Education for All (EFA) Assessment, 2000                               |                            |                       | ✓                  |                             |                   | ✓   |                        | ✓        |                       |                       | ✓                  |                        |                            |                   |                         |                    |      |
| 3. | Nepal: Priorities and Strategies of Education Reform, 2001             |                            | ✓                     | ✓                  |                             |                   | ✓   |                        | ✓        |                       |                       |                    |                        |                            | ✓                 |                         |                    |      |
| 4. | Third Party Review of BPEP Phase II, 2001                              | ✓                          | ✓                     | ✓                  | ✓                           | ✓                 | ✓   | ✓                      | ✓        | ✓                     | ✓                     | ✓                  |                        | ✓                          | ✓                 | ✓                       | ✓                  |      |
| 5. | Report of Technical Panel Review of BPEP-II, 2001                      | ✓                          | ✓                     | ✓                  | ✓                           | ✓                 | ✓   | ✓                      | ✓        | ✓                     | ✓                     | ✓                  | ✓                      | ✓                          | ✓                 | ✓                       | ✓                  |      |
| B  | <u>Area Specific Reports</u>   |                            |                       |                    |                             |                   |     |                        |          |                       |                       | ✓                  |                        |                            |                   |                         |                    |      |
| 6. | Primary Teacher Training in Nepal 1999                                 |                            |                       |                    |                             |                   |     |                        |          |                       |                       | ✓                  |                        |                            |                   |                         |                    |      |
| 7. | Effectiveness of Distance Teacher Training, 2001                       |                            |                       |                    |                             |                   |     |                        |          |                       |                       | ✓                  |                        |                            |                   |                         |                    |      |
| 8. | Whole School Approach Teacher Training, 1999                           |                            |                       |                    |                             |                   |     |                        |          |                       |                       | ✓                  |                        |                            |                   |                         |                    |      |



### Coverage of BPEP Components in Studies

|    |  | Access and Retention       |                       |                    |                             |                   |     |                        |          | Curriculum Renewal    |                       | Teacher Training   |                        | Strengthening Institutions |                   |                         |                    |      |
|----|--|----------------------------|-----------------------|--------------------|-----------------------------|-------------------|-----|------------------------|----------|-----------------------|-----------------------|--------------------|------------------------|----------------------------|-------------------|-------------------------|--------------------|------|
|    |  | School Physical Facilities | Alternative Schooling | Education of Girls | Education of Special Groups | Special Education | ECD | Community Mobilization | Literacy | Curriculum & Textbook | Continuous Assessment | Recurrent Training | Certification Training | Strengthening DOE          | Strengthening DEP | Local Capacity Building | Program Management | TSAG |
| 9  | A Study of the Monitoring of Distance Teacher Training Programs, 1999                  |                            |                       |                    |                             |                   |     |                        |          |                       |                       | ✓                  |                        |                            |                   |                         |                    |      |
| 10 | Reaching the Unreached: Social Assessment for Inclusive Education, 2001                |                            |                       |                    | ✓                           |                   |     |                        |          |                       |                       |                    |                        |                            |                   |                         |                    |      |
| 11 | Children's Learning Obstacles: A Guidebook for Teachers of Disadvantaged Children 2001 |                            | ✓                     |                    | ✓                           |                   |     |                        |          |                       |                       |                    |                        |                            |                   |                         |                    |      |
| 12 | Nepal Country Case Study: In Search of ECD Indicators, 2000                            |                            |                       |                    |                             |                   |     |                        |          |                       |                       |                    | ✓                      |                            |                   |                         |                    |      |
| 13 | Evaluation of Community Based ECD Programs of DOE, 2001                                |                            |                       |                    |                             |                   |     |                        |          |                       |                       |                    | ✓                      |                            |                   |                         |                    |      |
| 14 | Strategic Action Plan for Community Based ECD Development Program, 1999                |                            |                       |                    |                             |                   |     |                        |          |                       |                       |                    | ✓                      |                            |                   |                         |                    |      |

### Coverage of BPEP Components in Studies

|    |  | Access and Retention       |                       |                    |                             |                   |     |                        |          | Curriculum Renewal    |                       | Teacher Training   |                        | Strengthening Institutions |                   |                         |                    |      |
|----|--|----------------------------|-----------------------|--------------------|-----------------------------|-------------------|-----|------------------------|----------|-----------------------|-----------------------|--------------------|------------------------|----------------------------|-------------------|-------------------------|--------------------|------|
|    |  | School Physical Facilities | Alternative Schooling | Education of Girls | Education of Special Groups | Special Education | ECD | Community Mobilization | Literacy | Curriculum & Textbook | Continuous Assessment | Recurrent Training | Certification Training | Strengthening DOE          | Strengthening DEP | Local Capacity Building | Program Management | TSAG |
| 15 | Gender Assessment in the Education Sector, 2001        |                            |                       | ✓                  |                             |                   |     |                        |          |                       |                       |                    |                        |                            |                   |                         |                    |      |
| 16 | A Study Report on Bilingual Education, 2001            |                            |                       |                    |                             |                   |     |                        | ✓        |                       |                       |                    |                        |                            |                   |                         |                    |      |
| 17 | National Assessment of Grade 3, 2001                   |                            |                       |                    |                             |                   |     |                        |          | ✓                     |                       |                    |                        |                            |                   |                         |                    |      |
| 18 | District Level Assessment 2001                         |                            |                       |                    |                             |                   |     |                        |          | ✓                     |                       |                    |                        |                            |                   |                         |                    |      |
| 19 | School Based Assessment in Nepali Primary School, 2001 |                            |                       |                    |                             |                   |     |                        |          | ✓                     |                       |                    |                        |                            |                   |                         |                    |      |

|    |   | ACCESS AND RETENTION       |                       |                    |                      |                   |     |                        | CURRICULUM RENEWAL | TEACHER TRAINING      | STRENGTHENING INSTITUTIONS |                    |                        |                   |                   |                         |                    |      |
|----|---|----------------------------|-----------------------|--------------------|----------------------|-------------------|-----|------------------------|--------------------|-----------------------|----------------------------|--------------------|------------------------|-------------------|-------------------|-------------------------|--------------------|------|
|    |   | School Physical Facilities | Alternative Schooling | Education of Girls | Education of Special | Special Education | ECD | Community Mobilization | Literacy           | Curriculum & Textbook | Continuous Assessment      | Recurrent Training | Certification Training | Strengthening DOE | Strengthening DEP | Local Capacity Building | Program Management | TSAG |
| 20 | Capacity Building for Educational Development An Inst. Analysis of MOES, 2001 |                            |                       |                    |                      |                   |     | ✓                      |                    |                       |                            |                    |                        | ✓                 | ✓                 | ✓                       | ✓                  |      |
| 21 | Organization Structure, HRD, and Database System of MOE, 1999                 |                            |                       |                    |                      |                   |     |                        |                    |                       |                            |                    |                        | ✓                 |                   | ✓                       |                    |      |
| 22 | A Study on Improvement of Internal Efficiency of Primary Education, 2001      |                            |                       |                    |                      |                   |     |                        |                    |                       | ✓                          |                    |                        |                   |                   |                         |                    |      |
| 23 | A Study on Students' Regularity in Primary Education, 2001                    | ✓                          |                       |                    |                      |                   |     |                        |                    |                       | ✓                          |                    |                        |                   |                   |                         |                    |      |

### Specific Areas of the Studies

| Areas of Documents                                  | No. | Specific Areas   |
|---|-----|--|
| 1. Comprehensive study reports                      | 5   | <ul style="list-style-type: none"> <li>• All or several BPEP components</li> </ul>   |
| 2. Education of special groups                      | 2   | <ul style="list-style-type: none"> <li>• Social assessment</li> <li>• Guidebook of teachers of disadvantaged children</li> </ul>   |
| 3. Early childhood development                      | 3   | <ul style="list-style-type: none"> <li>• Indicators</li> <li>• Community based ECD (Case study)</li> <li>• Strategic plan for community based ECD</li> </ul>   |
| 4. Education of girls                               | 1   | <ul style="list-style-type: none"> <li>• Girls' education status measures</li> </ul>   |
| 5. Student assessment                               | 3   | <ul style="list-style-type: none"> <li>• Grade 3 assessment</li> <li>• District assessment (grade 5)</li> <li>• Continuous assessment system</li> </ul>  |
| 6. Teacher training (recurrent)                     | 1   | <ul style="list-style-type: none"> <li>• Whole school approach training</li> </ul>   |
| 7. Teacher training (certification)                 | 3   | <ul style="list-style-type: none"> <li>• General survey of primary teacher training</li> <li>• Monitoring of distance teacher training (contact centres)</li> <li>• Evaluation of distance teacher training</li> </ul> |
| 8. Strengthening institutions and capacity building | 2   | <ul style="list-style-type: none"> <li>• General description of MOE/DOE</li> <li>• Analysis of MOES Organization/capacity</li> </ul>   |
| 9. Curriculum/textbooks                             | 1   | <ul style="list-style-type: none"> <li>• Bilingual education</li> </ul>  |
| 10. Quality, efficiency of education                | 2   | <ul style="list-style-type: none"> <li>• Internal efficiency</li> <li>• Student regularity</li> </ul>  |

### 3. Studies in Relation to BPEP Components:

#### 3.1 School Physical Facilities

This component of BPEP aims at improvement of physical learning environment of the schools. Improvement in school physical facilities is expected to increase access for the children of the disadvantaged groups and girls. Overcrowding of the classrooms will be reduced. The environment for learning will be improved and the quality of education will go up. The external environment of the schools will be improved with provision of water supply and sanitation facilities. School physical facilities improvement work is done through BPEP core investment programme and through JICA.

Four studies, reviewed in this report, have commented on the school physical facilities component.

The *BPEP (1992-98): A Synthesis of Experiences (1999) Report*, which is basically an assessment of BPEP phase I states that "the physical appearance and accommodation capacity of primary schools have significantly improved as a result of the BPEP classroom construction and rehabilitation activities. However, the quality of classroom construction was found to vary depending on the availability of quality materials and skilled craftsmen at the local level, on the accessibility and proximity of district headquarters and also on the capability of the community people to contribute." The Report stated the need of timely and concerted maintenance effort at the school level (p. 55).

This report also appreciated much the Resource Centre system (of providing decentralized support system for primary school teachers), and the construction of R.C. buildings (equipped with physical facilities for training activities).

The *Education for All: Year 2000 Assessment Report*, which basically reviews government policies and programmes contributive to attainment of EFA goals, reiterates the aim of BPEP II in this respect. The BPEP aim is to improve school physical facilities with the involvement of the local communities. The Report also describes the targets of the Ninth Plan with respect to the construction of school classrooms and Resource Centre buildings.

This report emphasizes that improvement of school physical facilities is essential in order to address the problem of low enrolment, retention and completion rates of children among the disadvantaged communities. The report considers school mapping and survey of school physical facilities as essential pre-requisites for the school reconstruction programme.

The *Third Party Review of BPEP Phase II, 2001 Report*, (hereafter cited as Third Party Review) assesses the progress of school physical facilities improvement plan in various districts, and concludes that there has been 90 to 100 percent fulfillment of the targets set for construction work. However, the report remarks that the progress of external environment improvement in the year 2000/01 is lower than in the previous year. The Report remarks that the quality of construction works should be evaluated; so also the causes for relatively lower progress in external environment improvement should be found out.

As regards the school physical facilities improvement, and RC building construction implemented by JICA, the Report concludes that there has been 100% fulfillment of the targets set for construction. In this case also, the Report states the need to assess the quality of construction works.

The Report recommends that the minimum level of physical facilities for the primary schools should be determined and those schools not having the minimum level should be upgraded with the collaborative efforts of BPEP and local communities.

The *Report of Technical Panel Review of BPEP-II, 2001* (hereafter cited as Technical Panel Review) notes that the construction works supported by Core Investment Programmes (CIP) has lagged behind, whereas the construction works supported by JICA have been fulfilled as set in the targets. It stresses the need for ensuring timely and quality fulfillment of the target by greater community involvement and more responsive role of RP and Cluster Technician to the community

### **Research Areas:**

- a. Assessment of maintenance of school buildings and classrooms, constructed or rehabilitated under the BPEP
- b. Support to schools for maintenance of school facilities including maintenance training.
- c. Quality of construction of school buildings and classrooms, and Resource Centres and technical support
- d. A study of the utilization of Resource Centre buildings
- e. Improvement of external environment of schools (sanitation facilities, drinking water, plantation of trees, fencing, etc): Steps needed to speed up this aspect of physical facilities improvement.
- f. Supervision of civil works by DEO and SMC
- g. Community support for construction and maintenance

### *3.2 Alternative Schooling:*

The alternative schooling programme component of BPEP is addressed towards providing educational opportunity to 6-14 years age group children who do not have easy access to regular schools. There are three programmes under this component : (i) School Outreach Programme (ii) Flexible Schooling Programme and (iii) Out-of-School Programme.

The School Outreach Programme aims at providing grade I-III primary education to 6-8 year-old children in areas where the children do not have easy access to regular schools. The programme is being piloted in 9 districts (a total of 48 classes as of 2000).

The Flexible Schooling Programme is also a pilot programme initiated by BPEP II (50 classes run in 5 Compulsory Primary Education districts in 2000). Under the programme the 5 years' primary education contents are condensed into 3 years' course; the programme is addressed to out-of-school children of 8 to 10 years of age. The programme is meant mainly for children who have to work for supporting their families.

The Out-of-School Programme (Basic course of 9 months called OSP I, and post-literacy functional course of 9 months called OSP II) is addressed towards educationally under served children of 11 to 14 years age group.

As stated earlier the School Out-reach Programme and the Flexible School Programme are being piloted by BPEP II on a small scale.

The *Third Party Review* comments that the School Out-reach classes were found to be running and were getting the help of facilitators (in the areas visited by the Third Party Team). It regards that the facilitators should have training on multigrade teaching.

The impressions gathered by the Third Party Review Team on Flexible School Programme are not quite favourable. In the sites visited, the Team found shortage of physical facilities, lack of teaching/learning materials, and the general lack of learning environment.

As regards the Out-of-School Programme, it should be stated that the OSP programme (OSP I and OSP II, both of 9 months' duration) existed in BPEP Phase I period. And the same is being continued in BPEP phase II. At present the BPEP funded OSP programme is being run in 40 districts and government funded programme in 35 districts. In general

OSP I has had sizeable enrolment. Most of the OSP I completers did not continue on to OSP II.

The *BPEP (1992-1998): A Synthesis of Experiences 1999 Report* notes that various NFE programme packages including OSP were developed during BPEP I period.

The *Third Party Review* notes that though the Nonformal Education Centre is the main organization at the centre for managing the Alternative Education Programmes, a large number of agencies (including DEO, NGOs) and various categories of personnel are involved in implementing these programmes. The *Third Party Review* considers a study on effectiveness of management process in alternative schooling programme to be necessary. Further, it considers the issue of lack of proper monitoring and follow-ups of the alternative schooling programme to be important.

The *Technical Panel Review* commends that the alternative schooling programmes are helpful in enabling the children of hardcore groups to complete basic and primary education, and in providing the dropouts with another chance for education.

### **Research Areas:**

- a. Assessment of School Out-reach and Flexible schooling programmes
- b. Roles of different agencies and personnel in monitoring the alternative schooling programmes at central, district and local levels.
- c. Causes of low level of participation in OSP II
- d. Relationship between NFEC and district level agencies in implementing the Alternative Schooling Programme.
- e. Management process in conducting alternative programmes

### *3.3 Education of Girls:*

The participation of girls in education is still low. Girls constitute 42% of the total primary enrolment at present. The NER (Net Enrolment Ratio) for girls is 64%, compared with 79% for boys. Various programmes are being implemented to raise the enrolment figure of girls in primary education. The Girls' Education Component of BPEP II has these pilot programmes: (i) Incentive Distribution Programme (ii) Promotion of Secondary Education Programme. (iii) Feeder Hostel - The incentive distribution programme is being implemented in selected VDCs of 12 districts. Incentives (money for dress and educational materials) are provided to girls selected on the basis of household surveys. Girl children of disadvantaged parents are selected.

The other programme under the Girls Education is the scholarship for secondary school girls. The programme is designed to help girls from remote areas, and from economically and socially deprived communities to complete secondary education.

The third programme consists in the support given to maintaining a selected number of feeder hostels (10 out of 18 feeder hostels established in the country). These hostels enable girls from rural areas and disadvantaged groups to stay in these hostels and complete their secondary education. The expectation from this programme is that they will become female teachers or development work facilitators.

The *Third Party Review* states that there was no information available about the effectiveness of the process of identification of girls for incentive distribution.

The *Gender Assessment in the Education Sector (New ERA, 2001)* reviews the various measures taken by the government for promoting girls/women's education at all levels. It emphasizes the need for providing education to out-of-school children, recruitment of more female teachers, provision for parental education and gender sensitivity training for the teachers.

The *Technical Panel Review* notes that Girls' Education Programme is meant to encourage girls of socially, educationally and economically disadvantaged groups to enroll and continue in schools. It also hints at the small coverage of the programmes.

### **Research Areas:**

- a. Assessment of the effectiveness of the pilot schemes for promoting girl's education under BPEP II.
- b. Issues regarding identification of girls from extremely deprived areas/communities for award of scholarships.
- c. Economic feasibility of providing scholarships, uniforms, etc.
- d. Recruitment of female teachers in primary schools.

### *3.4 Education of Special Focus Groups*

The BPEP II intends to promote education of the special focus groups which include minority groups, socially deprived groups and migrant population. Programmes will be developed to increase enrolment of children of disadvantaged groups in primary schools and retain them until their completion of primary education. The BPEP II programme consists mainly of promoting parental awareness, conducting orientation meeting, mobilizing NGO's and local bodies for programme implementation. An activity directly benefiting the children of disadvantaged groups is distribution of scholarships, school dress, and educational materials to children of special focus groups.

The Report "*Reaching the Unreached: Social Assessment for Inclusive Education*" notes that the scholarships provided to the disadvantaged school children had limited coverage. The Report stressed that poverty and ignorance hampered the education of children. The various educational opportunities are not being used fully. The Report recommended proper identification of disadvantaged groups for provision of incentives, provision of female teachers, and operation of schools with all the 5 grades among other things.

The *Third Party Review* notes that the BPEP II programme is being executed in 24 VDCs of 8 districts and covers some specific communities. The programme is found to have made a positive impact on raising enrolment of concerned ethnic groups. The Report recommends extension of the programme to more districts.

The *Technical Panel Review* notes that the needs of disadvantaged groups have remained inadequately addressed so far in BPEP-II.

The Report '*Children's Learning Obstacles. A guidebook for the Teachers of Rural disadvantaged Children*' (CERID 2001) analyzes various obstacles to the education of the disadvantaged groups. The educational obstacles identified are lack of parental awareness and the general reluctance to send girls to school. Among the recommendations of the Report, there are several educational measures such as making teachers, RPs, and the educational staff accountable, improving school physical facilities,



introducing compulsory education, introducing flexible school hours and organizing teacher training programmes. Further the Report suggests various training strategies.

**Research Areas:**

- a. Compulsory Education and its potential in promoting education for all;
- b. Effectiveness of *Dalit* Scholarship Scheme education of disadvantaged groups;
- c. Effectiveness of BPEP Incentives Scheme in pilot districts;
- d. More recent information on the disadvantaged population (their composition and geographical distribution).

3.5 *Special Education:*

The BPEP-II intends to support inclusive education of children with mild to moderate disabilities in primary schools. To this end, the programme will identify such children, train special education teachers, and provide appropriate teaching-learning materials for integrating these children in primary schools. The BPEP-II programme on Special Education includes: (i) Development of Programme Guide and Orientation Package, (ii) Teacher Training on Special Education, (iii) Conducting of Resource Classes, (iv) Development and Printing of Educational Materials.

The *Third Party Review* gives some details of BPEP-II on special education and notes that in 1999/00, the Special Education Programme was run in 25 districts. The Report takes special note of the management system of the programme at central and district levels. At the center, there is a Special Education Council. The DOE has a Special Education Section, which acts as Secretariat to the Council. At district level, the DEO is the main implementing agency. The DEO appoints resource teachers to resource center classes.

The *Technical Panel Review* notes that resource centre classes for the disabled have only a small number of children; further it states that in terms of expanding the programme in the future in a sustainable manner, the involvement of communities is needed.

**Research Areas:**

- (a) The extent of integration of disabled children in regular schools
- (b) Technical evaluation of special education programme

3.6 *Early Childhood Development:*

Early Childhood Development (ECD) programme constitutes an important component of BPEP-II. Its aim is to bring about physical and intellectual development of the children, developing a sense of confidence and basic life skills (health, nutrition hygiene) in them. The ECD has great potentials for raising the quality and efficiency of primary education. It is expected that there will a reduction in the enrolment of under-aged children in Grade I when ECD is developed. The BPEP-II intends to promote community based ECD.

The ECD programme was started in BPEP Phase I period. Several NGO's were involved in the ECD programmes conducted in the districts. The *Report BPEP (1992-1998): A Synthesis of Experiences* notes that the Ministry of Education/BPEP should function as a coordinating and facilitating agency in the area of ECD.

The CERID prepared a study "*Nepal Country Case Study - in Search of ECD Indicators*". Indicators were identified for national, district, VDC, family and child levels. Several of the indicators that were identified demand a lot of data and survey effort. However, the indicators would help in assessing program effectiveness.

The *Third Party Review* assessed the ECD funding in Saptari and Ilam districts. Ilam ECD programme implementation was deemed to be exemplary, while Saptari experience was very poor. The main reason for Ilam's success story is availability of community support. Saptari's poor record is due to the lack of community support. The *Third Party Report* has also presented the organizational structure of ECD programme implementation of the district level.

The *CERID Report on Evaluation of Community-based ECD of Department of Education (2001)*, presented case studies of 10 ECD centers. The report noted that the centres in 4 out of the 5 districts (where the Centres were run) did not have the minimum physical facilities required for conducting a centre. Community Participation was available in one form or other in four districts. The community took the initiative only at the beginning. Ilam district was an exception. The Report suggested setting up a team of ECD personnel in DEO to supervise the ECD centres. It also supported authorizing local bodies to important ECD in collaboration with DEO.

The CERID study, "*Strategic Action Plan for Community-based Early Childhood Development Programme*" (1999) spells out details of measures needed for raising awareness in the community about the ECD programme; it recommends that the DEO should allocate funds for the ECD programme, and DDC and VDC should include ECD activities in their educational plans. Parental awareness-raising activities have also been emphasized. The NGO's have an important role in this respect. The Report also makes a number of recommendations on management and supervision of the community based ECD programme.

### **Research Areas:**

- (a) Ways of smooth operation of ECD programmes in a financially sustainable manner
- (b) Measures for promoting community involvement in ECD programmes
- (c) Supervision of ECD classes
- (d) NGO's role in community-based ECD programme
- (e) Involvement of local bodies (DDC, Municipalities, VDC) and NGO's) in ECD

### **3.7 Community Mobilization:**

The community mobilization activities incorporated in BPEP aim to resolve the issue of low enrolment and retention through raising of awareness among the local community people, parents, teachers and other stakeholders. There are three programmes in this component:

- (i) Development of IEC materials (calendar, radio, message, telefilm, folk songs cassettes, street drama, posters, newspaper features).
- (ii) Advocacy and dissemination programme (workshops and seminars involving the stakeholders at central and local levels).

- (iii) Awareness Raising Programme (organizing street drama, video shows, mother group drafting, school songs, training)

Of these activities (i) and (ii) are implemented mainly at the central level by the Basic and Primary Education Section/DOE. The third activity is implemented by the DEO.

There is no research study done in relation to the 'Community Mobilization' component. The Third Party review just makes a passing reference to it without going into details about the activities conducted.

The *Technical Panel Review* points out that the community mobilization aspect of BPEP programme has been weak.

### **Research Areas:**

- (a) Effectiveness of various IEC materials (radio/newspapers in newspapers, songs/dramas) in raising community awareness about education.
- (b) How is the need to convey the message to the rural areas being met?

### *3.8 Literacy:*

Promotion of literacy, especially among adult population of 15-45 years is an important programme for educational development in the country. The country has a number of nonformal education programmes being executed by the government, and non-government agencies. The prominent regular government programme is the Adult Literacy Programme aimed at adults of 15 to 45 years age group, with 6 months' duration, and implemented in 75 districts. This programme is followed by Post-Literacy Programme of 3 months. There are also out-of-school programmes (of about 9 months) for boys and girls to make them literate. The government programme also includes literacy campaigns in a few districts.

The BPEP-II programme is mainly aimed at promoting literacy among women in the age group of 15-35 years. The programme is known as Women Education Programme (WEP). It has two levels-WEP-I and WEP-II, each level being of 6 months' duration. WEP-I aims at developing literacy and WEP-II at providing relevant skill education.

The *EFA: Year 200 Assessment, 1999* reviews the various efforts made to promote literacy. It also deals with the contents of NFE programmes, the role of NGO's in promotion of literacy and presents data on current literacy levels.

The *Third Party Review* briefly assesses the progress of WEP-I and WEP-II in 1999/00 and 2000/01. A large number of adult women have joined and completed WEP-I; the completers of WEP-II are however very small in number.

The *Third Party Review* finds that the DEO staff members are too busy to devote time to supervise the WEP programme resulting in ineffective monitoring. Attendance rate in WEP classes is observed to be irregular. Lack of coordination among related agencies is also a problem.

The *Technical Panel Review* notes a decline in the participation of adult women in WEP-II.

**Research Areas:**

- (a) Low rate of enrollment in WEP-II course.
- (b) Problem of coordination among the related agencies in executing WEP.
- (c) Campaign approach: Feasibility of using it for raising female literacy rate.
- (d) Contribution of WEP towards raising female literacy rate.

**3.9 Curriculum and Textbooks:**

Under BPEP-I new curriculum and textbooks have been introduced in primary education. The curriculum and textbooks were implemented all over the country. Various supportive activities such as development of teachers' guide, supplementary materials, preparation of curricula for optional subjects (mother tongue) were taken up.

Very few studies on curriculum and textbooks have been undertaken in the period 1999-2001. One study that has recently been completed is Bilingual Education (2001).

This report concentrates mainly on the difficulty felt by non-Nepali-speaking children to study in classes where Nepali is the medium of instruction. The social studies textbooks (primary level) are found difficult for non-Nepali speakers because they do not relate to local geographical/cultural contexts. Several recommendations have been made to make teaching in Nepali medium better understood by non-Nepali speakers.

**Research Areas:**

- (a) Reading and writing abilities of students from different linguistic backgrounds in the Nepali language.
- (c) Use of different language textbooks: How are these being used?
- (d) Improvements needed in textbooks distribution

**3.10 Student Assessment:**

The quality of education is generally judged by the level of achievement of students in the final examinations. Low level of achievement (as shown by mean scores in major school subjects in the final examination) is indicative of the low quality of education in the schools. Raising the level of achievement is one main objective of educational reform.

At the same time, the government is keen on reducing dropout and repetition rates at the primary level. For this the government is intending to adopt the liberal promotion policy. A system of continuous assessment will be implemented along with the liberal promotion policy. The continuous assessment system is being piloted in 5 districts.

Five study reports reviewed in this stocktaking have extensively discussed the issues relating to student assessment at the primary level. The Report '*National Assessment of Grade 3 Students' 2001*, presents an assessment of the performance of Grade 3 students in Nepali, Mathematics and Social Studies. It finds the average achievement of students in Nepali to be 44.5, in Mathematics, 47.0, and Social Studies 63.6 (out of 100 full marks in each subject). The study concludes that the achievement levels of students are insufficient. Further, schools in varying situations were performing differently. The study regards the lack of supervision (by RPs and supervisors) to be a crucial factor in hindering the effort to raise the standard of teaching (and thus achievement level).

The report suggests that the public schools should be allowed to mobilize additional resources for improved instruction. The report stresses the need to effectively supervise schools and strengthen the headmaster's position. It also states that CAS should be effectively implemented.

The next report, *District Level Assessment 2001*, presents the results of the administration of standardized tests in four primary school subjects in different districts. The difference in scores by district is attributed to a number of factors. Like the National Assessment of Grade 3 students, this study (with respect to performance of Grade 5 students) finds the achievement level of students to be low (below the expected mean achievement score of 50). Several familiar recommendations have been made to improve the situation (in general, and in districts). These include: use of instructional materials, appropriate use of curriculum textbooks, provision of teacher support materials, and effective management of schools.

The third report is *School Based Assessment in Nepali Primary Schools*. The report presents the experience of the pilot CAS in the districts. It notes that there has been a small positive impact on improving classroom teaching and learning. The Report strongly states that the pilot programme should not be extended to more schools for the present. The report emphasizes the need for providing CAS training to the RED and DEO staff. The report states that CDC should continue to be responsible for CAS pilot work.

The *Third Party Review* presents the rationale for liberal promotion policy by stating that many children of poor rural families dropout from schools in the early years of primary education due to their inability to adjust to the school environment. Liberal promotion in Grade 1,2,3, based on students attaining minimum learning levels (as assessed by CAS) would help the students to remain in schools for a longer period.

The report laments that experimentation of the liberal promotion policy has not materialized yet.

The *Technical Panel Review* notes that the main activity done with respect to CAS has been the conducting of training on portfolio maintenance. It also notes that the main problem in implementing CAS is the high student teacher ratio.

### **Research Areas:**

- (a) A review of experience of schools/districts where CAS has been implemented in terms of student promotion and learning achievement.
- (b) Support needed by schools to implement CAS
- (c) Supervision of schools by supervisors, RPs and members of SMC

### *3.11 Recurrent Teacher Training:*

The BPEP-II programme envisages provision of 10 day-long recurrent training to all teachers in a school (every year). This training is based on Whole School Approach (WSA) and is focused on improved classroom practices. The training is provided partly at the Resource Centers and partly at the concerned schools.

The study report on "*BPEP 1992-1998): A synthesis of experience*" 1999 appreciated the Whole School Approach-based recurrent training, which envisages 4 days' training at the Resource Center and 6 days at the school. The Report expected that the training would

lead to better learning atmosphere in the classroom, improved student attendance in school, and would lead to the reduction of dropout/repetition rates and the raising of achievement levels.

The CERID study "*Whole School Approach Recurrent Teacher Training: A Formative Study*" (1999), mentioned some positive changes brought about by whole school training such as greater use of instructional materials, more use of student-centered teaching methods and increased enthusiasm among children to come to school.

However, the CERID report mentioned the following aspects also: (i) The RPs and supervisors were not making additional visits to schools where the training was implemented; (ii) there was shortage of funds to develop instructional materials; (iii) the timing of training (in the middle of the academic session) was not appropriate according to the headmasters.

The *Third Party Review* states that the recurrent training is a massive operation involving over 60,000 primary school teachers in a year. The training is conducted in 1275 Resource Centers in the country.

The *Third Party Review* also states that there are several other short-term training programs under BPEP-II such as (i) Teaching Method; (ii) Multigrade Training, (iii) Learning Strategy and Evaluation (iv) Primary English. Several new short-term courses are being planned by the Training Section of DOE. All these courses are to be run in Resource Centers.

There is, thus, a multiplicity of training courses besides the Whole School Training. These training's demand high level training skills from the Resource Persons.

The Report states that the RCs have insufficient physical facilities to conduct the training. And the RPs are not adequately trained to conduct the training jobs.

The *Technical Panel Review* notes that progress in providing recurrent training has been relatively better.

### **Research Areas:**

- (a) Review of the contents of WSA training
- (b) Capabilities of Resource Persons to implement the training
- (c) Use of WSA training by teachers
- (d) Review of training implementation process.

### *3.12 Certification Training:*

Certification teacher training is being provided by NCED and Distance Education Center (DEC). Under the present arrangement the NCED is responsible for conducting 1st Package and 4th Package of the 2.5 month training and DEC for 2nd and 3rd Package. A fully trained teacher is one who has completed all the four packages (amounting to 10 months' training). The 1st and 4th package training is provided in the nine Primary Teacher Training Centers, spread over different parts of the country.

The CHIRAG report, *Primary Teacher Training in Nepal: An Analytical Report (1999)* states a number of issues relating to the 10 month package of NCED and its implementation. These are : overlaps in the contents of 1st and 3rd package, inadequate

practical activities in the contents, inadequate provision of instructional materials, difficulty of maintaining discipline among the trainers, shortage of experienced trainers and lack of coordination among the concerned agencies (NCED, DEC, PTTC, DEO, RED). The report states that RCs have inadequate physical facilities, and the RPs are given too many responsibilities.

The Report states that while progress in training teachers is quantity-wise satisfactory, the quality aspect is rather poor.

The Report emphasizes imposition of the need for compulsory preservice training before joining the teaching profession. It also stresses the need for supervision and follow up of the training.

Three study reports that are reviewed in this stocktaking relate to the distance teacher training programme.

The first report with respect to Distance Teacher Training is "*A Study on Monitoring of Distance Teacher Training Programme*" (1999) conducted by DEC. The report finds that the teachers participating in DEC training are not motivated enough to get the best advantage from the training. They are not motivated to join the contact Resource Centers as required under the training). The Resource Persons in the contact centers were doing the required job somehow but they lacked competence in helping the trainees in all subjects. The participating teachers were not listening to the broadcasts, and were also not studying the learning materials regularly.

The report stressed the need for regular monitoring of DEC training at district/local levels and for more effective functioning of the Resource Centers.

The CHIRAG study, "*Effectiveness of Distance Teacher Training in Nepal*" (2001), also found that about a third of the teachers (participants in DEC training) did not listen to the radio broadcasts; further it found that a majority of the teachers (participants in DEC training) did not study the self-learning materials (SLM) regularly. The teachers found SLM in English, Physical Education, and Creative and Expressive Arts difficult to understand. The contact sessions were found to be useful, but the Resource Persons were not competent in all subject areas.

The *Technical Panel Review* notes that in 2000/01 the DEC attained 84% of its training target (10,000) and NCED about 92% of its training target (4,725)

### **Research Areas:**

- (a) Quality of teacher training in PTTCs
- (b) Quality of DEC training
- (c) Management of teacher training in PTTCs
- (d) Management of PTTCs including management of physical facilities
- (f) Contact Resource Center functioning and management
- (g) Upgrading the qualification requirement for becoming a primary teacher:  
Need and feasibility
- (f) Examination system in PTTCs, and under DEC
- (g) Possibilities of interactive methods in DEC training

### 3.13 Strengthening Central Level Institutions and Department of Education:

At the central level, the MOES formulates educational policies, plans, programmes and budgets. The MOES has three divisions: Administration Division, Educational Administration Division and Planning Division. The Department of Education is responsible for development and administration of primary, lower secondary and secondary education in the country. It has been given the main responsibility for executing the BPEP-II programme. There are specialized institutions under the MOES: the Curriculum Development Center (CDC), Distance Education Center (DEC), National Center for Educational Development (NCED), Nonformal Education Centered (NFEC), Secondary Education Development Center (SEDEC) and Office of the Controller of Examination (OCE). The last two are mainly related to secondary education.

Two studies on institutions have been reviewed in the stocktaking.

The first one, *A Report on Organization Structure, HRD and Database System of MOE, 1999*, is largely a descriptive study of MOE and DOE organizations. It makes comments on the Regional Directorate System, PTTC training and District Education Administration and Supervisory system. Its suggestions like closing down DEO offices have been prompted by high hopes from implementation of the Local Autonomy Act. The report makes suggestions on provision of training for MOE/Central level personnel. It regards Regional Directorate as an unnecessary layer in the educational administration set-up because the MOE bypasses the RED by communicating directly with the DEO offices.

The study *Capacity Building for Educational Improvement: An Institutional Analysis of the MOES of Nepal 2001* analyzes virtually all levels and aspects of educational administration.

This study finds a number of deficiencies in Central MOES such as confusion of roles/functions, slow coordination, work linkages among sections, unclear lines of authority and unclear procedures regarding planning and M&E. The report sees that long range planning of education, human resource planning, organizational assessments, and monitoring of programs are inadequately addressed at present by MOES. Similarly, according to the Report, DOE has attended inadequately to tasks relating to supervision, analysis of educational information, development of female teachers, and administration of private schools and higher secondary schools.

The Report suggests the following key roles for MOES and DOE:

#### **MOES:**

- Direct the formation of educational policy and giving directions
- Sectoral planning and programming
- Policy analysis and development
- Foreign aid coordination and mobilization of national and international resources
- Education sector management information system
- Monitoring and evaluation
- Providing technical assistance to sectoral institutions
- Public relations and parliamentary affairs



**DOE:**

- Annual programming and budgeting for primary and secondary education
- Design of educational development programmes and dissemination
- Research and development
- Technical assistance to districts for programme implementation
- Policy management and enforcement
- Feedback to MOES on educational policies and programmes
- Supervision and monitoring of programme implementation in the districts

The BPEP-II Annual Programme for 2000/01 contains provision of physical equipment for MOES and DOE, provision of training to MOES/DOE/RED/DEO staff on financial Management Information System (MIS). It also contains activities for strengthening EMIS in MOES and DOE. Further, there are activities to strengthen programme monitoring in MOES and DOE.

The *Third Party Review* comments that frequent changes in top leadership of MOES and key organizations have created uncertainty in policy continuity and implementation practices.

The Report states that the merger process (merger of BPEP programs in DOE system) was expected to be complete by mid-1999. The Report states that the REDs now function under the DOE, and are given the tasks of coordination of educational planning/programming and supervision of BPEP operations. The Report further states that direct responsibility of implementation of BPEP-II programmes and supervision and monitoring of programmes lies with the district offices (DEOs).

The Report also notes the following:

- The monitoring and evaluation of MOES are based more on quantitative dimension than the programme monitoring.
- Timely information flow is lacking, causing delays in preparation of programme management report (in DOE).
- MOES is still heavily involved in routine activities with limited time available for strategic planning and MLE.
- The main role of DOE should be to build institutional capacity at central, district, and local levels to ensure universal access to quality education for all.
- There is lack of effective coordination between DOE and central level agencies (such as NCED, DEC, CDC).

The *Technical Panel Review* has made a recommendation with respect to MOES. It recommends that the role of MOES in policy formulation, macro-monitoring of outcomes and system performance and coordination of external assistance should be consolidated.

**Research Areas:**

In the light of current BPE-II activities and findings of the studies, the following areas are suggested for further research.

- (a) Analysis of roles and functions of MOES, DOE and central level institutions

- (b) Areas of strengthening of EMIS of MOES, DOE, DEOs
- (c) Improvement of administrative practices in MOES/DOE and central level organizations
- (d) System of supervision and monitoring of programme implementation at the district level.

### 3.14 Strengthening District Education Planning:

The BPEP-II programme lays great stress on preparation of district education plan by each district. This is in line with the government's policy on decentralized planning. The BPEP-II aims at building capacity at district and subdistrict levels to plan, implement and monitor basic and primary education programmes.

The *Third Party Review* has made some comments on the DEP preparation and implementation. It says that there is a conflict between DOE and DEOs on the DEPs that have been prepared. The DOE regards the DEPs prepared by districts as having highly inflated budgets. The DEOs regard the budget ceiling given by DOE as impractical.

Further, according to the Report, the DEP preparation faces several difficulties such as :

- Lack of necessary expertise in DEO to prepare DEP,
- Inadequate educational data needed for planning
- Inadequate orientation (two days) on DEP preparation
- Political pressure on the DEP preparation in a district (visited)
- Inadequate time for DEP preparation
- Lack of proper guidelines on planning
- Budget ceilings for different components not notified in advance.

The Report on *Capacity Building for Educational Development: An Institutional Analysis of MOES of Nepal, 2001* has identified a number of skill areas needed for DEP preparation. These are:

- Ability to identify data/information needs before formulating DEP
- Competency to collect and compile data in a systematic way
- Competency to use and analyze data and information
- Computer skills
- Skills in trend analysis and estimation
- Team work

This report comments that there is a lack of culture of decentralized planning in the country. This has caused:

- Lack of respect from central authorities for locally prepared plans
- Lack of willingness from the center to allocate funds based on local targets and priorities

The Technical Panel Review notes that DEPs have been prepared in all districts, and school mapping has been done to provide support to preparation of DEPs. It also notes that workshops on methodology of DEP have been conducted. In its recommendation, the report notes that DEP's should be prepared by aggregating SIPs/VEPs which reflect aspirations, concerns, constraints and strategic choices of the districts.

### **Research Areas:**

- (a) Staffing/expertise requirement for DEP preparation
- (b) Review of guidelines for DEP preparation and review of training/orientation on DEP
- (d) DOE policy and guidelines on updating DEPs
- (e) Supervision system through R.C.
- (f) Strengthening DEOs for programme implementation

#### *3.15 Strengthening Local Capacity:*

This BPEP component has three elements : (i) initiating bottom-up planning process, (ii) strengthening school level EMIS and (iii) providing management training to headmasters and members of VDC and SMC. Under the bottom-up planning, schools are required to identify their priorities and target for improvement and thus formulate school improvement plan (SIP). Timely and accurate data from schools are needed, both for school level planning and district level planning. Thus school level education data management has to be strengthened. The headmasters, and members of VDC and SMC have an important role in the improvement of teaching in the schools and raise the quality and efficiency level of education. Regular training has to be provided to these personnel.

Four study reports have dealt with the issue of local capacity building.

The Report on "*BPEP (1992-1998): A Synthesis of Experiences*", 1999 has commented that during the BPEP-I period there was a major shortfall in the area of local capacity building. The Report states that there was no effort for preparation of annual plan at the school level for improving school atmosphere and classroom teaching learning process. Thus the report strongly recommended that a local vision of school improvement should be established, and school improvement work plan should be developed jointly by the school, community and responsible educational personnel in the district.

The Report on "*Capacity Building for Educational Development: An Institutional Analysis of MOES of Nepal, 2001*" comments that several important aspects (related to school improvement planning) are outside the scope of individual schools like financing resources needed to meet educational needs of the school, ability to raise funds locally, deciding on fees to be raised from students, adapting curriculum to local conditions.

The *Third Party Review* states that the absence of school management committees (SMC) or the non-functional status of SMC has hindered the formulation of the school improvement plan; similarly the training provided to the headmasters (10 days' management training), which includes the topic on school planning was inadequate to perform the tasks (as expected from the headmasters).

The *Technical Panel Review* recommends that there should be gradual devolution of responsibility and management of Basic and Primary education to the local communities, and that VDC/SMC capacity in SIP development and community resource mobilization should be enhanced.

### **Research Areas:**

- (a) Preparation of detailed manual for preparation of school improvement plan (SIP) (in Nepali).

- (b) Preparation of training materials for training of headmasters and school staff on SIP.
- (c) Development of school EMIS (which should be feasible, practicable at the local school level).
- (d) Development of materials on orientation to local community on bottom-up planning.
- (e) Strengthening of SMCs

### 3.16 *Quality, Internal Efficiency, and Students' Regularity:*

Low quality of education, low level of internal efficiency of primary education system, and irregularity in the attendance of students (as well as of teachers) are identified as the key problems of the primary education in the country.

The World Bank's report "*Nepal: Priorities and Strategies for Educational Reform*" (2001) states that while access to all levels of education is emphasized the quality of education is low (as shown by low level of achievement in primary school subject) and internal efficiency is low due to high repetition and dropout rate. The Report regards that the teaching force is highly politicized, there is lack of professionalism and leadership in the management of education and free education has become counterproductive. The Report singles out poor teacher management as a major cause for poor quality education. The report recommends a proper teacher management system (which includes appointment, development, service conditions, training, refraining from politics, accountability for student's learning), and decentralized ownership and operation of schools, among other things.

The CERID report "*Improvement of Internal Efficiency of Primary Education*" 2001, analyses the various factors for causing dropout and repetition. It states that low internal efficiency of the primary cycle is mainly due to the incidence of dropout and repetition at Grade 1. The report reviews various measures taken by the government for improving the efficiency level. Of the various measures suggested by the report, the main ones are improvement in the data system, extensive provision of ECD classes, effective monitoring of teaching in schools, provision of basic physical facilities in schools, and introduction of compulsory education.

The CERID report on "*A Study on Students' Regularity in Primary Education*" 2001 tries to analyze the causes for irregular student attendance in schools. The actual instructional days in primary schools are less than 180 days. The available instructional time is also not fully utilized because of the lack of proper instructional planning by teachers. The students, on an average, are regular for 70% of the instructional days. The Report analyzes various factors (related to students, household, schools, teachers) contributing to regularity and to inhibiting regularity. Households/parents have an important role in maintaining student regularity. Strengthening of school management, improvement of school environment, and more assertive role-play by headmasters have been suggested by the report.

The *Technical Panel Review* notes in its section on *Long Term Strategic Choice*, that there should be a synchronization of key quality inputs such as reasonable class size in Grade I, recurrent teacher training, provision of locally developed teaching/learning materials, classroom assessment system using learning indicators, and peer support among teachers to promote a self-propelled quality improvement process.

**Research Areas:**

- (a) School level management and quality of education
- (b) Primary education centre completion rates in urban and rural areas
- (c) Assessment of a minimum level of resources required by a primary school to implement the curriculum effectively
- (d) Identification and recognition of well-established schools

## Section III

### Priority Research Areas for Formative Research Project

#### Introduction:

The analysis of the findings of the studies has yielded a large set of research areas in different BPEP components. The Formative Research Project needs to address only a selected number of the research areas based on priority of the F.R. project as well as on the information regarding involvement of other agencies in study areas related to various components.

| <i>Research Areas (by BPEP components)</i>  | <i>Priority for FRP (Low - High)</i>               | <i>Rationale</i>   |
|---|--|--|
| 1. <u>Physical facilities</u><br>a. Assessment of maintenance of school buildings<br>b. Support to schools for maintenance of school facilities<br>c. Quality of construction of school buildings and Resource Centres<br>d. Utilization of Resource Centres<br>e. Improvement of external environment of school<br>f. Supervision of construction works by DEO and SMC | Low for (a) (b), (c) (e), and (f) and High for (d) | Areas (a), (b), (c), (e) are better dealt with by the Engineering Section of the Department of Education.<br><br>FRP might choose not to be involved in study areas with engineering focus. Use Resource Centres and the Resource Persons would constitute high priority study area as most BPEP activities are carried out through R.C. system. |

| <i>Research Areas (by BPEP components)</i>  | <i>Priority for FRP (Low - High)</i>                  | <i>Rationale</i>  |
|---|---|---|
| <p>2. <u>Alternative Schooling</u></p> <p>a. Assessment of School Outreach and Flexible Schooling programmes</p> <p>b. Supervision and monitoring of alternative schooling programmes</p> <p>c. Role of Non-Formal Education Centre and district level agencies in implementing alternative schooling programmes.</p> <p>d. Causes of low level of participation in OSP II</p> <p>e. Management process in coordinating alternative programmes.</p> | <p>High for (a), (b), (c) and (e) and Low for (d)</p> | <p>The alternative schooling programmes are addressed mainly to children in isolated areas, out of school children, and children belonging to disadvantaged groups. This is one of the areas of emphasis of BPEP II. School outreach and Flexible schooling are pilot programmes, that need to be monitored. The central and district level management of the programmes needs to be studied.</p>                                 |
| <p>3. <u>Girls Education</u></p> <p>a. Assessment of effectiveness of pilot schemes for promoting girls education under BPEP II</p> <p>b. Recruitment of female teachers in primary school.</p> <p>c. Identification of girls from deprived areas and communities for award of scholarships.</p> <p>d. Econ. feasibility of providing scholarships/ uniforms on a large scale.</p>  | <p>High for (a) and (d) and Low for (b), and (c)</p>  | <p>F.R. Project can contribute to BPEP II programme implementation by pointing out whether girls belonging to disadvantaged group are being benefited by BPEP schemes (in terms of enrolment, retention).</p> <p>Incentives provided by BPEP should benefit girls from deprived groups/areas. Realistic cost estimates of incentives (fees, learning materials, dress) will help in making programme financially sustainable.</p> |

| <i>Research Areas (by BPEP components)</i>  | <i>Priority for FRP (Low - High)</i>                                   | <i>Rationale</i>  |
|---|--|---|
| <p>4. <u>Education of special focus groups.</u></p> <p>a. Compulsory Education and its potential in promoting education of disadvantaged groups</p> <p>b. Effectiveness of <i>Dalit</i> scholarship</p> <p>c. Effectiveness of BPEP incentives and scholarships in Pilot districts</p> <p>d. Collection of more recent and detailed information on disadvantaged groups</p> | <p>High for (c) and Low for (a), (b), and (d)</p>                      | <p>Compulsory Education has potentials of bringing children from all groups to school; but Compulsory Education does not get BPEP priority.</p> <p><i>Dalit</i> scholarship given by government from non BPEP funding sources needs to be assessed for its impact.</p> <p>For FR Project with its intent to help BPEP, area (C) should be considered as of high priority.</p> |
| <p>5. <u>Early Childhood Development</u></p> <p>a. Ways of ensuring smooth operation of ECD programmes (in financially sustainable way)</p> <p>b. Measures for promoting Community involvement in ECD programmes</p> <p>c. Supervision of ECD classes</p> <p>d. NGO role in Community-based ECD programme</p> <p>e. Involvement of Local bodies in ECD programmes</p>       | <p>High priority for (c) and Low priority for (a), (b) (d) and (e)</p> | <p>Field level observations and study reports reviewed indicate a lack of proper supervision of ECD classes. The roles of different agencies in the district are not clear. This area should be considered as priority area.</p> <p>Other areas deserve investigation also, particularly, the ways of ensuring smooth operation of ECD classes.</p>                           |
| <p>6. <u>Special Education</u></p> <p>a. Extent of integration of disabled children in regular schools.</p> <p>b. Technical Evaluation of Special education programme</p>   | <p>Low for (a) and (b)</p>   | <p>Studies in this area require specialist knowledge about techniques of teaching the disabled, the various equipment and materials.</p> <p>Further, DANIDA is reported to have a formative study project on 'Special Education' programme</p>  |
| <p>7. <u>Community Mobilization</u></p> <p>a. Effectiveness of various IEC materials in raising community awareness about education</p> <p>b. Addressing the message to the rural areas</p>   | <p>Low for (a) and (b)</p>   | <p>The F.R. Project would do well not to be involved in the analysis of various IEC materials (Radio message, telefilm, cassettes, folk songs, drama, newspapers publicity etc.) and their dissemination. Similarly, the message dissemination in the rural areas would be better handled</p>   |



| <i>Research Areas (by BPEP components)</i>  | <i>Priority for FRP (Low - High)</i>   | <i>Rationale</i>  |
|---|--|---|
|   |  | by communication agencies/consultants.  |
| <p>8. <u>Literacy</u></p> <p>a. Causes of low rate of enrollment in WEP</p> <p>b. Problem of Coordination among the related agencies in execution WEP</p> <p>c. Campaign approach: feasibility of using it for raising female literacy</p> <p>d. Contribution of WEP in raising female literacy</p> | High for (b), Low for (a), (c) and (d) | <p>A number of agencies are involved in executing WEP,</p> <ul style="list-style-type: none"> <li>• NFEC at the center (planning, reading materials TOT), DEO (feasilator training and employment supervision), VDC (running of the WEP centers). There are other local agencies. Total management of WEP (including coordination among agencies) is essential.</li> </ul> <p><u>Campaign</u> strategy is stressed in policy documents of MOES, but does not feature in BPEP II component description. This strategy require effective management and mobilization of large number of agencies.</p> |
| <p>9. <u>Curriculum and Textbooks</u></p> <p>a. Reading and writing abilities of students from different ethnic backgrounds in Nepali language</p> <p>b. Use of different language textbooks: How are these being used?</p> <p>c. Improvements needed in textbook distribution</p>                  | Low for (a), (b) and (c)               | <p>Studies indicated under (a) and (b) are better conducted by Curriculum Development Center (CDC). Similarly, textbook distribution issue is better investigated by CDC.</p>   |
| <p>10. <u>Student Assessment</u></p> <p>a. A review of experience of schools and districts where CAS has been implemented</p> <p>b. Support needed by schools to implement CAS</p> <p>c. Supervision of schools by supervisors and Resource Persons</p>   | Low for (a) and (b) and High for (c)   | <p>The Finnish TA (stationed in Department of Education) is involved in monitoring the CAS Pilot programme in collaboration with the Curriculum Development Center.</p> <p>It is strongly believed that instruction in schools will improve if there is regular supervision by the school supervisors and the RPs. The performance of RP (with respect to supervision ) needs to be studied.</p>  |
| <p>11. <u>Recurrent Training</u></p> <p>a. Review of contents of WSA training</p> <p>b. Capabilities of Resource</p>  | Low for (a), (b) and (c) and High      | <p>Under BPEP II, a number of short-term training programs are being implemented at the local level (RC). These include WSA and modular</p>   |

| <i>Research Areas (by BPEP components)</i>  | <i>Priority for FRP (Low - High)</i>                          | <i>Rationale</i>  |
|---|---|---|
| <p>Persons to implement WSA training</p> <p>c. Use of WSA training by teachers</p> <p>d. Review of training implementation process (Whole School Approach and Module Training Programme)</p>  | for (d)   | training programmes. There is a multiplicity of short-term training programmes being addressed to the primary teachers. Management and implementation of these training activities need to be studied to bring about improvement  |
| <p>12. <u>Certification Training</u></p> <p>a. Quality of teacher training in PTTCs</p> <p>b. Quality of DEC training</p> <p>c. Management of teacher training in PTTCs</p> <p>d. Management of PTTCs including management of physical facilities</p> <p>e. Contact Resource Centers: functioning and management</p> <p>f. Examination system in PTTCs and DEC</p> <p>g. Possibilities of inter-active methods in DEC training</p> <p>h. Upgrading qualifications requirements for becoming a primary teacher</p> | High for (a), (b), (c) and (d) and low for (e), (f), (g), (h) | The quality of teacher training in PTTCs and DEC has long been discussed. Similarly, the management of PTTCs and contact Resource Centers (for DEC training) has been in question. These aspects deserve study for facilitating policy decisions. The other areas should be dealt by internal research units of NCED and DEC. |
| <p>13. <u>Strengthening Central Level Institutions and DOE</u></p> <p>a. Analysis of roles and functions of MOES, DOE and Central level institutions with respect to primary education</p> <p>b. Areas of strengthening of EMIS at MOES, DOE and DEOs</p> <p>c. Improvement of administrative practices in MOES, DOE and central level organizations</p> <p>d. System of supervision and</p>  | Low for (a) and High or (b), (c) and (d)                      | The F.R. Project might consider 'Strengthening of EMIS', improvement of administrative practices and monitoring of programme project implementation as priority areas of research, as few studies have been done in these areas.  |

| <i>Research Areas (by BPEP components)</i>   | <i>Priority for FRP (Low - High)</i>           | <i>Rationale</i>   |
|--|--|--|
| monitoring of programme implementation in the districts  |  |  |
| <p>14. <u>Strengthening DEP</u></p> <p>a. Staffing requirements for DEP preparation</p> <p>b. Review of guidelines for DEP preparation</p> <p>c. Review of training and orientation on DEP</p> <p>d. DOE policy guidelines on updating the DEP's</p> <p>e. Development of supervision system through RCs</p> <p>f. Strengthening the DEO offices for programme implementation</p>  | High for (a), (b), (c) (d), (e) and (f)        | The study areas (a), (b), (c) (d) could comprise a composite study area. DEP is a high priority BPEP component. DEO offices are not well equipped to develop plans. Also central level support is regarded as insufficient. FR project can contribute by conducting study on aspects (a), (b), (c), and (d). DEO offices are being given the tasks of executing more and more project activities. How to enable them to cope with these tasks could be an area of study. |
| <p>15. <u>Strengthening Local Capacity</u></p> <p>a. Preparation of a detailed manual on preparation of SIP (in Nepali)</p> <p>b. Preparation of training materials for training headmasters and school staff on SIP</p> <p>c. Development of school EMIS: Support needed for it</p> <p>d. Development of materials on orientation to local community on bottom-up planning</p> <p>e. Strengthening School Management committees</p> | High for (a), (b), (c) and (d) and low for (e) | The FR project can take initiative in the area of local level planning for school improvement. It can study the present status of school level planning.   |
| 16. Study on Impact of amendments in Education Regulations on Management and Financing of Local Levels   | High priority                                  | The study would be in line with 'Strengthening Local Capacity' (above).  |

## Section - IV

### **Mechanism for Dissemination of Research Findings**

#### **1. Purpose of Research:**

Educational research works and studies are generally conducted not only to find out facts and to understand relations among various factors for the sake of knowledge but also for being able to act and to resolve the issues.

The findings of a research or study work can be useful for the following personnel:

- i. the policy makers
- ii. the academic people in the universities
- iii. the programme implementers
- iv. the school teachers
- v. the parents and people in general

The policy makers can assess the possible effects of different policies and programmes on the basis of evaluation of past policies and programmes. The academic people can incorporate appropriate contents in the curriculum and textbooks drawing from the studies. The programme implementers would benefit from knowing about the progress of the programme and about the actions that could be taken for improvement. The school teachers would benefit from knowing about current trends in assessing the local educational issues.

In Nepal, most of educational research and study projects are carried out in order to assess the effectiveness and impact of a particular policy or programme. All research/study works involve costs. Thus studies are conducted only with the financial support of an agency or organization. The task of the research team (or research agency) will thus be to carry out studies (surveys, case study, data collection, evaluation, etc.) to specifically fulfill the terms of reference provided by the funding agency. The purpose of the research or study then becomes to meet the requirements of the clients (the funding agency or organization). Incidentally, the report completed at the end of the study work may be useful to other users for various purposes such as for reference by researchers.

#### **2. Purpose of dissemination:**

The purpose of dissemination of findings of the research studies (on programme implementation) is to make the stakeholders aware about the progress of programme implementation and to prepare them for corrective action or further efforts. Access to policy studies will enable senior officials to use new knowledge and information in policy-making.

There is generally a tendency in Nepal to restrict the circulation of research reports. Often there are only a few copies of a report to go round, and summaries of the reports are rarely available.

Dissemination is necessary to generate constructive ideas from the concerned stakeholders and the general public. It is an essential part of the participatory planning process.

### **3. Research area and expected audience:**

Policy studies, programme evaluation studies, studies on programmes implementation and management, and relevant studies on human resource development are mainly addressed to policy makers, and programme implementers at the central level. Thus dissemination of research findings of policy studies would have to be mainly at the central level. The findings of the studies on curriculum and textbooks, student assessments, girls' education, ECD, and NFE areas would be more useful for concerned subject specialists. The specialists can use the research findings to improve their respective programmes and subject areas.

District level educational personnel (DEOs, supervisors, resource persons) would benefit from the presentations on programme implementation at decentralized levels and on issues relating to the raising of the quality of education at the school level.

At the cluster (Resource Centre) level, the school teachers would be the main audience of deliberations on research findings. Studies that deal with local level educational issues, school management issues, recurrent training and local level programme would be of interest and use to the teachers. Thus presentations of the findings of such studies should be made at this level.

For instance, of the various studies reviewed in this report, the *Third Party Review of BPEP Phase-II*, World Bank's *Nepal: Priorities and Strategies for Education Reform* are relevant for presentation at the central level. The report on *BPEP(1992-98): A Synthesis of experiences* is relevant for both central and district level presentation. *The Education for All: Year 2000 Assessment Report* is relevant for central and district level presentation. The reports *Reaching the Unreached: Social Assessment for Inclusive Education*, *Whole School Approach Recurrent Teacher Training* and *Effectiveness of Distance Teacher Training* are more relevant for district level presentation. The Report on *Children's Learning Obstacles: A Guidebook for Teachers of Rural Disadvantaged Children* is relevant for presentation at the Resource Centre Level. The Report on *Evaluation of Community-based ECD Programme* is relevant for presentation at the district and Resource Centre Levels.

### **4. Prerequisites for Dissemination of Findings of Research Studies:**

- a. The terms of reference of the research studies should include a requirement that the Researchers/Research agency will prepare a summary (besides the Executive Summary), and also prepare a Nepali translation of the summary.
- b. The approved budget for the research project should include expenses for dissemination for conducting seminars at central and district levels.
- c. The researchers/research agency should take the responsibility of the presentation of research findings at central and district levels.
- d. Equipment such as overhead projectors should be available for dissemination work.
- e. Copies of the completed research work should be available for reference purpose at the place where the dissemination session is held.
- f. Copies of the summary (in Nepali) should be made available to participants of dissemination session, particularly at the district level. Copies of the summary should be made available to national dailies (newspapers), and national news media).

- g. There should be adequate advance planning of the dissemination session/workshop, (whether it is held at the central, district, or local level). The venue, the equipment, refreshments and presentation materials should be specified in advance.
- h. The Department of Education should prepare and publish a booklet/leaflet on BPEP components and distribute it widely.
- i. The Research Section of the Department of Education should prepare and publish 'Abstracts' of the studies commissioned by it. The Section should maintain a depository of all studies commissioned by the Department.
- j. Timelines is an essential aspect of dissemination. Findings of research studies should be shared among the concerned people as soon as the study is completed. Various government organizations and donor agencies have commissioned studies in order to generate ideas for programme development or for resolving issues. Completion of studies at specified time and speedy dissemination is needed.

## **5. Mechanisms for Dissemination:**

### **I. Central Level**

- (a) Audience: Policy makers, Programme implementors, Specialists
- (b) Type of study: Policy studies, Programme evaluation reports
- (c) Presentation materials:
  - Summary of the study findings
  - Power point presentation or OHP presentation
- (d) Mode of presentation:
 

Presentation by the research staff with use of overhead projection/power point and Summary followed by discussion on the relevance of the study to current problems.
- (e) Time: 2 to 3 hours. With tea break (for one study)
- (f) Venue: Review Room of MOES/DOE or any other place with adequate seating facilities
- (g) Expenses: To be met from study project budget
- (h) Focus of presentation:
  - (i) The scope and aims of the study
  - (ii) Statement of findings
  - (iii) Conclusions and Recommendations of the study
  - (iv) Methodology of the Study
- (i) Presenter: The concerned Researchers
- (j) Moderator: Each presentation should be moderated by a knowledgeable person. The moderator will steer the discussion, and make the participants focused on the subject matter of the particular research study.

## II. District Level

- (a) Audience: District Education Officer, Supervisors, Resource Persons.
- (b) Type of Study: Studies relating to access, participation, retention, school quality, student achievement, supervision, recurrent teacher training, Education Regulations, ECD, District Education Planning.
- (c) Presentation Materials: Summary of the study in Nepali, multiple copies of the summary for distribution, OHP transparency presentation materials.
- (d) Mode of Presentation: Oral presentation supported by OHP presentation, followed by discussion
- (e) Time: 2 to 3 Hours with tea break (for one study)
- (f) Venue: DEO Review Room or some other appropriate place with adequate seating and presentation facilities
- (g) Expenses: To be built in the budget for study project
- (h) Focus of the presentation:
  - i) The scope and aims of the study
  - ii) Statement of findings
  - iii) Conclusions and Recommendations of the study
- (i) Presenter: Concerned Researchers
- (j) Moderator: There will be a moderator/chairman to guide the discussion after the presentation.

## III. Resource Centre Level

- (a) Audience: School Headmasters and Teachers
- (b) Type of study: Studies relating to quality of teaching, students participation, retention, school improvement plans.
- (c) Presentation Materials: Summary of the study in Nepali, illustrations (to be done by presenters)
- (d) Mode of presentation: Oral presentation with supporting materials, followed by discussions.
- (e) Time: 2 to 3 Hours with a tea break (for one study)
- (f) Venue: R.C. Hall
- (g) Expenses: To be build in the study budget.
- (h) Focus of presentation:
  - i) Scope and aims of the study
  - ii) Statement of findings
  - iii) Conclusions and recommendation of the study
- (i) Presenter: Concerned Researchers or Research agency staff (trained to conduct presentations)
- (j) Moderator : A Resource Person or Headmaster will act as moderator and guide the discussion after presentation.

## Section - V

### Summary

1. The purpose of the stocktaking of studies related to BPEP-II is to identify the research areas by reviewing all available relevant studies done since 1999. Identification of the research areas will help the Formative Research Project in identifying and selecting research areas to be sponsored by the project.
2. *The BPEP-II Programme Implementation Plan (Feb. 1999)* document has identified 20 research studies that will be carried out with BPEP funding support. A number of studies have already been commissioned and completed. The areas of studies mentioned in this document cover Student assessment/achievement (Grade 3, Grade 5 and District), Planning (district and school level), ECD, Headmaster effectiveness, Textbook distribution and Teaching materials, Internal Efficiency, Access, Teacher Training Evaluation, and Financing. (please see Appendix IV).
3. The stocktaking covers 23 studies conducted since 1999. The areas which have been covered in these studies are: ECD, Student Assessment/Achievement, Organizational Assessment, Capacity Building, Teacher Training, Disadvantaged Groups, Internal Efficiency, Student Attendance, and Bilingual Education. Several of studies that have been reviewed were commissioned by the Department of Education with BPEP funding. Areas that have not been covered by specific studies are: Alternative schooling, Literacy, District education planning, Local capacity building, Community mobilization, Physical facilities development and Special education. However, reports like 'BPEP: A Synthesis of Experiences', and Third Party Review Report have tried to cover BPEP components in brief.
4. The studies, that have been reviewed, have mentioned further areas of study in the concerned fields in most cases. The researcher (of the stock-taking study) has identified further areas that are implied by the concerned studies in the review.
5. Analysis of the findings of the studies in relation to BPEP components has been presented in Section II. In this section, the main areas of research have been presented in brief.

#### 5.1 *Physical facilities*

- Assessment of maintenance of school buildings constructed with BPEP support,
- Support to schools for maintenance of school facilities,
- Quality of construction of school building and Resource Centers,
- Utilization of Resource Center building,
- Improvement external environment of schools,
- Supervision of construction work by DEO and SMC.

#### 5.2 *Alternative Schooling*

- Assessment of School Outreach and Flexible Schooling programmes
- Supervision and monitoring of alternative schooling programmes of different levels
- Causes of low level of participation in OSP II



- Role of NFEC and district level agencies in implementing alternative schooling programmes
- Management process in conducting alternate programmes

### 5.3 *Education of girls*

- Assessment of effectiveness of the pilot schemes for promoting girls' education under BPEP II
- Recruitment of female teachers in primary schools
- Identification of girls from extremely deprived areas/communities for award of scholarship
- Economic feasibility of providing scholarships, uniforms on a large scale.
- Gender Equity aspect in Primary Education

### 5.4 *Education of special focus groups*

- Compulsory Education and its potential in promoting education of disadvantaged groups
- Effectiveness of *Dalit* scholarship scheme
- Effectiveness of BPEP incentives schemes in pilot districts
- Collection of more recent and detailed information on disadvantaged groups

### 5.5 *Special Education*

- (a) Integration of the disabled children in regular schools
- (b) Technical Evaluation of Special Education Programme

### 5.6 *ECD*

- Ways of ensuring smooth operation of ECD programmes (in a financially sustainable manner)
- Measures for promoting community involvement in ECD programmes
- Supervision of ECD classes
- NGO role in community based ECD programme
- Involvement of local bodies in ECD programme

### 5.7 *Community mobilization*

- Effectiveness of various IEC materials in raising community awareness about education
- How is the need to address the message to the rural areas being met?

### 5.8 *Literacy*

- Causes of low rate of enrolment in WEP II
- Problem of coordination among the related agencies in executing WEP
- Campaign approach: feasibility of using it for raising female literacy rate
- Contribution of WEP in raising female literacy rate

- 5.9 *Curriculum and Textbooks*
- Reading and writing abilities of students from different linguistic background in Nepali language
  - Use of different language textbooks: how are those being used ?
  - Improvements needed in textbook distribution.
- 5.10 *Student Assessment*
- A review of experience of schools/districts where CAS has been implemented (in terms of student promotion and learning achievement).
  - Support needed by schools to implement CAS
- 5.11 *Recurrent Training*
- Review of contents of WSA training
  - Capabilities of Resource Persons to implement WSA training
  - Use of WSA training by teachers
  - Review of training implementation process (recurrent training)
- 5.12 *Certification training*
- Quality of teacher training in PTTCs
  - Quality of DEC (Distance Education Center) Training
  - Management of teacher training in PTTCs
  - Management of PTTCs including management of physical facilities
  - Contact Resource Centers: functioning and management
  - Examination System in PTTCs and under DEC
  - Possibilities of interactive methods in DEC training
  - Upgrading qualification requirements for becoming a primary school teacher.
- 5.13 *Strengthening Central Level Institutions and DOE*
- Analysis of roles and functions of MOES, DOE and Central level institution with respect to primary education
  - Areas for strengthening of EMIS at MOES, DOE and DEOs
  - Improvement of administrative practices in MOES, DOE, and Central level organizations
  - System of supervision and monitoring of programme implementation in the districts.
- 5.14 *Strengthening DEP*
- Staffing requirement for DEP preparation
  - Review of guidelines for DEP preparation
  - Review of training/orientation on DEP
  - DOE policy guidelines on updating the DEPs
  - Development of supervision system through the RCs
  - Strengthening of DEO offices for programme implementation

### 5.15 Strengthening Local Capacity

- Preparation of detailed manual on preparation of SIP (in Nepali)
- Preparation of training materials for training headmasters and school staff on SIP
- Development of school EMIS: support needed for it.
- Development of materials on orientation to local community on bottom up planning.
- Strengthening of school management committees

6. Additional Study: In 2001, the government introduced major amendments (7th amendment) to the Education Act 2028. The Formative Research Project might consider undertaking studies relating to the impact of the amendments on educational management and financing at the local levels.

### Priority Areas of Research for F.R. Project

| <u>Component</u>                                  | <u>Research Areas</u>   |
|---|---|
| • <i>Physical Facilities</i>                      | Utilization of resource center physical facilities  |
| • <i>Alternative Schooling</i>                    | (i) Assessment of Alternative School Programmes<br>(ii) Supervision and Monitoring Alternative Schooling Programmes<br>(iii) Role of NFEC and district level agencies                                       |
| • <i>Girls Education</i>                          | (i) Assessment of Pilot Schemes<br>(ii) Economic Feasibility of providing scholarships on a large scale   |
| • <i>Educational of Special Focus Groups</i>      | Effectiveness of BPEP incentives and scholarships   |
| • <i>ECD</i>                                      | Supervision of ECD classes  |
| • <i>Literacy</i>                                 | Causes of low enrolment in WEP II   |
| • <i>Student Assessment</i>                       | Supervision of Schools by supervisors and RPs   |
| • <i>Recurrent Training</i>                       | Use of WSA training by teachers   |
| • <i>Certification Training</i>                   | (i) Quality aspects of teacher training in PTTCs<br>(ii) Quality of DEC training<br>(iii) Management of teacher training in PTTCs<br>(iv) Management of PTTCs (including management of physical facilities) |
| • <i>Strengthening Central Level Institutions</i> | (i) Strengthening EMIS in MOES, DOE, DEOs<br>(ii) Improvement of administrative practices in MOES, DOE and central level organizations  |

- (iii) System of supervision and monitoring of programmes implementation in districts
- *Strengthening DEP*
  - (i) Staffing requirements for DEP preparation
  - (ii) Review of guidelines for DEP preparation
  - (iii) Review of training and orientation on DEP
  - (iv) DOE guidelines on updating DEPs
- *Strengthening Local Capacity*
  - (i) Preparation of manual on preparation of SIP
  - (ii) Preparation of training materials for training headmasters and school staff on SIP
  - (iii) Development of school EMIS and support needed for it
  - (iv) Development of materials on orientation on "Bottom up Planning"

## Appendix 1

### Review of Studies related to BPEP II

#### Introduction

This section presents a series of reviews of study and research documents on areas related to BPEP II components. The study reports chosen for review are those prepared in 1999 and thereafter. Altogether 23 study reports have been reviewed. The format of presentation of the reviews is based on a previous BPEP publication "*Summary of some major studies done in BPEP I 1993-98*" (1999). However, in the present review, two new aspects have been added: (i) Comment on the study report and (ii) Research Issues Suggested or Implied by the Study. Several research studies have pointed out areas of further study. Implied research areas are those based on the recommendations of the particular studies.

#### List of Documents Reviewed

1. Basic and Primary Education (1992-98): A Synthesis of Experience
2. *Education for All: Year 2000 Assessment*
3. Nepal: Priorities and Strategies of Education Reform
4. Third Party Review of BPEP Phase II
5. Report of the Technical Panel Review of BPEP-II
6. Primary Teacher Training in Nepal: An Analytical Report
7. Effectiveness of Distance Teacher Training in Nepal
8. Whole School Approach Recurrent Teacher Training: A Formative Study
9. A Study on the Monitoring of Distance Teacher Training Programmes
10. Reaching the Unreached: Social Assessment for Inclusive Education
11. Children's Learning Obstacles - A Guidebook for Teachers of Rural Disadvantaged Children.
12. Nepal - Country Case Study - In Search of ECCD Indicators
13. Evaluation of Community-based Early Childhood Development Programme of the Department of Education
14. Strategic Action Plan for Community based Early Childhood Development Programme
15. Gender Assessment in the Education Sector
16. Bilingual Education
17. National Assessment of Grade 3 Students
18. District Level Assessment
19. School- Based Assessment in Nepali Public School
20. Capacity Building for Educational Development: An Institutional Analysis of MOES
21. A Report on Organization Structure, HRD, and Database System of MOE
22. A Study on Improvement of Internal Efficiency of Primary Education
23. A Study on Students' Regularity in Primary Education.

## Document - 1

### **Basic and Primary Education Project (1992-1998): A Synthesis of Experiences**

1. Title : Basic and Primary Education Project (1992-1998) A Synthesis of Experiences
2. Study Conducted by : A Study Team, with Dr. G.M. Shrestha as Team Leader
3. Date : October, 1999
4. Purpose : The report was prepared with support from DANIDA. The study aimed at synthesizing the results and experiences of BPEP I phase and to determine the impact on systemic development of Basic and Primary education in Nepal.
5. Objectives :
  - [a] Examine the evolution of the project management structure and assess its adequacy and effectiveness;
  - [b] Assess major contributions of BPEP in programme development of different components of primary education;
  - [c] Determine status of implementation of different project activities;
  - [d] Identify systemic changes as reflected by selected indicators of primary education improvement;
  - [e] Draw implications for the future development of basic and primary education in Nepal.
6. Methods :

*Study Type* : Evaluative Study

*Sampling* : Purposive

*Sample Size* : Two districts, and 82 Resource Centres

*Tools/Strategies* : Orientation meetings with project personnel

  - Consultation with chiefs of units of Project Implementation Unit
  - Review of related documents
7. Findings :
  7. 1. The BPEP adopted a management structure which led to the efficient delivery of project inputs on one hand and which facilitated the development of programmes and materials on the other.
  7. 2. The BPEP adopted a management structure that encompassed eight programme components. The BPEP management institutionalized a cooperative planning process that produced a detailed annual work plan and organized management workshops annually to facilitate project implementation at the district level.
  7. 3. Strong project leadership (PIU) provided support for consolidation of the BPE management unit of the DEO level. BPEP operational procedures ensured timely delivery of training, resources, and materials for project activities at the district, RC, and school levels.

7. 4. Despite a high turnover of key staff, the BPEP made remarkable achievements in the development of programmes and materials, and in the implementation of project activities.
7. 5. Major contributions of the BPEP in programme development of different components of BPE are development of the following: (a) Primary Education Curriculum (b) Text-books, teacher guides, and supplementary materials, (c) School and Resource Centre building design, (d) Teacher Training packages, (e) Management training programmes (f) Non-formal Education package, (g) Special Education programme, (h) Women Education programme.
7. 6. Nationwide implementation of primary education curriculum, new textbooks and teachers' guide as well as curriculum dissemination training of primary teachers has been achieved, setting the stage for unified direction of primary education in the country.
7. 7. Despite massive training programmes (teachers and RPs) the concomitant efforts to provide support to the teachers in adopting the improved teaching/learning methods in the classroom, and in monitoring the impact of training in student achievements have been missing.
7. 8. The R.C. structure has been adopted as a last echelon of educational management; 670 RCs have been established in 40 districts.
7. 9. ECD component has been introduced as part of BPEP.
7. 10. Various forms of Non-formal Education Programmes were implemented.
7. 11. Only about a quarter of WEP I participants were enrolled in WEP II and WEP III. Thus, only a small percentage of girls and women have acquired income-generating skills up to a functional level.
7. 12. A pilot programme in compulsory primary education was started.
7. 13. The policy of appointing at least one female teacher in a primary school has been put into effect.
7. 14. With 14,112 new classrooms constructed and 7520 classrooms rehabilitated, in a majority of primary schools in 40 districts, appropriate physical infrastructure required for instructional improvement is in place.
7. 15. The introduction of a basic education package addressing the education needs of a cross-section of population from pre-school age to adulthood is a significant achievement of the BPEP.
7. 16. A major achievement of the BPEP was bringing together a group of professionals and educational administrators to work for the betterment of primary education in Nepal.
7. 17. The single most important impact of the BPEP was that the basic and primary education has remained a top priority programme of the government. The relevant policy decisions are:
  - i. Adoption of the RC structure as the part of educational management
  - ii. Decision to provide at least 10 days recurrent training to every teacher every year.
  - iii. Placement of at least one female teacher in each primary school.

- iv. Inclusion of ECD programme in regular structure of MOE.
  - v. Introduction of coupon system in free textbook distribution.
  - vi. Revision of SMC structure, to include parents and representatives of disadvantaged communities.
  - vii. Decision to introduce Compulsory Primary Education gradually.
7. 18. Several impacts on programming were achieved; these included cooperative programme planning and placement of specialists in key positions of BPEP management.
  7. 19. Impact on district capacity building is significant. The BPEP has made the District Education Administration respond to the needs and challenges of the basic and primary education.
  7. 20. The impact of Resource Centre in terms of promoting change in classroom practice is minimal. R.C. system is still in the process of evolving a system of providing support to primary schools. The practice of using the RC as a resource centre by the teachers is still almost non-existent.
  7. 21. The impact of the BPEP on the efficiency and effectiveness of primary schools has been slight but positive. Sample surveys in 20 BPEP districts have shown a higher promotion rate and lower repetition rate for these schools (compared to the primary schools as a whole).
  7. 22. The following shortfalls have been identified in the BPEP implementation:
    - i. There is no annual plan at the school level for improving school atmosphere and classroom teaching learning processes.
    - ii. No programme management workshops are held at the Resource Centre and at school levels.
    - iii. There is no clear line of command and control over what was supposed to happen at the classroom level.
    - iv. A system of providing essential materials and support to teachers and monitoring as well as recognition of best efforts at the school level was missing.
    - v. Training is a one way 'traffic' of 'unknown emphasis' and "unseen practices".
    - vi. There is still a lack of clarity on the process of utilization of the inputs at the RC and at the school level.
    - vii. There are three types of Resource Persons, who tend to play different 'tunes'
    - viii. There is much emphasis on the periphery aspect and rituals, and little focus on the children's learning and achievement of essential knowledge and skills.
    - ix. There is a general feeling of too much resources consumed at the central and district levels.

## 8. Recommendations:

- 8.1 Local team effort for school improvement should be promoted. The central level efforts are essential but not sufficient. Sustained changes in classroom practice are possible only through local team efforts.



- 8.2 A local vision of school improvement should be established. Primary and basic education change and reform processes should be guided by a local vision of improved school practices that would lead to improved life styles and community development.
- 8.3 Schools should be made to prepare school plans to put the local vision into practice. The school plans should be jointly prepared by the schools, the community and responsible educational personnel of the districts.
- 8.4 An effective school and teacher support system should be developed and implemented. Such a support system should address all the aspects of the total quality improvement including teacher support in a school system.
- 8.5 There should be a technical resource team at the Centre and at the district level, in order to provide technical support and guidance to the local team effort at the school and community level. The district technical capacity to coordinate, support and monitor quality improvement efforts should be significantly enhanced.
- 8.6 A holistic approach should be adopted in bringing about quality improvement in the teaching/learning processes. Training, provision of materials, supervision and reinforcement of best practices should take place simultaneously, not piecemeal, in order to make an impact on teaching learning processes.
- 8.7 It is important to promote innovations at the school level and give rewards for best practices in the schools. The RPs and the trainers should work with teachers in a participatory way to enable them to use new methods and materials on their own.
- 8.8 The Resource Centres should be developed and used as centres for design, development and demonstration of new methods and materials.
- 8.9 Educational change and reform is a long-term process which requires continuous and consistent efforts in making it a success.
- 8.10 A consensus and commitment for the achievement of '*Education For All*' goals should be built. All key actors - planners, managers specialists, trainers, teachers and parents are responsible and accountable to bring the child to participate in the educational process, to help the child learn useful knowledge and skills and to enable to fully participate in the development of his/her potentialities and of the community.
- 8.11 There is a need to mobilize school personnel and local communities to make efficient and effective use of the government inputs so that development of primary and basic education can gather momentum. The educational reform should be taken as a joint responsibility of the government and local community.

9. Comments:

The Report critically evaluates the programmes conducted under BPEP over the period 1992-1998. It has assessed the major contributions of BPEP, achievements of BPEP with respect to (a) Quality improvement, (b) Increasing access and (c) Strengthening management. The impact of BPEP has also been analyzed. The

Report considers the school level implementation of reforms to be weak, and also states that the Resource Centre system has not been able to bring about improvements in the teaching and learning situation at the school level. The BPEP has devoted a large volume of resources in the teacher training programmes of various types. According to the assessment made in the Report, the teacher training programmes have not led to expected improvements in teaching practices in the schools. The Report contains a series of recommendations that focus on local team effort to improve school teaching based on school improvement plans, and on providing support systems for the schools and the teachers. The main message of the Report is that the educational reform programmes like the BPEP should aim at improving teaching and learning at the school level with the establishment of a local vision of school improvement and school improvement plans based on the vision.

10. Research Areas:

- (a) Developing a local vision of school improvement: Roles of school, community and DEO.
- (b) School Improvement Plans: Contents, process of developing the plans, Implementation responsibilities
- (c) Formation of Technical Resource Team at the district level
- (d) Status of Resource Centres : their role and functioning
- (e) Developing Resource Centres as centres for design, demonstration of new methods and materials.

Document - 2  
**Education for All**  
**Year 2000 Assessment**

1. Title : Education for All : Year 2000 Assessment, Nepal Country Report
2. Study Conducted by : EFA Assessment Committee, Ministry of Education, Nepal
3. Date : January, 2000
4. Purpose: The national EFA 2000 Assessment was conducted to evaluate the progress made towards the EFA goals as part of the global assessment effort following the guidelines of the International Consultative Forum on Education for All. (EFA Forum)
5. Objectives:
  - (a) To construct a comprehensive picture of the progress made towards the "*Education for All*" goals since 1990.
  - (b) To identify priorities and promising strategies for overcoming obstacles and accelerating progress,
  - (c) To, draw future strategies in line with Education for All.
6. Methods:

*Study Type* : Evaluative study based on secondary data  
*Sampling* : Purposive

*Sample Size* : Two districts, and 82 Resource Centres

*Tools / Strategies* : Orientation meeting with project personnel

- Conducting assessment using the guidelines provided by the EFA Forum.
- Formation of a Technical Committee, which spelt out the tasks to be undertaken.
- Collection and analysis of data (secondary) on the EFA Indicators.
- Formation of Technical Task Groups on (i) ECD, (ii) Primary Education (iii) Literacy (iv) Skill Education, and (v) Educational Media.
- Sub-regional Workshop for Discussion on Draft Report.

7. Findings:

- 7.1 The government considers ECD as an instrument of developing children to their full potential and also as a strategy for improving the quality and efficiency of primary education. Many private schools, several public schools, several NGO's are engaged in ECD programmes. The Ninth Five Year Plan document has a target on establishing community based ECD Centres.
- 7.2 In the year 2000, it was estimated that 13.5% of new entrants into Grade I had ECD experience; the proportion of Grade I entrants with ECD experience was much higher in private schools compared to that in public schools.
- 7.3 In 1997, the net enrolment rate at the primary level (Grade 1-5) was 69.6%, indicating that about one third of total primary school age children are still outside the formal system of school education. The high gross enrolment rate (122%) in the same year suggests the capacity of the system to absorb a large number of children.
- 7.4 A large number of programmes/interventions at the governmental and non-governmental levels have helped to expand access to basic and primary education during the 1990's.
- 7.5 The proportion of public education expenditure devoted to primary education increased from 46.7% in 1991 to 52.2%, in 2000 BPEP I, and PEDP expenditures have contributed to this increase.
- 7.6 The problems of high repetition and dropout rates have persisted throughout the 1990's decade. The new expansion of access has brought in more children from disadvantaged communities. In these communities, schooling is a new experience for children as well as their parents. This could be one reason for the persistence of repetition and dropout problem. Other reason relates to the school environment and classroom practices. There is an unfavorable school environment for the children from disadvantaged communities.
- 7.7 Grade 5 Achievement Test scores (mean achievement) in Nepali, Mathematics and Social Studies were found to be 51.46, 27.25, 41.79 respectively, indicating very poor performance of the students in

Mathematics. There are variations in mean scores by Regions and Eco-Zones.

- 7.8 The adult literacy rate (15+ population) was found to be 44.8% in 1997. There has been progress in the literacy percentage, but the goals are still unattained. Several problems exist in promotion of literacy. These include shortage of human, financial and material resources and the difficult socio-economic situation in which the children as well as adults find it difficult to join the literacy programmes. There is a growing concern about need of combining literacy with socio-economic development programmes.
- 7.9 The participatory planning processes at central, district and community levels, the establishment of Resource Centres, and encouragement of local quality improvement efforts are promising strategies.

## 8. Recommendations:

The report presents a number of required measures based on programmes of BPEP II phase under the heading of 'Future Directions.' A brief mention of these measures is given here:

- 8.1 The government will continue to improve physical facilities in schools, particularly in communities with disadvantaged children to improve access and the learning environment.
- 8.2 Alternate arrangements such as 'school outreach', flexible schooling and 'out of school' programmes will be made.
- 8.3 With a view to reduce gender gaps in education, the following activities will be taken up: scholarships for secondary school girls; gender audit of curriculum and materials; appointment of female teachers in primary schools; incentives for girl children (scholarships for girls and *Dalits* and nutrition programme in selected areas).
- 8.4 Resource classes will be established for children with disabilities to enable them to participate in normal classes.
- 8.5 ECD activities will be conducted as community based programmes in which communities and parents will manage the ECD centres with technical and partial support from the government.
- 8.6 Literacy programmes will be conducted as national campaigns with involvement of national and international NGO's local bodies and local communities.
- 8.7 Literacy programmes with focus on life skills education will be conducted for young women under the BPEP II.
- 8.8 Curriculum will be made relevant with appropriate revisions, and teacher guides, supplementary materials and training materials will be revised and made available. School libraries will be set up.
- 8.9 Liberal promotion policy will be adopted by linking it with a continuous assessment system and recurrent teacher training. Under the policy a minimum level of learning will be determined for each grade, and learning will be assessed continuously.

- 8.10 The entry of untrained teachers into the teaching force will be stopped by strictly following the policy of mandatory 10 month teacher training and making institutional arrangements for provision of such training.
- 8.11 In future, the minimum qualifications required to become a primary school teacher will be raised from S.L.C. to undergraduate level education, at least Higher Secondary Education.
- 8.12 Pre-service teacher training and teacher certification will be made mandatory.
- 8.13 Resource Centres will be developed as a base for technical and professional support for schools and teachers.
- 8.14 District and cluster training plans will be made demand driven and responsive to individual schools' needs and priorities.
- 8.15 A new approach to the delivery of distance education for teacher training is proposed. Its content and activities will be more closely related with carrying out action research in participant schools and school clusters.
- 8.16 An EMIS and a PMIS (Programme Management Information System) at national and district levels will be established to provide information for monitoring and planning education activities.
- 8.17 The headmasters, SMCs, and Village Education Committees as well as parents and citizens will be involved in supporting quality improvement and monitoring school activities.

9. Comments:

The Report draws on secondary data and information to assess the country's progress towards attaining the EFA goals. The various programmes related to EFA have been briefly reviewed, and the progress has been assessed on the basis of 18 indicators. The report concludes with a brief survey of various measures mentioned in BPEP II. The Report makes few suggestions/recommendations of its own. The Report contains a statistical section in which tables on GER, NER, Internal Efficiency, Teacher Qualifications, Literacy are presented. The Report mentions that a new system of distance education for teacher training is proposed; however there are no details given about it.

10. Research Areas:

- a. Formation of role of Village Education Committee
- b. The scope of EMIS and PMIS at the district level
- c. The effectiveness of campaign approach to literacy programme
- d. Primary Teacher Licensing System
- e. Implications of raising the qualifications requirement for being a primary teacher.

## Document - 3

### **Nepal: Priorities and Strategies for Education Reform**

1. Title: Nepal: Priorities and Strategies for Education Reform
2. Study Conducted by: Human Development Unit, South Asia Region, The World Bank
3. Date: July, 2001
4. Purpose: The purpose of the Report was to help the government (HMG, Nepal) in determining the future structure and strengthening of the education system in Nepal.
5. Objectives:
  - (a) To identify key constraints, which are hindering the development of the education system.
  - (b) To suggest priorities and strategies for organizing and managing the required changes.
6. Methods:

*Study Type* : A Sector Analysis

*Sampling* :

*Sample Size* :

*Tools/Strategies* :

  - Several analytical reviews of the separate educational levels and of key issues were undertaken by a team of national consultants.
  - A vision of the educational system in Nepal in 20 years was developed; this vision was subjected to an enrolment and financial projection model; and financial feasibility of various scenarios was assessed.
  - Focus group discussions were held with key stakeholders including teachers, school principals, District Education Officers, program coordinators, policy makers, politicians and members of student unions in order to get reaction to the analysis and to the emerging issues, and alternative strategies for reform.
7. Findings (with respect to Primary Education and Literacy):
  - 7.1 Quality of Education
    - Fragmented curriculum, weak student assessment system both within and across schools, and a weak support system for teachers to translate their knowledge and training into classroom situations have led to poor teaching and learning across all levels.
    - Weak school leadership, sporadic supervision and monitoring and inadequate libraries and equipment further constrain the teaching and learning environment.
    - Inadequate teacher deployment, support and management are the main causes of poor quality of education.

- 7.2 Management: Management of the education system is highly centralized and lacks professional vision and leadership
- The teaching force is highly politicized. There is low level of accountability in the teachers.
  - DEO's (officers) are frequently transferred. DEO's spend most of their time meeting political delegations and attending to matters relating to teacher's transfers rather than supporting school supervision and promoting quality improvement.
  - Professionalism and leadership are lacking in the education system.
  - There are gaps between policies and their implementation.
- 7.3 Financing
- Teachers and parents are recognizing the fact that the 'fee-free' education policy from Grade 1 through Grade 10 limits the opportunities for public schools to levy charges and raise funds, and thus reduces a school's capacity to provide vital teaching and learning materials.
  - Free education policy has been partly counter-productive
- 7.4 Access and Retention
- Main factors causing failure to complete primary schooling are the high opportunity and direct costs of schooling for the poorest families and the extremely low nutritional status of many young children.
  - Young teachers with inadequate qualifications and little experience are not well prepared to address the psychological and socio-cultural needs of young children particularly in Grades 1 to 3.
  - The educational system is encouraging social disparities.
  - While access to all levels of education has increased considerably, participation remains unequal across income and social groups and benefits of public subsidies are inequitably distributed.
- 7.5 Levels of Literacy and educational attainment are low. Literacy levels vary substantially by geographical/ecological areas and income levels.

## 8. Recommendations:

### 8.1 Access

- Ensure that all children enroll in and complete a five year primary education. Develop the structures and processes for extending the basic cycle of schooling to 8 years.
- Expand the level of adult literacy with focus on 15-45 years age group who have never been to school.
- Major efforts are needed to convince parents and communities about the benefits of girls' education and incentives to target girls' enrolment; and school environments, both physical and socio-cultural, should be made more conducive.

## 8.2 Efficiency

Strategies to increase performance in Grade 1 to 3.

- Discourage enrolment of underage children in Grade 1 in favour of early childhood development programmes
- Focus on implementation of liberal promotion policy combined with continuous assessment in Grades 1 to 3.
- Improve regularity of opening of schools and attendance of students and teachers.
- Revise school financing system to reward schools which can reduce dropout and repetition rates.

## 8.3 Quality

Strategies to increase the quality of primary schools could include:

- The development of head teacher cadre and its preparation to lead school reforms;
- An increase in time on task by ensuring that school runs classes for at least 200 days a year with a minimum students and teachers' attendance of over 80%.
- The use of continuous assessment in Grades 1-3 to improve classroom practices and to support students and teachers in the classroom.
- Improvement in quality of academic support system for the teachers.

## 8.4 Teacher Management

Develop a teacher management system that includes teacher education and training and conditions of service that will meet the need of primary, lower secondary and secondary levels and improve the quality of teaching.

## 8.5 Decentralize the education system to the institution level/school to allow autonomy, community ownership and support, technical leadership and accountability.

- Enable the schools themselves to address the key factors and priorities relating to equity, efficiency and quality, and
- Expand autonomy and improve the quality of school governance through effective school governing boards and headteachers having adequate legal authority to undertake these tasks.
- In addition to handover of public schools to communities, consideration could be given to management by local governments, NGOs, teacher organizations, or even private operators. Each would have to meet similar eligibility criteria.

## 9. Comments:

The Report covers issues of all levels of education from primary to higher education: Considering only the issues of primary education the report deals with aspects of access and retention, quality, and system management. The Report recommends a 8 year primary education cycle. The Report identifies teacher management as critical to school reforms. Partnership with NGO's and the private



sector has also been stressed. The Report represents analysis of educational issues in-depth, and contains suggested strategies to resolve the major issues.

10. Research Areas:

- (a) Causes for the low level of achievement (in relation to the targets set in plans) in literacy rate of adult age groups.
- (b) Difference in the educational experience of those who can pay for schooling and those who cannot.
- (c) Consequences of high repetition and dropout rates at the primary level.
- (d) Time allocation of (a) District Education Officers, (b) School Supervisors in different work schedules.
- (e) Management of public schools (Primary) at local and district levels.
- (f) Issues relating to change over from centralized system of managing education to a decentralized system.
- (g) Rationale for the proposed 8 years' cycle of basic education.
- (h) Use of facilities and incentives by children of disadvantaged groups.
- (i) The effectiveness of the continuous assessment (in Grades 1-3).
- (j) Ways of increasing cycle completion rates.
- (k) District Education Offices in relation to district education planning and implementation including school improvement planning.
- (l) Capability development (district staff, field level personnel) at the local level.
- (m) Improving teacher management system.
- (n) Ways of reducing social disparities in education.
- (o) Current public funding of the schools, implications of Free Education Policy (Primary level).
- (p) Implications of currently announced changes in the system (changes in Education Act).

Document - 4

**A Third Party Review of BPEP Phase-II**

1. Title : Report on 'A Third Party Review of Basic and Primary Education Program Phase-II.'
2. Study Conducted by: TEAM Consult Pvt. Ltd.
3. Date : October, 2001.
4. Purpose: The Study was commissioned by Research and Development Section, the Department of Education in order to review the progress of implementation process and outcomes of BPEP programmes. The study was used for facilitating the mid-term review of BPEP-II.

5. Objectives:

The overall objectives are:

- (a) To provide an independent assessment of progress towards institutional quality and equity targeting objectives of the programmes.
- (b) To assess the implementation of policies and strategies and impact of these at school and community levels.
- (c) To assess specifically the qualitative aspects of project implementation procedures and outcomes.

Specific objectives are the following:

- (a) To assess progress in increasing school participation of girls and children of underserved groups and rapid appraisal assessments of community response to their low participation.
- (b) To examine the operation of small schools as to multigrade teaching and efficiency of teacher deployment.
- (c) To evaluate the quality and relevance of recurrent in-service training activities and their impact on classroom interaction, teacher behavior and student learning.
- (d) To analyze and use results from national assessments of Grades 3 and 5 students to improve the teaching and learning of reading and mathematics in Grades 1 to 3.
- (e) To investigate the progress made on the use of NGO/CBO in delivering such programs as alternative schooling, focus group programs and early childhood development programs.
- (f) To evaluate the progress made in monitoring - including the status of EMIS and EMIS system - the quality of reporting, and use of data in decision making.
- (g) To examine the progress of school improvement planning and its impact on community participation and school improvement.
- (h) To scrutinize the progress of district education planning and its impact on the organization of district education offices, district programs and decentralized planning process.
- (i) To assess progress on technical assistance arrangements - including in-country training and courses undertaken by overseas fellowships - and their impact on program implementation.
- (j) To establish the compatibility of annual strategic planning (ASP) with the Policy Framework, in terms of budget allocation process and implementation of priority programs.
- (k) To evaluate the implementation of the program in relation to agreed indicators.
- (l) To examine the effectiveness of each of the components and sub-components in terms of their contribution to the achievement of the overall goals of the program, and
- (m) To make recommendations for improvement at the policy as well as operational levels for an effective delivery of the BPEP program, including the revision of PIP (Project Improvement Plan).

6. Methods:

*Study Type* : Evaluative Study

*Sampling* : Purposive/Random

*Sample Size* : 3 Districts, 24 Schools

*Tools/Strategies* :

- Fieldwork was done in 3 districts; random and purposive sampling was done for selection of 24 schools from 6 clusters (6 Resource Centers).
- Document review and secondary information collection.
- Focus group discussion: 18 focus group discussion (FGD) sessions, (6 FGD each in 3 districts) were conducted
- Key informant interviews were conducted.
- Tools used: checklist for conducting key informant interviews, guidelines for conducting focus group discussion.

7. Findings:

7.1 Access and Retention

- Improvement of physical facilities in schools had positive impact on access and retention of students in schools.
- Achievement rate of classroom rehabilitation was 90% to 100% (in the BPEP districts); the quality of construction works should be evaluated.
- Alternative schooling programmes (BPEP) constituting of: (a) *Out of school program*, (b) *School outreach Programme* and (c) *Flexible school programmes* are conducted by the Nonformal Education Center (NFEC). There is network of agencies and functionaries at the district level to implement these programmes. These are District Education Office, Local Persons, School Supervisors, District Development Committee, Village Development Committee, and NGO's.

Information is lacking on the effectiveness of management procedures:

- Focal persons and resource persons were not found to be engaged in monitoring and follow up of the programmes activities.
- Majority of OSP-I completers did not join OSP-II, thus raising the issue of relapse into illiteracy.
- Over 12,000 girls from disadvantaged communities had benefited from Education for Girls Programme. Information is lacking on process of identifying disadvantaged girls for award of various incentives.
- *The Education for Special Focus Group* sub-component of BPEP-II is aimed at increasing the enrollment of primary school age children of disadvantaged groups in the schools. The activities are currently executed in 24 VDCs of 8 districts, and cover groups such as Rai-Lepchas, Musahars, Muslims, Kamaiyas, Tharus and Tamangs. The programme is reported to have encouraging impact on raising access and retention of the concerned ethnic children.

- *Early Childhood Development Programme* had varying degree of success in districts, depending on availability of community support. It was relatively more successful in Ilam district.
- *Women Education Programme (WEP)* had contributed to raising female literacy rate.
- There is lack of coordination among central, district and community level agencies in implementing the literacy programmes.

## 7.2 Educational Achievement

- Student achievement at the primary level is found to be low both at Grades 3 and 5, particularly in Nepali, and Mathematics. Students in private schools did better. Several factors were reported to be responsible for the better performance of private school students. These included the better school facilities and management, parents' ability to help the children and availability of better qualified teachers.
- The policy of liberal promotion has not received the attention it deserves. There are doubts expressed about the usefulness of this measure.

## 7.3 Teacher Training

- The recurrent training activity (conducted locally in Resource Centers) constitutes an effective and practical approach to training.
- The physical facilities in Resource Centers and capabilities of Resource Persons should be assessed with regard to the conducting of the recurrent training.
- With regard to Certification training, the incentive provided to the trainees is not attractive enough and training does not necessarily open up the career path for them.

## 7.4 Capacity Building

- The MOES and DOE are heavily involved in routine activities, thus having less time for strategic planning, monitoring and evaluation.
- Frequent changes in top leadership positions tend to adversely affect implementation of programmes.
- There is a lack of effective communication and coordination between DOE and central level line agencies and between DOE and District Education Offices.
- The DEOs, RCs and schools lack necessary logistics to execute their functions effectively.
- There is no separate section in DEO (offices) responsible for planning. Educational data needed for planning exercise are inadequate. There is no adequate time (in DEO offices) for planning. Plan implementation is not taken seriously (both by DOE and DEOs).
- There is an intense conflict between DOE and DEOs regarding budget ceiling and programme formulation and finalization. The DEO's complain that the district plans (DEPs) are not given due consideration by the DOE.

- The DOE feels that the DEPs (plans prepared by DEOs) are not rational enough and that the proposed budgets (in DEP's) are highly inflated.

## 8. Recommendations:

### 8.1 Access and Retention

- The minimum level of physical facilities for the primary schools should be determined and schools not having the minimum level should be upgraded with collaborative efforts of BPEP and local communities.
- It is necessary to assess the effectiveness of the various programmes of alternative schooling.
- Monitoring and follow up activities should be carried out at local levels, and efficiency of NGO's and CBOs should be assessed.
- The activities conducted under the Education for Girls Programme in the pilot districts should be evaluated.
- The Special Focus Group Programmes should be extended to more districts.
- WEP should be continued in order to raise the female literacy rate.
- The achievement levels of OSP completers should be assessed in order to judge the effectiveness of the OSP programme.

### 8.2 Student Achievement

- Since the activities of the teachers are not properly supervised by SMC members and by supervisors (especially the RPs), the RPs should be made to focus on school supervision rather than on other activities.
- Teacher training programmes should be strengthened and a support system should be put in place to help teachers use the skills they have learnt (in training).
- Continuous Assessment System (CAS) should be implemented nationwide in earnest.

### 8.3 Teacher Training

- Facilities available in a majority of schools are insufficient to use the skills learnt. So a support system should be developed for the teachers.
- Teacher training should be linked with career development.
- Qualifications for a primary school teacher should be upgraded.
- The NCED and PTTCs require considerable strengthening of the management and technical capabilities
- A comprehensive national teacher-training curriculum should be developed.
- All teacher training activities should be put under the jurisdiction of NCED.

### 8.4 Capacity Building

- The roles of MOES, DOE and other central level agencies should be reexamined.
- Leadership level personnel should be made to continue in their jobs for minimum fixed periods.

- Monitoring and evaluation mechanism of each level should be made more effective.
- SMCs should be revitalized and VECs should be formed.
- There is a need for strengthen DOE, revitalize DEOs and strengthen the RCs.
- There is a need of establishing and using data base information at all levels (an effective EMIS).
- Each school has to prepare a school improvement plan through micro planning exercise.

9. Comments:

The Review has been done within a short period of time to meet the deadline of mid-term Evaluation. Terms of Reference are extensive. Attempt has been made to fulfil the TOR requirements. The Report comes up with a series of recommendations aimed at making BPEP implementation more effective.

10. Research Areas:

(a) Access and Retention

- Extent of effectiveness of the management process in Alternative Schooling Programme
- Reasons for noninvolvement of Focal persons and Resource Persons in monitoring and follow up of the alternative schooling activities
- Information on the benefit received by the completers of OSP
- Follow-up study of Flexible Schooling Programme.
- Effectiveness of Special Focus Group programmes and Incentive Programme (Feeder hostel, Scholarship for secondary level girl students and incentive for girls) in raising participation of girls belonging to the special groups in school education.
- Factors in ECD Programme success in districts
- Coordination among agencies at Central, District, and Community levels in implementing WEP activities.
- Evaluation study of strengths and weaknesses of the three modalities of Alternative Schooling
- Evaluation study of piloting of Education for Girls Programme
- Evaluation of Special Education Programme with respect to its effectiveness.
- Reasons for high dropout rates in OSP Programme
- Distinguishing aspects of ECD management "model" of Ilam district.

(b) Educational Attainment

- Reasons for ineffective school supervision (by School Supervisors and Resource Persons) in schools (in BPEP districts).
- Proportion of time developed by the RP's in school supervision and other works.
- Reasons for teachers not utilizing the skills learnt in training.

- Factors in slow implementation of Liberal Promotion Policy
- The improvements needed in the mechanism for textbook distribution.
- Minimum learning levels as the basis for liberal promotion
- Findings of experimentation of liberal promotion policy in the pilot districts.

(c) Teacher Training

- Assessment of capability of RP's to conduct recurrent training.
- Type of support system to enable teachers to perform well in schools (upon completion of teacher training).
- Implications of upgrading qualification requirement for primary teacher appointment .
- Areas of strengthening the NCED and PTTCs.
- Analysis of teacher training curriculum.

(d) Capacity Building

- Relationship (coordination) of DOE with other central level organizations of MOES (like CDC, NCED, DEC).
- Role of Regional Directorate in context of BPEP.
- Dissemination of findings of "Grade 5 National Assessment" study for DEO staff and teachers.
- Process of preparation of DEP, and role of DEO in plan preparation, capabilities needed in DEO office for preparing DEP.
- Resolution of the problem: DEO's have no system to coordinate, supervise, monitor and support the tasks performed by the school supervisors and the Resource Persons, (p. 81 of the 3rd Party Review Report).
- Implementation of District Education Plans.
- Guidelines for preparation of DEPs.
- The contents of a School Improvement Plan (SIP) and process of preparing it.

## Document - 5

### **Report of the Technical Panel Review of BPEP II**

1. Title : Report of the Technical Panel Review of BPEP-II
2. Study Conducted by : Department of Education; Study carried out by Technical Panel with Dr. G.M. Shrestha as Team Leader
3. Date: November, 2001
4. Purpose: The study was commissioned by the Department of Education to provide a base for the Mid-Term Evaluation of BPEP-II (March 200)
5. Objectives:

The main objectives of the Technical Panel Review is to assess the progress and achievement during the first two years of implementation of BPEP II against the stated

programme objectives and to provide recommendations for adjustments and alignment of BPEP II. The specific objectives are to:

- (a) Assess the physical and financial status of implementation;
- (b) Assess efficiency and relevance of the programme on the background of its main goals and make preliminary observations on the likely impact of the programme;
- (c) Assess the technical assistance for institutional development and capacity building;
- (d) Assess the extent to which the implementation strategies meet the needs of the diverse settings in Nepal;
- (e) Assess the planning, monitoring and reporting procedures, to identify bottlenecks and determine areas for improvement;
- (f) Review the modalities applied for investment funding (Basket) and technical assistance funding and for communication between HMG and donors;
- (g) Review the decentralization strategy in BPEP II in the light of recent developments in HMG's policies and legislation for local self-governance.
- (h) Review HMG's policies for the Education Sector as a whole, particularly the proposed education legislation amendments, the preparations of an Education For All Plan (Dakar EFA Framework of Action), the Tenth Plan and new initiatives for secondary education as well as Poverty Eradication Strategy;
- (i) Assess the effects on programme delivery of insurgencies in some districts, and indicate adjustments in the light of HMG's strategies to overcome possible adverse effects, and
- (j) Recommend adjustments and alignments of the Policy framework and the activities of BPEP II.

## 6. Methods:

Study Type: Evaluation of Project Implementation

Sampling: ...

Sample Size: ...

*Tools/Strategies*

- Formation of Planning and Support Team (in the Department of Education) to provide support to the Technical Panel
- Consultations with MOES/DOE officials and Donor Representatives
- Document Review
- Field Visits
- Round table sessions (four) on different areas of programme implementation, policy framework, and quality of teaching

## 7. Findings

7.1 Physical facilities development: In 2000/01, the Department of Education was able to accomplish only 45.9% of the target set for classroom rehabilitation. This suggests the need for improvement in the implementation capacity of the Department. JICA supported construction



works were achieved fully (100%). The JICA methodology is characterized by proper engineering and supervision support and timely delivery of construction materials.

- 7.2 Special Needs Education: The Girls' Education Programme and Education of Special Group' programme consist mainly of distribution of scholarship money to thousand of girls students. There are sustainability considerations in wide replication of these pilot activities. Further, there is a question: to what extent the increase in girls' enrolment and retention is due to these scholarship schemes. Further, there is an issue relating to proper targetting of the girls for award of scholarship (money).
- 7.3 Special Education: Separate Resource Centre are run for children with various disabilities. These Centres are attended by only a small number of children. In terms of expanding the program in future in a sustainable manner, it is necessary to involve the committees.
- 7.4 ECD: Progress under the component seems to be going well. In Ilam, the extensive community contribution is found. While the ECD classes seem to be popular, the coverage is limited in terms of the number of children enrolled in the classes.
- 7.5 Literacy: (Women Education Programme). Progress in attaining targets in WEP I is high (over 70% of target). But there is a drop in the number of participants in WEP II.
- 7.6 Curriculum and Textbook Revision: Grade I optional textbooks were prepared in various mother tongues; a publishing section was established.
- 7.7 CAS: Training was provided to school teachers on student portfolio maintenance. The main problem with proper implementation of CAS seems to be high student-teacher ratio in classes.
- 7.8 Relevant Teacher Training: Progress in providing recurrent training (10 days training) has been relatively high.
- 7.9 Certification Training: In 2001/01, DEC fulfilled 84% of its target of training 10,000 teachers, and NCED fulfilled 92% of its target of training 4725 teachers.
- 7.10 Strengthening DOE and Central Level Agencies : During 1999/2000 and 2000/01, progress was attained in setting up an EMIS structure, development of EMIS software, school level educational statistics, introduction of data collection and validation system and provision of EMIS training to 27,000 people nationwide.
- 7.11 Strengthening DEP: DEP's were prepared in all districts. School mapping was undertaken as a basis for sound DEP's. Workshops were held for district officials on the methodology of district training.
- 7.12 Local Capacity Building: During 2000/01, activities undertaken included holding workshops, management training for head teachers, SIP master trainers training, EMIS Master Trainers training and development and distribution of EMIS training packages.
- 7.13 In general, the implementation status by programme components has been satisfactory excepting the physical facilities improvement component (under CIP).

- 7.14 The needs of disadvantaged groups have remained inadequately addressed. For example, a database of groups has not been established and programmes needed to address their unique requirements have not been developed.
- 7.15 Social mobilization and communication have remained a weak component of BPEP II. A large number of people are not aware of BPEP.
- 7.16 DOE and specialized agencies like NCED and DEC are still dependent on external expertise due to lack of appropriate HRD programmes.

## 8. Recommendations:

The Report of Technical Panel Review gives several recommendations. (a) Policy related (b) Strategies, (c) Component Related.

### 8.1 Policy-Related:

Recommendations are based on framework, which focuses on child development and learning with active participation of parents and local community and on a holistic approach to quality improvement.

Specific policy-related recommendations include:

- (a) Adopt community empowerment, visible transformation of school, and direct allocation of resources to schools as the means of making school functional and effective.
- (b) Empower and enable VDC/VEC to support and sustain school improvement efforts.
- (c) Consolidate and strengthen RC as a professional resource centre and RPs as mobilisers, facilitators and supporters of school improvement efforts.
- (d) Consolidate and strengthen DEO/DEC to effectively fulfill its role as manager, facilitator, and supporter in achieving access, quality and management improvement targets of BPEP.
- (e) Shift the role and responsibility of DOE from planning, managing, implementing and monitoring district level components to providing policy guidelines, setting strategies, specifying standards and monitoring outcomes.
- (f) Consolidate the role of MOES in policy formulation, macro monitoring of outcomes and system performance, and coordination of external assistance.

### 8.2 The strategies recommended are:

- (a) Giving priority to and providing adequate resources for uplifting the educational status of disadvantaged districts and disadvantaged groups.
- (b) Making micro-level educational plan focus on producing visible results in school and classroom atmosphere, changing teachers and student behaviour, and ensuring learning from the very start of the school academic year.

- (c) Redefining the roles of parents, particularly mothers, to make their participation realistic, responsible and supporting children's learning and development.
- (d) Focussing inputs and intervention packages on critical areas of concern such as (i) Grade I improvement, (ii) Separate learning opportunities for the underage and overaged, (iii) education of children from disadvantaged groups and children with special needs, (iv) removing constraints on training and achievement through measures like bilingual education and remedial instruction in weaker areas.
- (e) Reducing the number of components (in BPEP programme) and redesigning them into interlined package to make the school functional and effective in promoting children's learning and development.
- (f) Redesigning the role of RPs as facilitators of quality improvement in close cooperation with teachers, SMC and parents.
- (g) Redefining the role of DEO's as supporters of school and RCs in gradual transformation of educational practices towards participatory and productive enterprises.
- (h) Undertaking advocacy, social mobilization, communication efforts with respect to above strategic choices.

### 8.3 Component related recommendations

- (a) ECD programme: At present, there are two types of programmes: (i) Community-based and (iii) school-based programme. There is the need to clarify the roles and responsibilities of different providers in ECD areas (through appropriate changes in Education Regulations).
- (b) Education of disadvantaged groups: BPEP needs to expand access to education for these groups. A database in the distribution of various disadvantaged groups in district population should be prepared (for each district). Incentives should be provided to schools and communities which succeed in eradicating illiteracy from the catchment area.
- (c) Education of girls: Data base on distribution of non-enrolled girls should be prepared, and education plan should be developed. Communities achieving improvement in girls' participation should be rewarded.
- (d) Learning achievement: There is a need to raise the learning achievement of school children. Measures needed are:
  - (i) Introducing mandatory preservice teacher training programme
  - (ii) Promoting competition among schools
  - (iii) Enabling teachers to adapt national curricula to local needs and conditions
  - (iv) Introducing grade teachers in primary grades
  - (v) Introducing CAS as a strategy for improving learning achievement
- (e) Teacher training: Integrated teacher training should be implemented by (i) implementing the teacher licencing policy, (ii) putting teacher

training programme under the coordination of a Central Umbrella Organization such as NCED.

9. Comments:

The Report of the Technical Panel Review of BPEP II assesses the achievements of BPEP over the past two years, 1999/00 and 2000/01. It analyzes the implications of changed contexts for implementation of BPEP programmes. The new context has emerged with the enactment of Local Self-Governance Act of 1999, and the Seventh Amendment of the Education Act. The Report gives several recommendations which are based on a conceptual framework of child rearing and development. Major recommendations of the report are concerned with enabling VDC/VEC to support school improvement efforts, strengthening of Resource Centres as professional resource centres, strengthening DEO/DEC as manager, facilitator and supporter in achieving BPEP goals of access, quality and management improvement. The report outlines action steps to realize the major recommendations.

10. Research Areas:

- (a) Enabling VDC/VEC to support school improvement efforts
- (b) Role of Resource Centre as professional resource centre, and R.P. as mobilizer, facilitator and supporter of school improvement efforts
- (c) Strengthening the Department of Education in areas of policy formulation, planning, and monitoring

Document - 6

**Primary Teacher Training in Nepal: An Analytical Report**

1. Title: Primary Teacher Training in Nepal: An Analytical Report
2. Study Conducted by: Cooperative Hands in Restoration, Advancement and Growth (CHIRAG)
2. Date: November, 1999
3. Purpose: The study was commissioned by Academy for Educational Development, as part of series of studies in support of BPEP.
4. Objectives:
  - (a) To examine the exiting primary teacher training packages currently in use to see if they meet the requirements and needs of prospective primary teachers.
  - (b) To identify training needs of primary school teachers in relation to primary school curriculum.
  - (c) Describe strategies and modalities for both pre service and in-service training of primary teachers.
  - (d) Assess the capabilities of the RCs/RPs, to see if they are competent enough to plan, implement and monitor recurrent teacher training courses.
  - (e) Prepare profile of primary teachers by districts and suggest teacher re-deployment policy and strategy.

- (f) Assess the capabilities of teacher training institutions and suggest strategies to strengthen them and identify prospective training institutions.

6. Methods:

Study Type: Analytical study of teacher training needs and programmes

Sampling: Purposive

Sample Size: Survey in 6 Districts

Tools/Strategies: 74 teachers, 74 Headmasters, 23 Resource Persons, 47 PTTC Trainers.

- Separate questionnaires designed and used for teachers, head masters, Resource Persons, trainers, NCED staff, DEC staff, and DOE staff.
- Analysis of primary school curriculum and teacher training packages
- Group discussion forms
- Teacher survey forms (Districts)
- Survey of Schools and PTTCs
- Discussions with DEOs, Programme coordinators and supervisors.

7. Findings:

- 7.1 The primary teacher training curriculum used by NCED covers the primary school curriculum. Training has raised the confidence of the teachers in their work.
- 7.2 The 10-month package is better in terms of content. There is considerable overlap between the first and the third package.
- 7.3 Inadequate practical activities and less focus on skill aspects are the shortcomings of the packages.
- 7.4 In-service teacher training faces several problems such as inadequate provision of instructional materials, lack of training follow up system, lack of library facilities, difficulty of maintaining discipline among the trainees, lack of experienced trainers, lack of substitute teachers and lack of proper coordination and communication among the concerned agencies (NCED, DEO, PTTC, DEC and RED).
- 7.5 There is no clear policy existing on preservice teacher training.
- 7.6 Weak EMIS has affected the planning, implementation and monitoring of teacher training programs
- 7.7 The RCs have inadequate physical facilities, and the available facilities are misutilized.
- 7.8 The role of RCs and the RPs are not clearly defined.
- 7.9 The RPs are given too many responsibilities.
- 7.10 The RPs spend on average 8 days in a month visiting schools
- 7.11 Lack of resources, materials, time and manpower hinders effective planning of training in the RCs.

- 7.12 Teacher redeployment is not well conceptualized. Teacher rationalization in the districts is decided at the central level, which creates problems in maintaining student/teacher ratio in schools.
- 7.13 Coordination among training institution, the PTTCs, private training centers, and DEO offices is weak.
- 7.14 Manpower in training institutions is not adequate in terms of subject experts.
- 7.15 Follow-up of the trained teachers by PTTCs is limited due to constraint of manpower and budget.

8. Recommendations:

- 8.1 The teacher-training curriculum should provide for adequate skill contents and be need-based.
- 8.2 The responsibilities of conducting pre-service training should be given to private teacher training institutions.
- 8.3 The pre-service training needs to be made mandatory before joining teaching profession.
- 8.4 The emphasis of training should be on instructional planning, construction, use of teaching learning materials and evaluation techniques.
- 8.5 An effective EMIS should be established in NCED.
- 8.6 Needs assessment studies should be conducted
- 8.7 Reward and punishment system based on performance appraisal should be applied in respect to RC and RP.
- 8.8 Roles of RPs and RCs should be clearly defined.
- 8.9 Necessary logistic support should be provided to RC/RP, and their use should be monitored.
- 8.10 The PTTCs should get budget for maintenance of physical facilities.
- 8.11 Trainers in PTTCs need refresher training.

9. Comments:

The Report analyzes the training needs of the primary school teachers, and the present teacher training curriculum used by the PTTCs. It analyzes the capabilities of the NCED, PTTCs, and DEC to conduct certification training, and also assesses the capability of RCs and RPs to conduct recurrent training. The Report gives a number of recommendations for improvement of the primary teacher training.

10. Research Areas:

- (a) Quality of teacher training provided in the PTTCs
- (b) Process and quality of teacher training provided by the Distance Education Center
- (c) Management of teacher training in the PTTCs

- (d) Recurrent Training Activities: their usefulness and impact on teaching in the schools
- (e) Use of facilities in the PTTCs
- (f) Use of RP's time in teacher training.

## Document - 7

### **Effectiveness of Distance Teacher Training In Nepal**

1. Title: Effectiveness of Distance Teacher Training In Nepal.
2. Research Conducted by : Co-operative Hands in Restoration, Advancement and Growth (CHIRAG)
3. Date: July 2001
4. Purpose: The purpose of the research was to explore the effectiveness of the Distance Education Centre (DEC) training program. The Final Report was submitted to Ministry of Education and Sports, Distance Education Centre (DEC) Sanothimi.
5. Objectives:
  - (a) To identify the strengths of the distance teacher training programme in Nepal
  - (b) To explore the benefits made by the distance teacher training in actual classroom practice.
  - (c) To analyze the usefulness of the self-learning materials, broadcast summary materials and radio-broadcasts to the trainees.
  - (d) To find out the actual cost of training a teacher through distance mode in comparison with face to face mode of teacher training.
  - (e) To analyze the strengths and weaknesses of the activities run at the Resource Centres.
  - (f) To develop a plan of activities to reform the DEC programmes.
6. Methods:
 

*Study Type:* Evaluation Report

*Sampling:* Random

*Sample Size:* 10 districts, 10 Resource Centres (RCs), 100 teachers and 100 classes,

  - Observations (48 observations) conducted in three districts.

Tools/Strategies:

  - Interview forms for the District Education Officers (DEO), Resource Persons (RP), School Supervisors (SS), Central Level Trainers and Managers of DEC.
  - Discussion guidelines to discuss with the trainees.
  - Classroom teaching observation form to assess the effect of the training on classroom practice.
  - Interview with the Headteachers
  - Resource Centre activity study guidelines.

- Guidelines for discussion with the Resource Persons
- Guidelines for discussion with trainee teachers in relation to radio listening.

## 7. Findings:

- 7.1 A majority of the DEC enrolled teachers were not studying the self-learning materials (SLM) regularly, though they felt the materials were useful for making teaching/learning effective. Further 45% of teachers (surveyed) never attempted to do the exercises given in the SLM.
- 7.2 Most of the teachers understood the SLM except in case of materials on English, Physical Education and Creative and Expressive Arts.
- 7.3 Over a third (36%) of the teachers did not listen to the lessons broadcast on the radio, most of them citing inappropriate timing of the broadcast (5.30 to 6 PM) and some citing household work to be the main reason.
- 7.4 The teachers were highly dependent on the summary of radio broadcasts, and considered them as the substitute for the radio lessons.
- 7.5 The contact sessions conducted by the Resource Persons were useful in clarifying the contents of the radio broadcasts and self-learning materials. The sessions provided an opportunity for discussion, interaction, experience sharing and practical activities for classroom instruction.  
  
There were some complaints (by some DEOs, and supervisors) regarding inappropriate location of the Resource Centres (for Contact Sessions)
- 7.6 In 2056/54, the unit cost per teacher enrolled in DEC training was estimated to be Rs 3, 957.
- 7.7 Lesson plans were prepared by only 20% of the teachers trained by DEC.
- 7.8 The classroom performance (delivery) by the DEC trained teachers was found to be satisfactory; but very few teachers were found conducting student evaluation.

## 8. Recommendations:

- 8.1 Changing the broadcast time schedule from 5:30 PM-6 PM to 1 PM will enable the teachers to listen to the broadcasts along with the headteachers.
- 8.2 Since most teachers did not listen to the broadcasts, a reduction in radio broadcast time is suggested. Only selected contents should be broadcast.
- 8.3 There should be a Lead Resource Centre in each district equipped with distance education equipment and facilities. Lead Resource Centres should be established on a permanent basis.
- 8.4 Local subject area experts should be used to conduct contact sessions on particular subjects, since a single RP is not capable of dealing with a number of subjects.
- 8.5 Since the teachers felt difficulty in understanding broadcasts in English Lesson, use of both the English and the Nepali language is suggested.
- 8.6 Attendance in contact sessions should be made mandatory. RC should be conveniently located to facilitate teachers' attendance.



9. Comments:

The distance education mode is being used to deliver the second and third packages of the 10 month primary teacher training. About 10,000 teachers are enrolled every year in the training. The Report covers assessment of self-learning materials, Radio broadcast and Contact Resource Centre activities. An important aspect of the Report is the assessment of performance of the teachers who have participated in the distance education teacher training. The classroom performance was found to be satisfactory; this is, despite the finding that a sizeable majority of teachers did not listen to the radio broadcasts.

10. Research Areas:

- (a) Profile of Resource Centres and Resource Persons for conducting the contact sessions.
- (b) Issues relating to examination management (Teacher Training under DEC)
- (c) Resource Centre management
- (d) Capability enhancement in Distance Education Centre (Sanothimi)
- (e) Monitoring of DEC training.
- (f) Use of interactive mode to supplement the radio broadcasts.
- (g) System of final examination at the end of training.

Document - 8

**Whole School Approach Recurrent Teacher Training:  
A Formative Study**

1. Title: Whole School Approach Recurrent Teacher Training: A Formative Study.
2. Study Conducted by: Research Centre for Educational Innovation and Development (CERID).
3. Date: July 1999.
4. Purpose: The purpose of the study was to present the process of implementation in the classroom, so that there will be some important feedback for the implementators. The final report was submitted to Basic and Primary Education (BPEP).
5. Objectives:
  - (a) To find the status of a whole school approach (WSA) training in the selected schools.
  - (b) To find the effectiveness of WSA training on the teaching learning environment in the school, classes, on the student and on the teacher.
  - (c) To find the perception of the head teachers, school management committees (SMCs) with respect to WSA.
6. Methods:
  - Study type: A Formative study
  - Sampling: Stratified and purposive
  - Sample size: 6 districts and 18 primary schools

- Tools/strategy: Interview with District Education Officers (DEOs); Program Coordinators (PCs); Resource Persons (RPs)/Supervisors; Head teachers; Teachers and students; The study was guided by a Study Advisory Board from the time of tool preparation to preparing the data analysis guide.

## 7. Findings:

- 7.1 Classroom environment in schools where WSA was implemented showed positive signs. There were some drawings by students and attendance charts (boards) in the classrooms.
- 7.2 WSA has inspired teachers to prepare teaching aids based on lessons in the books. One of the main contributions of WSA is that it has introduced the culture of using instructional materials. The visuals had a positive effect on children's learning.
- 7.3 After WSA training, the instructional materials were more frequently used in the class, and the teachers tended to use student centered teaching methods more.
- 7.4 WSA contributed to raising children's enthusiasm to come to school.
- 7.5 Major constraint in using new skills in teaching was the attitude of the teachers. Using student-centered methods demanded more efforts from the teachers as well as some resources for making teaching aids.
- 7.6 The RPs and supervisors were visiting schools 'as usual', and they were not required to make extra visits to schools where the WSA training was implemented.
- 7.7 Participants in WSA training assessed the training to be more practice-oriented and applicable in the classroom than other training activities.
- 7.8 Headteachers and teachers had a positive feeling about WSA training as it helped in developing a common goal, and brought about uniformity in teaching, and developed cooperative attitude among teachers.
- 7.9 Parents' involvement in WSA was limited. They came to schools on ceremonial occasions. They were not involved in training but were invited on the day of exhibition of instructional materials.
- 7.10 There were some constraints in WSA training. The training was intensive (8 AM to 6:30 PM). Participants felt exhausted at the end of the day. There was financial problem related to purchase of materials for developing instructional materials. Further, the head teachers stated that the training disturbed the academic session as it generally took place in the middle of the academic session.

## 8. Recommendations:

- 8.1 The WSA is felt to be a good training approach; so it should be continued.
- 8.2 The WSA training should be held at the beginning of the academic session.

- 8.3 Team spirit should be enhanced. School events should be held to bring parents, SMC members, teachers and community leaders together. Schools should participate in community events.
  - 8.4 It is necessary to strengthen the skills of the Headteachers to monitor and guide the teachers so that the full impact of WSA training can be realized.
  - 8.5 Contents of WSA training should be revised and appropriate changes made.
  - 8.6 All teachers of schools including the temporary teachers and the teachers hired and paid by the community should be involved in training.
  - 8.7 Two prerequisites need to be fulfilled in order to realize the impact of training: (i) suitable physical facilities in schools, and (ii) high motivation level of the teachers.
9. Comments:
- The report presents the concept of WSA training and analyzes how it is being implemented in the schools. It (the WSA training) is felt to have a positive impact on students training teachers' performance and management of school. It should be noted that the WSA is a short duration training, thus the content coverage is necessarily limited. However, because it is implemented at the local and school levels, the training is expected to be more realistic. The report has pointed out two important conditions for realizing the impact of training. These conditions are: existence of suitable physical facilities, and sufficiently high motivation of teachers to teach well in schools.
10. Research areas:
- (a) Contents of Whole School Training: will it be same year after year? What changes are needed?
  - (b) Capabilities of Resource Persons to implement the Whole School Training.
  - (c) Relationship of WSA with other short-term training executed under BPEP.

## Document - 9

### **A Study on the Monitoring of Distance Teacher Training Programmes**

1. Title: A Study on the Monitoring of Distance Teacher Training Programmes
2. Study Conducted by: Distance Education Centre, Co-ordinator: Dr. M.P. Wagley
3. Date: May 1999
4. Purpose: To assist the planners, policy makers and implementers to understand the nature and strengths of the distance teacher training programme.
5. Objectives:
  - (a) To initiate a regular monitoring mechanism within the Distance Education Centre
  - (b) To analyze if the training has any effect on classroom practice

- (c) To identify the difficulties faced by the Resource Persons in conducting contact sessions.
- (e) To find out the problems faced by the trainees in receiving training through distance mode.

## 6. Methods:

*Study Type:* Evaluation study

*Sampling:* Random

*Sample Size:* 20 Districts (10 districts visited by DEC officials, and 10 districts by Regional Supervisors)

### *Tools/Strategies:*

- Monitoring forms to be used by Resource Persons
- District level and Regional level monitoring form.
- Forms to be filled by participants after listening to radio broadcasts
- Forms to be filled by supervisors while observing the participants during radio broadcasts
- Class observation forms of the trainees

## 7. Findings:

7. 1. The teachers were not motivated enough to join the Resource Centers as required by the DEC. This is not a good practice on the part of the trainees (teachers).
7. 2. There are a number of activities to be done by the Resource Persons (such as discussion on radio broadcasts, reading materials, review of curriculum and textbooks, responding to questions of the trainees etc.) It seemed that the Resource Persons were conducting the activities somehow.
7. 3. The Resource Persons were conducting the required activities in the Resource Centre. But the practice teaching part was weak
7. 4. A very small proportion of the teachers (in DEC training) used the teacher guide to prepare lesson plans,
7. 5. The performance of DEC trained teachers was poor. They were not using appropriate teaching materials in the class. A large proportion of them were found poor in these aspects: making proper use of blackboard, motivating the students, using child- centered approaches, subject matter knowledge, use of proper language skills and conducting student evaluation.
7. 6 The participants felt radio broadcasts on Environmental Science and Creative and Expressive Arts to be difficult to understand.
7. 7. The participants regarded self-learning materials to be very useful.
7. 8. There were several problems such as: Low level of motivation among teachers to gain from DEC training, teachers not listening to broadcasts, and not studying learning materials, low level of competence of some resource persons.

8. Recommendations

The Report did not give any recommendations. However, some conclusions are noted; which serve as recommendations.

8.1 Regular monitoring and follow up of the training programme is necessary to make improvements in the programme.

8.2 The Resource Centre activity is the mainspring of the DEC training programme. It should be made more effective.

8.3 All stakeholders should contribute to making the distance teacher training successful.

9. Comments

The Report has pointed out several problems faced by Distance Teacher Training. Most of the problems relate to the low level of motivation among the participants to make the best use of the training (by listening to the broadcasts and studying the reading materials). Consequently, the performance of the teachers has been low. The Report does not give any specific recommendations but there are several implied suggestions. The Report pleads for more regular monitoring of the training at the district and local levels.

10. Research Areas:

(a) Functioning of the Resource Centres (for contact sessions).

(b) Required improvements in DEC training

Document - 10

**Reaching the Unreached: Social Assessment for Inclusive Education.**

1. Title: Study Report on Reaching the Unreached: Social Assessment for Inclusive Education.

2. Study Conducted by: Team Consult Pvt. Ltd.

3. Date: October, 2001

4. Purpose: To undertake a social assessment of the extent of participation of disadvantaged local communities in basic and primary education. The study was done for the Department of Education.

5. Objectives:

(a) To analyze the various factors associated with the enrolment, repetition, and achievement of the disadvantaged children.

(b) To examine the effectiveness of various educational interventions and opportunities available to the disadvantaged children.

(c) To assess the local demand for different educational opportunities and explore possible strategies for overcoming the barriers to effective participation, retention and achievement in basic and primary education.

6. Methods:

*Study Type* : Assessment of Status

*Sampling* : Stratified and random

*Sample Size* : 15 districts; 30 focus group discussion (FGD); 240 households survey of disadvantaged groups, and 120 relatively poorer households.

*Tools/Strategies* : Desk-review of documents; semi-structured questionnaire; Key Informant Survey (KIS); Focus Group Discussion (FGD); participation observation; and discussion with stakeholders.

7. Findings:

7.1 All the school and community-based BPEP programmes/activities were in operation in the study area districts. There were also UNICEF, Nepal RED Cross, BP with the Poor, and other (NGOs) activities. These activities have contributed to both enrolment growth and retention.

7.2 With respect to programme, the following things are noted:

- Disadvantaged children could not afford stationery; non-availability of textbooks (freely distributed) on time is a problem.
- Scholarships provided to disadvantaged school children on a quota basis had limited coverage; so is the case with the quota-based dress distribution.
- More than 25% of the schools in the study area did not have female teachers.
- The proportion of trained teachers in the schools in the study area was low, particularly in Solukhumbu, Parbat, Kapilwastu, Doti and Kailali districts.
- Some schools, particularly in Hills, were incomplete (not having all 5 grades)
- Poverty and ignorance hampered increased schooling of the disadvantaged children.

7.3 All the disadvantaged householders were aware of the need for providing education for their children, though quite a large number of these households were not aware of the right schooling age for children.

7.4 The extent of enrolment among the children of the disadvantaged such as the Kami, Tharu, Sarki, Damai and Badi still remains low.

7.5 In general, the learning achievement of the disadvantaged children in the study area is low.

7.6 Poverty is the main obstacle to schooling in the study area. Lack of access to textbooks and other materials on time has hindered the children to do well in study.

7.7 There is limited access to, and utilization of the various educational opportunities because of factors such as limited extent of incentives (textbooks, scholarships, school dress and nutrition) inadequate learning environment (physical facilities, teacher quality, access to stationery) and household work burden.

8. Recommendations:
  - 8.1 Location – specific identification of disadvantaged groups is necessary for proper targeting.
  - 8.2 Educational chances/opportunities need to be provided to children of mobile disadvantaged groups.
  - 8.3 Food for work programmes should be taken up in the study area for the disadvantaged groups. ECD programme should also be launched for them.
  - 8.4 The Special Needs Education Programme should be implemented nationwide.
  - 8.5 Provision of a female teacher on a compulsory basis and provision of appropriate physical facilities for the girl students should be made.
  - 8.6 All primary schools should have a complete cycle of Grade 1 to 5 classes.
  - 8.7 Educational management should be improved for delivery of educational services and better mobilization of local resources.
  - 8.8 Empowerment of local institutions, especially the SMCs, is essential for smooth functioning of educational services.
  
9. Comments:
 

The Report tries to assess the various facilities and incentives provided by the government to increase access of education for the disadvantaged people as well as the children with disabilities.
  
10. Research Areas:
  - (a) Field level study of the use of schooling incentives (school dress, money, and money for buying educational materials) by the concerned disadvantaged children.
  - (b) Process of identification of disadvantaged children and of distribution of incentives.
  - (c) Treatment of children of disadvantaged groups by schools in general, and by teachers and peers.
  - (d) Study of children in different situations (at home, at work).

Document - 11

### **Children's Learning Obstacles - A Guidebook for the Teachers of Rural Disadvantaged Children**

1. Title: Children's learning obstacles - A Guidebook for the Teachers of Rural Disadvantaged Children.
2. Study Conducted by: Research Centre for Educational Innovation and Development (CERID)
3. Date: September, 2001
4. Purpose: The guide is designed to supplement different existing training programs such as recurrent training packages and ten-month teacher training packages.

5. Objectives:
- (a) To help rural disadvantaged area schools run regularly.
  - (b) To get disadvantaged children enrolled in school by providing a motivating environment.
  - (c) To make them active in creating an environment conducive to the learning of the community children.
  - (d) To provide the knowledge of the physical, cognitive and intellectual development of children.
  - (e) To make teachers active for the all-round development of children.

6. Methods:

*Study Type:* Preparation of A Guidebook (For the Teachers of Rural Disadvantaged Children).

Sampling :

*Sample Size :*

*Tools/Strategies:*

- Revision of documents related to the learning obstacles; A one-day long workshop organized by CERID to identify the learning obstacles which involved people of different organizations and institutions (government & non-government) and teachers of the schools of rural areas.

7. Findings:

7.1 There are various learning obstacles faced by the rural children as identified in a CERID study: These are grouped as follows:

- Socio-cultural impediments,
- Economic obstacles
- Linguistic problem
- Migration
- School-related obstacles
- Educational obstacles

The socio-cultural obstacles include the social stigma of being looked upon as untouchables.

Economic obstacles include poverty bonded labour, inability to pay school fees and buy stationery materials, uniforms, etc.

School-related obstacles include ineffective school operation, irregularity of school opening, lack of accountability among teachers, lack of physical facilities in schools.

Educational obstacles include lack of parental awareness, and reluctance to send girls to school.

7.2 The workshop on learning obstacles identified some factors other than those noted above. These are Health-related factors, Gender discrimination factor, Cultural/minority factor.



The Health-related factors include lack of awareness in health related matters, lack of nutritious food, poor health of the students.

The Gender discrimination factors include traditional attitude towards education of girls, male-dominated society, lack of learning atmosphere for girls at home, discrimination made between sons and daughters.

8. Recommendations:

- 8.1 Measures needed for socially discriminated groups include organizing regular interactions in the schools and communities, conducting special class sessions for the disadvantaged, and providing stationery, mid-day meals, skill education and OSP classes.
- 8.2 Measures needed for isolated groups are framing the school curriculum as suited to their daily life, preparing appropriate textbooks, meeting local context and language needs, and flexible school hours.
- 8.3 For communities with social stigma measures needed are information at school and community levels, conducting income generating schemes, creating community fund to assist the children and promoting child care centres.
- 8.4 For the religious groups measures to get Madrashas and Gumbas involved in formal schooling should be taken.
- 8.5 For various occupational groups, awareness campaigns, flexible schooling facilities, seasonal schools, and provision of education relevant to social economic conditions, and day-care centres (community run) should be provided.
- 8.6 General strategies for economically disadvantaged groups include conducting awareness campaigns at local and district levels; appointment of female teachers, income-generating activities for adults, skill training, creation of fund by mobilizing resources from various agencies, providing tuition-free education, mid-day meals, school uniforms, day-care centres, timely provision of textbooks.
- 8.7 Educational measures needed are making teachers, RPs and educational staff accountable, recruiting local community teachers, improving school physical facilities, introducing compulsory education, flexible school hours, organizing teacher training, and making community responsible for education.
- 8.8 To remove the socio cultural hurdles, it is essential to implement measures like: involving persons of different religions in school education, creation of social awareness in the community, providing education in mother language emphasizing girls education, fostering respect for community values, establishment of community learning centres.
- 8.9 Economic Strategies include establishing cooperative and NGO schools, introducing income-generating activities in schools providing scholarships school uniforms and learning materials for poor children and conducting functional literacy programmes for the adults.
- 8.10 Teaching strategies needed are using team teaching technique, using interactive instruction in distance teacher training developing self-learning packages (for Radio & T.V. delivery), management of teaching materials,

using project teaching methods and developing self-learning packages for teacher training.

- 8.11 Strategies for Gender equality include conducting gender sensitization (to communities and schools), creating gender awareness through distance education and media, conducting parental awareness, appointing female teachers, resolving girls - related problems in schools, promoting appropriate friendly behavior of teachers, and motivating girls for education.
- 8.12 For cultural minorities, measures needed included appointing female teachers from minority communities, holding cultural interactions, conducting special programmes for the minorities, availing flexible schooling, and organizing income generating activities for parents.

9. Comments:

Besides the extensive analysis of various factors impacting on participation of disadvantaged groups in school education, and presentation of series of suggested measures to overcome the negative factors, the Report contains practical guidelines for linking the government organizations and NGOs with the rural education aspect including conducting teacher training activities, improving school physical facilities and improving the availability of learning materials in rural schools. It is important to note that the Education Sector can not resolve all the constraints of promoting education of the disadvantaged groups. The educational sector could lay stress on tackling the educational factors (policy level, as well as school level).

10. Research Areas

- (a) Compulsory Education Policy and Implementation its potential in bringing *Dalit* children to schools.
- (b) Teacher attitudes and behavior with regard to education of *Dalit* children.
- (c) Identification of ethnic groups minorities, and communities lagging behind in education.
- (d) Effectiveness of *Dalit* scholarship schemes.

Document - 12

**Nepal: Country Case Study - In Search of ECCD Indicators**

1. Full Title : In Search of Early Childhood Care and Development (ECCD)  
Indicators : A Contribution of EFA Year 2000 Assessment: A Country Case Study of Nepal
2. Study Conducted by : Research Center for Educational Innovation and Development (CERID)
3. Date : May, 2000
4. Purpose : The study was conducted by CERID as part of the international research conducted by Consultative group on Early Childhood Care and Development with the aim of generating information on ECCD to be used for Education for All (EFA) Year 2000 assessment

5. Objectives of the study:
- (a) To review the existing system of data collection and available tools relevant to ECCD indicators,
  - (b) To identify a set of indicators for assessing different dimensions of ECCD in the Nepalese context,
  - (c) To develop data collection mechanisms for obtaining information on ECCD programmes run by different organizations,
  - (d) To collect information on selected indicators from the sample districts covering as many programmes as possible.

6. Methods:

*Study Type* : Review of Indicators

*Sampling* :

*Sample Size* :

*Tools/Strategies* :

- Formation of a taskforce consisting of people representing various ministries, NGO's, INGO's
- National workshop organized to review set of ECCD indicators suggested by the International Consultative Group
- Primary data collected from 3 districts each from three Development Regions (Eastern, Central and Mid-Western), one VDC from each district, and 3 communities in each VDC.
- Two focus group discussions (FGD) with parents with children in ECCD and one FGD with community people without children not enrolled in ECCD.
- Secondary data/information study including research reports, national plans and policies
- Review of existing system of data collection and monitoring tools
- Survey form, checklist, interview guidelines for collecting necessary primary data.

7. Findings:

7.1 The ECCD indicators selected for this study are related to three core areas:

- *Political will*: Prevalence of ECCD related policies, levels of support (budget and expenditure), and inclusion of children's issues in agents for discussion
- *Socio-economic condition*: Indicators relating to people's well-being - income level, wealth, education and gender information
- *Interaction*: Training, back-up support and supervision for ECD personnel

7.2 The study came up with a series of ECD indicators at the national district, VDC, family and child levels. These are mentioned here:

#### ECCD Indicators at National Level:

- Gross enrolment ratio of children aged 3 to 5 years in ECCD programmes
- Percentage of new entrants to Grade I, who have attended the organized ECCD programme
- Child-care giver ratio
- Qualified care givers percentage
- Trained care givers percentage
- National/local care givers percentage
- Percentage of children who have been weighted
- Increase in health status (IMR, under 5 mortality rate and access to sanitation)
- Development of ECCD plans and policies
- Development of human resources for implementing ECCD programmes
- Development of curriculum and materials
- Involvement of government organizations in ECCD activities

#### ECCD Indicators at District Level

- Gross enrolment rate of children aged 3 to 5 years in ECCD programme
- Number of children per ECCD center
- No. of care givers per ECCD center
- Child-care giver ratio in ECCD center
- Proportion of children whose parents received parental education
- Proportion of ECCD expenditure in DDC budget
- Percentage of teachers and facilitators by qualification
- Percentage of trained teachers/facilitators
- Percentage of grade 1 children with ECCD experience
- Immigration rate
- Percentage of children who have been wriggled
- No. of children for health worker
- Presence of ECCD plans and policies at district level
- Concerns about children (in public officers)

#### ECCD Indicators at VDC Level

The indicators are similar to those identified for the district level, the coverage being the VDC. An additional indicator, "Availability of physical facilities of ECCD centers" has been specified.

#### ECCD Indicators at Family Level

- Family expenditure on children
- Family's concern for young children

- Learning opportunities at home
- Place of children in family decisions

#### ECCD Indicators at Child Level

- Development status of children (Psycho-motor and psycho-social)
- School readiness
- Nutritional status
- Immigration status
- Health habits and cleanliness

#### 8. Recommendations:

- 8.1 The findings of the study relate to identification of ECCD monitoring indicators. The suggested indicators constitute the recommendations of the study. At present only a few of these indicators are actually being used for monitoring ECCD programmes.
- 8.2 The study has adopted a child rights based and multi level framework for monitoring of the achievements of ECCD. Ensuring the fulfillment of the rights of the child and actions toward fulfillment of these rights at national, district and VDC levels have been the basis of selection of the indicators.

#### 9. Comments:

The study has produced a set of tools for collection of data/information related to district level, VDC/community level, and family level ECCD indicators. Further, the study has presented a format of ECCD survey (related to ECCD centers). There is also a set of tools for collecting information related to child level indicators. These tools would be valuable for the organizations and concerned individuals in assessing the status of ECCD programmes. It is evident that the tools (interview and survey formats) demand a lot of information at field levels.

#### 10. Research Areas:

- To what extent are the District Offices capable of collecting the required information.
- Information on collection of participation of communities and school teachers in conducting the ECD activities.

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### **Evaluation of Community-Based Early Childhood Development Program of The Department of Education**

- Title : Evaluation of Community-Based Early Childhood Development Program (CBCD) of The Department of Education.
- Study Conducted by : Research Centre for Educational Innovation and Development, (CERID)
- Date : July, 2001.
- Purpose: The study intends to promote the understanding of the potentials and limitations of new Early Childhood Development (ECD) model thereby helping to

make the program more effective and to promote the provisions of ECD services to the children in a way that ensure their full potentials. The study Report was submitted to Early Childhood Development Unit, Department of Education, Ministry of Education & Sports.

## 5 Objectives :

- (a) To document the implementation process of CBCD programs
- (b) To assess the organization and management strategies adopted by the program.
- (c) To assess the effectiveness of the program in relation to:
  - Facilitators' training
  - Availability and use of Physical Facilities including children's learning materials
  - Community participation
  - Roles and responsibilities of CBCD management committee
- (d) To provide recommendations for improving the current management practices, program inputs & process.

## 6 Methods :

*Study Type* : Case Study of Community Based Early Child Development (CBCD) Centres in 5 districts. Study is both quantitative and qualitative in nature.

*Sampling* : Purposive

*Sample Size* : 5 districts, 10 CBCD centres of both rural and urban areas.

*Tools/Strategies* : Review of documents; Interview schedules for central and district level stakeholders, trainers and facilitators, community people, parents & facilitators; observation check list and Discussion guidelines for physical facilities; and review of meeting minutes of CBCD management committee.

- Conducting assessment using the guidelines provided by the EFA forum.
- Formation of a technical committee, which spelt out the tasks to be undertaken.
- Collection and analysis of data (secondary) on the EFA Indicators.
- Formation of Technical Task Groups on (I) ECD, (ii) Primary Education (iii) Literacy (iv) Skill Education, and (v) Educational Media.
- Sub-regional Workshop for Discussion on Draft Report.

## 7 Findings:

- 7.1 The number of children enrolled in a CBDC centre varied in the districts ranging from 7 children in Saptari to 23 children in Ilam.
- 7.2 Boys in the ECD classes outnumbered girls, indicating that girl children still did not have equal access to ECD services in some communities.

- 7.3 The CBCD centres in Saptari, Kavre, Chitwan and Bardiya districts did not meet the minimum standard of physical facilities as required by the programmes. CBCD centre in Ilam met all the minimum standards of facilities.
- 7.4 The ECD management committees took initiative in establishing the CBCD centre in the initial stage; later the committees were found to be reluctant in mobilizing resources to maintain the ECD activities. Ilam district is an exception in this case.
- 7.5 Community people in Ilam district provided building for classroom, open space for play, mid day meal, toilet facilities and drinking water facilities in the CBCD centres.
- 7.6 Virtually no community support was seen in Saptari district, in other districts community people were involved in one way or other.
- 7.7 The ECD training programmes conducted by the DEOs and NGOs were found to be helpful but not quite effective to the desired extent. Trainers did not have sufficient academic backgrounds and experiences. There was no mechanism to follow up the trained persons on a regular basis.
- 7.8 The learning materials prepared by the facilitators during training was found to be helpful in the ECD classes.
- 7.9 The focal persons rarely visited the CBCD centres after visit at the time of establishment. The NGO's and clubs expressed their commitment to supervise the classes. But personnel in NGO's and clubs do not have knowledge and skills of supervising the ECD classes.
- 7.10 The Department of Education does not have adequate staff to realize a national coverage of CBCD programme.
- 7.11 There is no unified pool (section) of focal persons, supervisors and Resource persons in the DEO offices, in order to carry out ECD programme activities, and supervise and follow up these activities.
- 7.12 The ECD personnel (focal persons, RPs and Supervisors) do not have information about operation of matching funds.

## 8. Recommendations:

- 8.1 A programme implementation and coordination council for ECD should be formed to formulate policies on ECD.
- 8.2 The ECD Unit in Department of Education should be upgraded.
- 8.3 The personnel responsible for CBCD programmes at central and district level should be provided opportunities to upgrade their academic background on ECD.
- 8.4 A team of ECD personnel should be set up in the DEO to implement and supervise ECD centres.
- 8.5 Successful strategies of Ilam district in community participation, finance mobilization and supervision of ECD activities should be replicated in other districts.

- 8.6 Focal persons, RPs, supervisors of DEO should be oriented on process of supervising CBCD centres.
  - 8.7 The local bodies (DDC, Municipalities, and VDCs should be authorized to implement and supervise CBCD programme in collaboration with DEO.
  - 8.8 The requirement of the matching found should be waived in case of deprived communities, and the government should pay the full salary of the facilitators.
  - 8.9 Parental education programme should be launched in ECD programme areas.
  - 8.10 The ECD management committee members should be oriented on the processes and procedures of ECD programmes
  - 8.11 At least 50% of the enrolled children in CBCD centre should be girls.
  - 8.12 CBCD centres with less than minimum number of children should be merged with nearest CBCD centres.
9. Comments:
- The Report contains case studies of ten CBCD centres run in 5 districts. The CBCD model envisages conducting of ECD classes in an organized manner with the participation of the community, and with the use of ECD curriculum, and trained facilitators. The case studies given in the report show that except in one district (Ilam), community participation has not been available on a continuing basis. Further the facilitators did not have adequate training. The Report indicates areas in the ECD programme where improvements are necessary.
10. Research Areas:
- (a) Measures needed to make ECD classes run smoothly
  - (b) Review of ECD facilitator training
  - (c) Review of ECD curriculum
  - (d) Ways of promoting community involvement in ECD programmes.

Document - 14

### **Strategic Action Plan for Community Based Early Childhood Development Programme**

1. Title: Strategic Action Plan for Community Based Early Childhood Development Programme
2. Study Conducted by: Research Centre for Educational Innovation and Development (CERID)
3. Date: 1999
4. Purpose: To provide support to BPEP in planning and adopting strategies for community based ECD programme. The study was prepared under AEP/JGF project, and submitted to the Ministry of Education.



5. Objectives:
- (a) To review the national plans and policies on Early Childhood Development.
  - (b) To identify and make an overview of successful community based ECD programmes in Nepal.
  - (c) To assess the existing pattern of community involvement in implementing ECD programmes of BPEP
  - (d) To examine the community capacities in implementing and monitoring community based ECD programmes
  - (e) To explore human and physical resources available in the community for running community based ECD programme.
  - (f) To provide policy recommendations for the Ministry of Education.

6. Methods:

Study Type: Development of a Strategic Plan

Sampling:

Sample Size:

Tools and Strategy

- Review of related documents
- Overview of selected ECD programmes
- Survey of human and physical resources available in the communities
- Focus group discussions at central and district levels
- Seminar/workshop

*Tools:* Guidelines for focus group discussion.

7. Findings:

The findings noted here constitute the elements of the Strategic Plan for community-based ECD programme (Chapter 4 of the Report).

7. 1. Community-based ECD programme refers to an ECD programme belonging to the community, managed by the community and run for the benefit of the community (defined as a group of people having common interest and working together to achieve a set of shared goods).
7. 2. ECD programme refers to a programme for children from birth to below 6 years of age (or before entering Grade 1 of formal school).
7. 3. Objectives of ECD are: to enhance the physical development of young children, to develop a positive self-concept in young children, to enhance intellectual development of young children, and to promote their creative development.
7. 4. Contents of ECD are: physical development, language development, cognitive development, social, emotional and moral development, creativity development.
7. 5. Training/orientation play an important role in implementation of ECD. Training has to be provided to trainers, facilitators, RPs/supervisors/DEC

members and DEO; and orientation has to be given to parents and members of local bodies.

- 7.6. The District Development Committee should include ECD programmes in its educational plan. VDCs should be made aware of need of ECD programme. Parental/awareness education is necessary for starting ECD programme. NGO's/INGO's should be mobilized to run awareness raising activities.
- 7.7 Government policy should include programmes to raise access and quality of ECD programmes. Facilitators' remuneration provided by different agencies should be uniform.
- 7.8 There is the need for local support in implementing ECD programme.
- 7.9 The roles of local NGOs, INGOs, CBO's in conducting ECD programmes should be defined by the government. NGO's should be used to develop awareness and to carryout pilot programmes. The CBOs' and VDCs should manage and operate ECD's.
- 7.10 The MOE should take a lead in providing nutrition service to the (ECD) children with the help of World Food Programme.
- 7.11 Financial resources are needed for ECD programme for the following purposes.
  - (i) Programme development (Curriculum revision, Awareness packages, Training packages, etc.)
  - (ii) Human Resource Development (Facilitators, Supervisors training, Orientation to parents and community people)
  - (iii) Physical facilities
  - (iv) Operating the system (including paying remuneration for facilitators)
- 7.12 The VDCs should take the main responsibility for management and supervision of the ECD Center (for operational management). There will be a District level ECD Coordination Committee in which the DEO, District Health Officer, and District Local Development Officer will be represented. There will be village level ECD Coordination Committee. At local level, there will be ECD Management Committee. The proposed ECD management needs to be community based, and guided by the spirit of devolution of management authority to ECD Management Committee.
- 7.13 The ECD Managing Committee member will supervise the ECD Center, he will observe whether or not the ECD is functioning as planned. He will observe the following: attendance record of children and the teachers, age of enrolled children, parental involvement in programme of the center, condition of physical facilities of the Center, and also meet with the mothers of the children.
- 7.14 The Report describes 11 steps in implementing the ECD programme at the district level starting with the step I that is the DEO receiving the quota of ECD for the district ending with step II that is inauguration of the ECD Center.

8. Recommendations:  
The proposed strategic plan constitutes the recommendations.
9. Comments:  
The Report presents a Strategic Action Plan for Community-Based ECD programme after reviewing programmes already under implementation. The report emphasizes coordination between MOE, MCWSW and MLD at the Center and the district level offices. The report includes a report by an international consultant on the subject.
10. Research Areas
  - (a) The issue of remunerating the facilitators of ECD Centers.
  - (b) Role of MOE/Department of Education in providing instructional materials to ECD Centers.
  - (c) Local Community's role in providing remuneration to facilitators, mid-day meals and providing physical facilities.
  - (d) Supervision of ECD Centers.
  - (e) Training of facilitators.

## Document - 15

### **Gender Assessment in the Education Sector**

1. Title : Gender Assessment in the Education Sector
2. Study Conducted by : New ERA
3. Date : June 2001
4. Purpose : The study was conducted for Mainstreaming Gender Equity Programme of the Ministry of Women, Children and Social Welfare.
5. Objectives of the study:
  - (a) To review development policies, acts and regulations, plans and programmes of the Education Sector from a gender perspective.
  - (b) To analyze the impact of education policies and programmes, on the status of women's education.
  - (c) To make recommendations for more effective gender mainstreaming in the Education Sector.
6. Methods:
 

*Study Type* : Analytical status study

*Sampling* : Purposive

*Sample Size* : 15 Districts, 15 focus group discussions

*Tools/Strategies* :

  - Analysis of school education data.
  - Review of government acts and regulations

- Study of research documents.
- Interviews with DEO's
- Questionnaire for interview with DEO's
- Guidelines for focus group discussions

## 7 Findings: (with respect to Primary Education and Literacy)

### *Primary Education*

- 7.1 Participation of girls in primary education has increased considerably over the past two decades with the girls constituting 42 percent of the total primary enrolment at present. However, there are gender gaps in participation as indicated by levels of New Enrolment Ratio (64% for girls, 79% for boys)
- 7.2 There are considerable regional variations in participation of girls in primary education. The Mid-Western and Far-Western Regions have the lowest participation of girls.
- 7.3 The percentage of female teachers in primary schools is increasing rapidly. Currently, 24% of the total primary teachers are females.
- 7.4 The scores of male and female students in Grade V examinations are very similar with marginal differences (with scores secured by both genders exceeding 50 in Nepali, over 40% in Social Studies, less than 30% in Mathematics).
- 7.5 Most of the participants (67.7%) participating in in-service teacher training Package I in the PTTCs were females in 2057. However, only about 17 percent of participants in Distance Education training were females.

### *Literacy*

- 7.6 According to the BCHIMES survey (Between Census Household Information Monitoring Evaluation System) conducted by the Central Bureau of Statistics, the adult literacy rate (for population 15 years and above) was 50.7%, (65.8% for males and 35.4 for females.)

## 8. Recommendations:

### *Primary Education*

- 8.1 As most of the illiterates and out of school children are females, the entire approach to '*Education for All*' has to be female oriented.
- 8.2 The current pilot scheme of Compulsory Primary Education should be extended to more districts. An impact study of the pilot districts should be conducted.
- 8.3 The education needs of the working children, girls, and children belonging to disadvantaged groups should be addressed.
- 8.4 More female teachers, should be recruited particularly in rural and remote areas to facilitate girls' education.

8.5 Efforts should be made to make parents aware of their responsibility to ensure completion of primary education by their children (including girl children)

8.6 Gender sensitivity training should be provided to all teachers.

#### *Literacy*

8.7 Wider participation of women in the literacy programme is needed to raise the national literacy rate and to reduce gender gap in the literacy rate.

8.8 Educated women in rural areas should be recruited as facilitators in NFE programmes

8.9 Campaign approach to literacy programmes should be extended to more districts.

8.10 Coordination with local level agencies concerned with women development and increased allocation for literacy programmes are essential.

#### 9. Comments:

The report covers female participation in education of all levels (primary, secondary, higher secondary and higher education levels). Issues of female participation in primary education have been dealt with, and several recommendations have been made for ensuring gender equality at various levels of education. The Report emphasizes the need for raising girls' enrolment for attaining *Education for All* goals. The report presents the latest data on literacy rates drawn from the BCHIMES survey.

#### 10. Research Areas:

(c) Ways of raising girls' enrolment at the primary level in Midwestern and Far western Regions

(d) Current status of female teachers at the primary level.

(e) Access of female teachers to Distance Education Centre Teacher Training programmes.

(f) Efficacy of Literacy Campaigns in attaining goals of literacy expansion.

(g) Gender Equity Aspects in Primary Education.

#### Document - 16

### **Bilingual Education**

1. Title: Bilingual Education

2. Study Conducted by: Cooperative Hands in Restoration, Advancement and Growth (CHIRAG)

3. Date: September, 2001

4. Purpose: To assess the classroom practices with respect to language in the primary school of Nepal.

5. Objectives:
- (a) To examine the existing practices in the medium of instruction in a class where (a) a majority of children speak Nepali as their first language and (b) majority of children speak Nepali as their other language.
  - (b) To explore the magnitude and level of difficulty faced by non-Nepali speaking children in a Nepali-medium class.
  - (c) To investigate curriculum/textbook needs of the children whose language background differs from that of Nepali speaking children.
  - (d) To look at student-teacher and teacher-student discourse in a bi/multilingual class.
  - (e) To examine teacher deployment policies in relation to the bi/lingual/multilingual needs of the children.
  - (f) To suggest policy measures and implementation strategies to introduce bilingual and multilingual programmes in the country.

6. Methods:

Study Type: Assessment study

Sampling: Stratified and purposive

Sample size: 12 districts (representing 5 Development Regions and 3 Ecological belts).

Tools/Strategies:

- School Survey Form
- Interview Schedule/Questionnaire
- Classroom observation
- Guidelines for focus group discussion.
- Preparation of specification charts for Nepali, English, Mathematics, Social Studies.

7. Findings:

- 7.1 Nepali language is found to be the predominant language used as medium of instruction in the primary schools: in explaining the contents, giving instruction, asking questions and evaluating the students.
- 7.2 Responses from students, parents and teachers indicated that majority of students understand Nepali language used by teachers in classes.
- 7.3 The teachers teaching in areas with domination of non-Nepali language (Gurung, Awadhi, Limbu) indicated concern for identifying objects in terms of home language, and also expressed that the curriculum did not have scope for incorporating local context.
- 7.4 The social studies textbook '*Mero Serophero*' was found to be more difficult for non-Nepali speakers children as the text did not cover local geographic/cultural contexts.
- 7.5 The non-Nepali speaking children felt difficulty in knowing correct meaning of words and had problems in pronunciation and use of correct words, according to the teachers.

- 7.6 The teachers suggested several things to facilitate learning in Nepali – use of teacher guides with meanings of difficult words, appropriate teaching methods, illustrations, charts, and exercise intended to enhance Nepali learning.
- 7.7 In the teacher transfer process, the language background of the teachers has not been considered as a major factor. This creates a mismatch between teachers' language with the language of the students.
- 7.8 Teachers, with knowledge of the local language can facilitate students' learning better in various ways.
- 7.9 Children's home language was seldom used in class discourse.
- 7.10 Schools were not found to be promoting students of different language groups (by recognizing their values, languages construct of learning).
- 7.11 Teachers did not properly deal with students of different language groups (by recognizing their values, language, and construct of learning).

8. Recommendations:

- 8.1 Classroom practices require acceptance of different languages in the classroom, and using words, examples, and proverbs for better understanding of new concept. This facilitates learning and also creates mutual respect among children from different language backgrounds.
- 8.2 The teachers should be made familiar with different languages spoken in the community. This can be done through language sensitive teacher development policy, localized teacher recruitment/selection practices, and will designed teacher preparation programmes.
- 8.3 In order to manage teacher personnel efficiently, the local education managers should be given orientation training regarding linguistic concerns in learning.
- 8.4 The teacher training curricula and trainers' orientation programmes need to be reviewed in context of handling bilingual and multilingual classroom situations.
- 8.5 In areas with domination of a single language there should be a provision of using the local language for classroom instruction.
- 8.6 There should be sufficient illustrations and pictures in texts of the early grades of primary level.
- 8.7 A national language policy should be developed such a policy should provide guidelines for pedagogical policy.

9. Comments:

The study is extensive and goes into a theoretical analysis regarding the use of language for promoting learning. The study is sympathetic to the use of languages besides Nepali in explaining lessons in the primary classes. It recognizes that non-Nepali speaking children face difficulties in studying the textbooks (in Nepali), though most of the school children say that they understand Nepali spoken by teachers.

10. Research Areas:
- (a) Reading and writing abilities of students from different linguistic background in the Nepali language.
  - (b) Attitudes of different language groups towards the classroom language.
  - (c) The effectiveness of the use of different language textbooks developed by the CDC as optional courses for the primary level.

## Document - 17

### **National Assessment of Grade 3 Students**

1. Title : National Assessment of Grade 3 Students
2. Study Conducted by : Educational and Developmental Service Centre
3. Date : 2001
4. Purpose : To assess the current status of achievement of Grade 3 students, and progress made in achievement levels since the 1997 study. The Report was submitted to the Department of Education.
5. Objectives :
  - (a) Assess the performance of Grade 3 students in Nepali, Mathematics, and Social Studies subjects and compare these with the achievement levels determined by the 1997 study;
  - (b) Determine the factors contributing to the students' achievement of the learning outcomes;
  - (c) Evaluate the extent to which the recommendations made by the 1997 study have been implemented;
  - (d) Disseminate the findings of the study;
  - (e) Make recommendations for further reform in the primary education system.
6. Methods :

*Study Type* : National assessment of achievement levels of the primary students

*Sampling* : Purposive

*Sample Size* : 23 districts, 3534 students, 151 schools involved in tests, Interviews with 863 students, 849 parents, 498 subject teachers, 171 headmasters

*Tools/Strategies* :

  - i. Development of achievement tests in Nepali, Mathematics, and Social Studies for Grade 3 Students.
  - ii. Questionnaires for interview with parents, teachers, students, school headmasters.
7. Findings :
  - 7.1 The overall achievement (mean score) of the students at the national level was: Nepali: 44.5; Mathematics, 47; and Social Studies, 63.6.



- 7.2 The Eastern Development Region was better in terms of achievement level, the Terai region could not do well in Nepali. The Kathmandu cluster has done best (compared to other ecological clusters) in all the subjects.
- 7.3 Schools in varying situations are functioning differently. Geographical and socio-economic factors accounted for under-achievement of the students in the rural areas.
- 7.4 Gender-wise, the boys did better than the girls in Mathematics, but the girls did a little better than boys in Nepali and Social Studies. Present level of achievement of the students (at Grade 3) is not sufficient. The 1997 study recommended that achievement of 50% of the learning outcomes should be determined as the minimum level of achievement standard of the students. The students, at present, are achieving much less than this level.
- 7.5 Comparison of the mean scores of Grade 3 as shown by 1997 study and the scores indicated by the present study indicate good progress in learning achievement in Social Studies, some progress in Mathematics, and a decline in achievement in Nepali.

The system of primary education as a whole is observed to be maintaining more or less the same level of achievement in literacy and numeracy which was previously achieved.

- 7.6 The study analyzed various factors affecting the learning situation.
- (i) The school factor: The following deficiencies were noted: Lacking in the provision of fund for better classroom instruction, very low frequency of visits by RP and supervisors and insignificant role played by SMC.
  - (ii) Parent factor: Parents aspired to provide higher education for their children. They rarely visited schools; when they visited they hardly made queries on children's education. There was very little sharing of information between schools and parents on children's education.
  - (iii) Student factor: Students took about 14 minutes to reach schools, they studied at home for about 3 hours. About one fifth of students had pre-primary school background. There was a decline in repetition tendency.
  - (iv) Teacher factor: One third of teachers had no training at all. Those trained had done 1st and 2nd package of 330 hours training. Supervision of classroom teaching by R.P and supervisors was negligible. Headmasters supervised class in some schools.
- 7.7 Factors contributing to student achievement: Factors like the schools with additional resources for improved instruction, mothers' occupation presence of school facilities, class size, regularity in attendance, use of additional learning materials, provision of Early Childhood Education, expenditure per student have positively affected students achievement. Extensive use of Nepali at home and in school have contributed to learning of Nepali. Grade repetition has a negative effect on learning.
- 7.8 Supervision visits are rare/less frequent even with the setting up of the Resource Centre system. One of the factors in underachievement of students could be low support provided to teachers by R.Ps and supervisors.

8. Recommendations:
- 8.1 There is an absence of supervision of schools by the supervisors and Resource Persons. Strengthening of the system of school supervision is essential for bringing about improvement in teaching and in the achievement level of the students.
  - 8.2 It was found that schools which mobilize resources could use funds for improved instruction. The government-supported schools were not in a position to mobilize resources (by charging fees). The study recommends that the schools should be allowed to generate funds for improving classroom instruction and learning environment in the school.
  - 8.3 The academic, professional and administrative position of the headmasters should be strengthened. Training should be provided to the headmasters.
  - 8.4 The continuous assessment system now being implemented by the Department of Education should be conducted in a competent way.
  - 8.5 Schemes for promoting parental awareness and interaction between parents and teachers about the education of their children should be developed and carried out.
9. Comments:
- The study has presented the findings of the assessment of Grade 3 students in major school subjects. The study has noted some improvement in achievement levels in Mathematics and Social Studies (between 1997 and 2001). The study has emphasized the need for strengthening the school supervision system to bring about improvements in teaching/learning situation. It has also noted the need for providing some scope for public schools to mobilize resources, which are in great need for improving instructional materials/facilities.
10. Research Areas:
- (a) Revising the whole package of primary school education (delivery process and contents)
  - (b) Follow up study on achievement level of the Grade 5 students
  - (c) Study on functioning of the Resource Centres

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### **District Level Assessment**

- 1 Title : District Level Assessment
- 2 Study Conducted by : CERSOD
- 3 Date : 2001
- 4 Purpose : To contribute towards improvement of learning achievement of primary school children through improved assessment system.
- 5 Objectives :
  - (a) To prepare sample specifications for Nepali, Social Studies, Mathematics and English tests for Grade 5 students

- (b) To construct different sets of standardized tests in order to develop a question bank
- (c) To orient the concerned District Education Officers and the Resource Persons regarding the production and administration of the standardized tests.
- (d) To disseminate the tests and procedures to teachers, school supervisors and District Education Officers.

## 6 Methods :

*Study Type* : Development and administration of standardized tests

*Sampling* : Purposive

*Sample Size* : Three districts, total students numbering 1036.

*Tools/Strategies* :

- (i) Review of curriculum and textbooks
- (ii) Preparation of specification charts for Nepali, English, Mathematics, Social Studies
- (iii) Writing of test items for Nepali, English, Mathematics, Social Studies
- (iv) Development of Scoring criteria
- (v) Scoring of answer books
- (vi) Analysis of pilot test results and improvement of test items
- (vii) Administration of standardized tests

## 7 Findings:

- 7.1 The objectives of the study were to develop standardized tests in Nepali, English, Mathematics and Social Studies for district level assessment. Standardized tests were developed in the subjects and administered in 3 districts (Rasuwa, Ilam, Nawalparasi).
- 7.2 The overall mean achievement scores of the studies in Nepali, English, Mathematics and Social Studies were 45.341, 38.33, 30.08 and 34.45 respectively..
- 7.3 There were some disparities in the scores of boys and girls in Mathematics (boys scoring more than the girls), in other subjects the scores of boys and girls were similar.
- 7.4 The district-wise mean achievement scores were not uniform in all the four subjects.
- 7.5 There are disparities in achievement scores by district despite use of uniform curriculum and textbooks. Other factors such as teacher training, use of teacher guides, use of instructional materials, school facilities, etc. may have influenced student learning.
- 7.6 In all the subjects, in all the districts, the mean achievement scores of students are below the mean achievement score of 50.

8. Recommendations
  - 8.1 The low mean achievement scores of the students indicate the need of taking up various measures such as: use of regular assessment of student learning and test results, teaching and evaluation of all components of the subjects, effective use of instructional materials, and provision of training. Also measures such as appropriate use of curriculum, textbooks, teacher support materials and more effective school management are needed.
  - 8.2 Further inquiries are needed into causes of variations in achievement scores by districts, subjects and components within subjects.
  - 8.3 The differences in achievement scores of boys and girls should be reduced by avoiding gender discrimination and providing opportunity for doing Mathematics exercises in homes, as well as by ensuring their participation in classroom activities.
  - 8.4 The DOE should disseminate the district level assessment tests in districts and organize training workshops for teachers in order to enable them to prepare and use the achievement tests.
  
9. Comments:
 

The Report contains description of the process of development of standardized tests. It claims that the achievement tests used in the study are valid and reliable, and further recommends that the district level achievements tests should be widely disseminated. The results of the standardized tests developed and used by the researchers in three districts point out the low quality of instruction in the primary schools. Particularly, the students' performance in three districts is found to be very poor in Mathematics. The results indicate an urgent need for improving instruction in all subjects, particularly Mathematics in the schools.
  
- 10 Research Areas:
  - (a) Student Evaluation System used in the schools (by grades, in public schools, and private schools)
  - (b) Analysis of test items in different subjects in Grade 5 examinations.

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### **School-Based Assessment in Nepali Primary Schools**

- 1 Title : School-Based Assessment in Nepali Primary School
- 2 Study Conducted by : Finnish Support to BPEP (author M.G. Nyachhyon and R. Weber)
- 3 Date : July, 2001
- 4 Purpose : To assess the implementation of Continuous Assessment System (CAS) Pilot Scheme in 5 districts.
- 5 Objectives :
  - (a) Examine the programme of piloting and subsequent implementing of CAS into the primary education system and make proposals for improvement in the programme.

- (b) Provide insight to the staff at national level on the principle and practice of continuous assessment.
- (c) Consider the implications of introducing CAS in the national system of examinations in particular the grade 5 examination, and make proposals for harmonizing CAS and the formal examination system.

6 Methods:

*Study Type* : Pilot programme

*Sampling* : Purposive

*Sample Size* : 5 pilot districts, 10 schools in each district

*Tools/Strategies* :

Piloting Procedures

- Recording student's' learning outcomes on the student progress sheet.
- Preparing student portfolios (collection of students works).
- Conducting of CAS training for teachers
- Evaluating the success of CAS on the basis of data collection.

Tools for gathering information on extent of success of CAS.

- A general information sheet completed by schools at the beginning of the school year.
- Lesson observation sheets completed by the RPs/supervisors during the school year.
- Report sheets on teacher support training days (completed by RPs/supervisors).
- Feedback sheets (completed by teachers) at the end of the school year.
- A pilot achievement test at the end of grade 3.

7 Findings:

- 7.1 The CAS pilot is currently under way and MOES is hopeful about expanding it to 75 districts.
- 7.2 CAS is a system of school based assessment that is intended to improve the quality of teaching in classrooms and to encourage pupil centered and individualized learning approaches.
- 7.3 Visits to schools give the impression that CAS to date has had a small positive impact on improving classroom teaching and learning.
- 7.4 Teachers seemed more concerned with the bureaucratic procedures involved in CAS than in using it to help them achieve better teaching and learning.
- 7.5 There is a overlap in student assessment procedures under the Whole School Approach (WSA) teacher training and CAS. There are student achievement record sheets used both in WSA and CAS. WSA assessment is observed be a well thought-out system. On the other hand CAS is an assessment programme which includes pilot study and teacher training.

8. Recommendations:
  - 8.1 The current number of schools in the CAS pilot study should be held constant and not increased.
  - 8.2 The CDC staff trained as Master Trainers should continue to provide CAS training year after year.
  - 8.3 The CAS training to headmasters, DEO and RED staff should be comprehensive.
  - 8.4 Emphasis should be placed n CAS training on making the teachers fully understand the philosophy and administration of CAS, the need to involve parents and use of supplementary materials.
  - 8.5 The indicators of success for CAS should be reexamined.
  - 8.6 Training and Supervision Section of DOE should be made solely responsible for teacher training and School Based Assessment including CAS. Such training should be provided in corporation with NCED, DEC and PTCs.
  - 8.7 The CDC and DOE should work together to create a single united School Based Assessment programme.
  - 8.8 The CDC and DOE should consider adapting the CAS student achievement record sheets to reflect good practices found in the WSA student achievement record sheets.
  - 8.9 CDC should continue to be responsible for conducting of the CAS pilot work.

9. Comments:

The Report emphasizes that the Ministry, DOE staff, the educational personnel in Regions and districts should clearly understand the philosophy and process of implementation of CAS. It describes the process of piloting work being done at present and notes the critical role of CAS training to the district staff and teachers. The Report notes a parallel system of school-based Assessment being incorporated in the Whole School Approach (WSA) teacher training and appreciates the School Assessment Record Sheets used in WSA. The Report cautions against expanding the coverage (of schools) in the piloting scheme.

Annex I of the Report contains a review of "Implementation of CAS piloting 2000/01. Annex 2 contains Points regarding the implementation of CAS." Annex 3 presents schedule of CAS training (4 days) in Dhulikhel. Annex 4 presents a series of training documents/materials used in CAS training.

10 Research Areas:

- (a) A review of experiences in schools/districts where CAS has been implemented (in terms of the level of students' learning achievement, and promotion)
- (b) Support needed by schools to implement CAS (such as training to teachers, record keeping, orientation to parents, system of giving homework, teacher responsibilities).

## **Capacity Building for Educational Improvement: An Institutional Analysis of MOES of Nepal**

1. Title: Capacity Building for Educational Improvement: An Institutional Analysis of the Ministry of Education and Sports of Nepal.
2. Study Conducted by: The Danish University of Education, and International Program for Education and Development Study and Resource Center, Nepal.  
Author: Dr. M.B. Bista and Stephen Carney
3. Date: July 2001
4. Purpose: To provide a comprehensive and rigorous analysis of the existing capacity and expertise of MOES and its agencies.
5. Objectives:
  - (a) To assess the overall capacity of the MOES, its staff and constituent bodies in relation to their mandates, roles and responsibilities.
  - (b) To guide the conceptualization and preparation of a human resource development plan (HRDP) for the MOES to support the central goal of quality improvement under BPEP-II.
6. Methods:

*Study Type:* Assessment of management capacity

*Sampling:* Purposive

*Sample Size:* 12 class I officers, 32 class II officers, 115 class III officers of MOES, 50 DEOs, 64 supervisors, 168 Resource Persons.

*Tools/Strategies:*

  - Questionnaires: 7 questionnaire instruments were administered to key and representative MOES staff (class I officers, class II officers, DEO's, school supervisors,
  - Analysis of relevant documents
  - Focus Group: Group discussions were conducted with staff of following institutions; DOE, NCED, CDC, DEC, NEFEC, OCE, RED, DEO, and headteachers, teachers, parents.
7. Findings:
  - 7.1 Nepalese public administration (that includes educational administration) faces problems such as insufficient capacity, cumbersome procedures, inadequate regulatory process, low motivation and morale and increasing political interference and corruption.
  - 7.2. There are a number of technical deficiencies within the Ministry of Education and Sports (MOES) as well as substantial cultural barriers to institutional improvement.

7. 3. There is a fragmentation of important activities that may be better served being brought together.
7. 4. Uneven distribution of tasks and responsibilities, confusion about roles and functions, slow or absent coordination, weak linkages between and/or among the sections (even within the same institution), conflicts between sections over control of programs and resources, blurred lines of authority and responsibility, examples of hollow structures and orphaned functions have been observed.
7. 5. Staff training and development appears to be valued for assisting the promotion prospects of favored staff as much as for enhancing operational effectiveness.
7. 6. Information process reflects and reinforces the steep organizational hierarchy within MOES and creates a range of barriers to effective communication.
7. 7. Planning, monitoring and evaluation procedures are unclear, poorly coordinated and driven by central bodies at the expense of local ones. Data to inform planning and development is weak, as is the capacity to utilize them. Planning, monitoring and evaluation processes are disconnected both from program implementation and improvement and pay little attention to local ownership.
7. 8. The Regional Education Directorate (RED) has had a very limited role in recent school reform initiatives including BPEP-II. Many of the functions assigned to the RED are undertaken rarely due to a lack of effective authority, poor resources, inadequate expertise, and a high degree of central interference.
7. 9. The work of the District Education office is central to programme implementation and improvement in a decentralized education system. However, there has been little decentralization in the Nepalese context.
7. 10. The unhealthy and negative environment in which the DEOs work complicates the relationship between central and local accountability and ownership.
7. 11. Frequent transfer and rotation - often driven by political considerations - as well as inadequate training and development greatly limit the capacity of DEOs to fulfil their educational goals.
7. 12. Inadequate resources and unclear leadership affect the Resource Center System that has not yet shown itself to be an appropriate vehicle for teacher and school development.
7. 13. Women play marginal roles in the management of the MOES, and without substantial affirmative action over the next 10 to 15 years, are unlikely to increase their influences.



## 8. Recommendations

- 8 1. The MOES should not be seen as the sole or main provider and manager of the educational services. It should see itself more as a strategic planner, facilitator, catalyst and regulator.
- 8 2. A National Education Policy Council should be created in the form of a think-tank to discuss national educational issues, development challenges and to assist the MOES in formulating educational policies.
- 8 3. The MOES should separate policy management enforcement from service delivery. The MOES should limit its role to core functions such as setting policy, delivery funds to operational bodies based on defined criteria and procedures creating an enabling and stable environment and evaluate performance.
- 8 4. The implementation of programs in districts, schools, and communities should rest with the District Education Officers.
- 8 5. The government should consider establishing strong partnerships with the private sector, civil society, NGO's and the private/voluntary sector. MOES should develop proper mechanism for control, monitoring and feedback in order to delegate functions to such providers.
- 8 6. The SEDEC, NCED, DEC, and Teacher Training and Supervision Section within the Department of Education should be amalgamated with the NCED in order to avoid fragmentation, overlapping, and waste of resources in teacher training. In the long run, NCED should be developed as an autonomous institution with its own governing council. The PTTCs should be converted into Regional Centers for Educational Development with added responsibilities. Alternatively a central institute of teacher education should be established by merging the primary teacher training functions of NCED, DEC, DOE and SEDEC. NCED should then become a staff college for training of educational personnel.
- 8 7. There is a need for a national training policy in human resources development. An HRD plan is needed to enhance MOES's ability to manage and develop the education system.
- 8 8. The government should consider supporting the Faculty of Education of Tribhuvan University to improve its existing academic and training programs as well as to create new ones.
- 8 9. The MOES should start using modern IT methods and technology within its institutions to increase efficiency and reduce paper work.
- 8 10. A system of assessing the District Education Plans, allocating funds and evaluating the performance of the districts should be established.
- 8 11. The EMIS should be improved. There is a need to increase the availability of educational data particularly those relating to the distribution and use of teacher quota, student achievement, school performance, teacher performance, school supervision, availability and use of curriculum and instructional materials, and to improve the accuracy of available data.
- 8 12. The role of DEO office should shift from that of implementation of centrally prepared programs to that of planning, monitoring and evaluation of district

level educational development programs. The DEO offices should be strengthened.

- 8 13. The DEO staff should learn to work with the District Development Committee.
- 8 14. The District Staff should be involved in designing and implementing plans and programmes.
- 8 15. The professional capacity of Resource Persons should be strengthened; classroom based teacher/school development should be the main function of the RPs.
- 8 16. A system of preparing performance reports should be established whereby each institution from the central to the school level produces a report describing its performance results and/or the levels of achievement on identified indicators.
- 8 17. The structure and functions of the RED should be redefined. Three alternative models of RED should be considered.
  - (i) RED as a self contained entity
  - (ii) RED as the Regional office for the Controller of Examinations Office
  - (iii) RED as an extension of Department of Education
- 8 18. Each district should be divided into four educational zones. Each zone should be headed by an assistant DEO who would be responsible for school administration, teacher control and management, supervision and coordination of RCs and management and implementation of educational programs.
- 8 19. The role of school supervisors should be examined. Administrative supervision should be separated from professional development and support functions. Teachers support and supervision should be provided through the RPs and mentor teachers. The post of school supervisor should be changed into assistant DEO.
- 8 20. School Improvement Planning (SIP) should be introduced as an instrument of school development
- 8 21. MOES should revisit the organizational structures, formal mandates and the roles and responsibilities of different institutions and sections to correct organizational inconsistencies.
- 8 22. Capacity needs to be developed in MOES to conduct auditing of structure, functions, mandates, staffing and management practices.
- 8 23. The nonformal programmes (now under Nonformal Education Centers) such as School Outreach, Flexible Schooling, Out of School program should be transferred to the Department of Education.
- 8 24. A task force approach to program implementation should be adopted. Interdisciplinary program development and implementation teams should be formed in the DOE.
- 8 25. A separate cadre of educational planning, monitoring and evaluation should be created.

- 8 26. The job specifications of key positions in the MOES should be updated and developed.
- 8 27. Training in interpersonal skills should be provided to senior managers of MOES/DOE.
- 8 28. Senior managers should be trained in modern management tools and techniques.
- 8 29. Compulsory refresher training (annual) should be provided to all staff members.
- 8 30. Central staff should be subjected to mandatory field stay program (of at least 2 weeks in a year).
- 8 31. Intra- and inter-institutional flow of information should be improved.
- 8 32. Knowledge-centers should be established in the institutions.
- 8 33. A distinction should be made between strategic and operational planning.
- 8 34. A strategic planning team should be established in the Planning Division of the MOES.
- 8 35. Intersectional planning team should be established in each institution within the MOES.
- 8 36. The monitoring system should be made a participatory process.
- 8 37. There should be a core group of monitoring experts in MOES/DOE.
- 8 38. A standardized evaluation system should be used to monitor and evaluate school performance. School performance should feed into resource allocation decisions.
- 8 39. A school accountability scheme should be established under which schools would be required to perform satisfactorily on a number of performance indicators in order to get school development grants.
- 8 40. A separate reform package is necessary to support chronically low performing schools.
- 8 41. School board (managing committee) should be established in each school with strong participation of parents.
- 8 42. The educational leadership role of head teachers should be strengthened.
- 8 43. Parents should be allowed to form their own association.
- 8 44. Teachers should be encouraged to form professional associations.

9. Comments:

The institutional analysis report is comprehensive and rigorous. The Report covers MOES central level organizations Regional and District level offices of MOES. It analyzes the functions and role of these organizations. It also deals with programme implementation issues at various levels. It presents ideas on reorganization of the MOES and various organizations under MOES. It presents a series of measures for capacity development of the staff at central, regional, district, cluster and school levels. A large number of recommendations have been

presented to address the various management issues being faced by MOES, and organizations under it.

10. Research Areas

- (a) Assessment of need of a National Education Policy Council, scope of work and organization.
- (b) Partnership between MOES/DOE and NGO's, private sector, civil society, and local government in the governance and delivery of education.
- (c) Analysis of role and functions of MOES, DOE and other central level agencies, and organizational structures of these agencies.
- (d) Feasibility of amalgamating all school level teacher-training systems into NCED.
- (e) Improvement of administrative practices in DOE and central level Institutions.
- (f) Assessment of training needs of MOES/DOE/DEO/local level bodies with respect to educational management.
- (g) Design of training program for junior, middle level and senior level staff in the education sector.
- (h) Development of performance goals for regions (RED) districts (DEOs) and schools.
- (i) Re-examination of role and functions of RED.
- (j) Upgrading plan for DEO (Offices)
- (k) Elaborating the concept of school district system and feasibility of implementing it.
- (l) Elaborating the concept of school improvement planning.
- (m) Developing school evaluation system criteria.
- (n) Re-examining the role and functions of Resource Persons.
- (o) Developing a plan for upgrading professional capabilities of the RPs.
- (p) Developing a scheme for introducing decentralization in the education sector.
- (q) Re-examining the role and functions of school supervisors.
- (r) Areas of strengthening EMIS, scope of EMIS.
- (s) Identification of areas that need to be addressed in Education Regulations for giving greater powers to the headteachers.
- (t) Implications of recent changes in the Education Act for central, district and local level educational management.

Document - 21

**A Report on Organization Structure,  
H.R.D. and Database System of MOE**

1. Title: A Report on Organization Structure  
Human Resource Development (HRS) and Database System of Ministry of Education (MOE)
2. Study Conducted by: A Group of Consultants (Headed by Mr. G.N. Ojha )

3. Date: 1999
4. Purpose: The report was prepared for Academy for Educational Development (AED)
5. Objectives:
  - (a) To review and reexamine the existing organization system (of MOE) and its management style against the total BPEP-II objectives.
  - (b) To review the institutions in terms of bureaucratic, legal, behavioral aspects.
  - (c) To take stock of human resources and its development process.
  - (d) To design an automated data base system.
  - (e) To assess the technical needs of MOE.
  - (f) To recommend necessary changes in the areas (No. a,b,c) and build strategies for implementation of the changes recommended.
6. Methods:
 

*Study Type:* Evaluative study

*Sampling:* Purposive sampling of 10 districts representing Eastern, Central, Western and Mid-Western Regions and Hills, Mid-Hills and Terai.

*Tool:* Questionnaires for interviews with education officials and officials of District Development Committees, VDCs and Municipalities.
7. Findings:
  - 7.1 The Ministry of Education should focus on policy matters. Its size should be determined accordingly.
  - 7.2 The Regional Directorates have been given many responsibilities for improving educational quality. But these Directorates have not been able to fulfill these responsibilities, mainly because the MOE deals directly with the DEOs bypassing the Directorates.
  - 7.3 The school supervisors in the DEO's are loaded with large number of schools and the supervisors rarely visit schools because of lack of budget and meager amount of daily allowance.
  - 7.4 The PTTC training are neither cost effective nor functionally effective.
  - 7.5 There has been very frequent transfer of DEOs.
8. Recommendations:
  - 8.1 The MOE and DOE organization structures need not be changed as the structures have only recently been put in place.
  - 8.2 The Regional Directorates should either be made responsible for Examinations at regional level or be abolished.
  - 8.3 The DEO offices should be gradually phased out with the implementation of Local Governance Act 1998. The DDC and VDC should be empowered to undertake education development.

- 8.4 MOE should prepare baseline data on its personnel in order to prepare plan for human resource development.
  - 8.5 Long-term training should be provided to prepare personnel in CDC, NCED, Examination. Long-term training should be directed to fresh entrants into the Education Service.
  - 8.6 PTTCs may not be able to address the training needs of the all the teachers. Involvement of private sector in teacher training should be encouraged under strict rules and regulations and guidelines of existing institutions.
9. Comments:
- The Report is mainly descriptive. Its remarks are sweeping without making enough analysis and giving plausible rationale. The Report pleads for the phasing out of Regional Directorates and DEO offices. Particularly, the suggestions relating to the phasing out of DEO offices seem to be impractical. The BPEP plans to strengthen the DEO in developing and implementing district education plans. However, the idea of strengthening the role of DDC and VDC in education is well taken into account.
10. Research Areas:
- (a) A Review of the roles of different MOE agencies in providing teacher training.
  - (b) Functioning of DOE, after its formation in 1999.
  - (c) Manpower positions/status in MOE and DOE and their training needs.
  - (d) Organization structures of RED and DEOs in relation to the functions (as stated in the Education Regulations).

## Document - 22

### **A Study on "Improvement of Internal Efficiency of Primary Education"**

1. Title: A Study on "Improvement of Internal Efficiency of Primary Education."
2. Study Conducted by: Research Center for Educational Innovation and Development (CERID)
3. Date: July 2001
4. Purpose: The study was conducted with the aim of determining the status of internal efficiency of primary education in Nepal, and identifying measures to raise internal efficiency. The report was submitted to Department of Education.
5. Objectives:
  - (a) To identify various rates related to internal efficiency of primary schooling such as promotion, repetition and dropout rates of various grades, cycle completion rate and internal efficiency coefficient
  - (b) To identify regions, districts and pockets of low internal efficiency of primary education
  - (c) To assess the causes of low internal efficiency of primary education

- (d) To assess the implications of different measures adopted by the government in improving internal efficiency
- (e) To identify the effectiveness and viable measures for the improvement of primary education

6. Methods:

*Study type:* Survey

*Sampling:* Stratified

*Sample size:* 23 districts, 202 primary schools, (10 high efficiency and 10 low efficiency schools in each district), 202 head teachers, 1010 teachers, 202 SMC members, 1010 community members

*Tools/Strategies*

- School survey form
- Interview focus - separate for different groups of respondents (headmasters/teachers, VDC/municipality members, SMC chairman, DEOs/supervisors/Resource persons.
- Guidelines for conducting focus group discussions with teachers, community members, dropout children, repeaters, parents of dropout/repeaters children
- Orientation programme organized for field researchers

7. Findings

- 7.1 There had been a positive trend in internal efficiency of primary education during the period 1992-1998.
- 7.2 In 1999, the internal efficiency coefficient was 48.03%, and cycle completion rate was 39.1%.
- 7.3 There were variations in the internal efficiency level by geographical location. Higher internal efficiency coefficient was noted in case of Far Western region. This could be attributed to schemes such as scholarship for girl students and schooling feeding program for girl students conducted in this region. The efficiency coefficient for Eastern Region Central Region, Western Region and mid-Western Region were 48.3%, 51.7%, 42.8% and 47.0% respectively in 1999.
- 7.4 The dropout and repetition rates are highest in Grade I compared to other grades of the primary level. The low internal efficiency (at primary level) is related mostly to the problem of dropout and repetition at Grade I.
- 7.5 Disadvantages due to location, ethnicity and economic condition were identified as the main causes of low efficiency status. Many students from disadvantaged communities, minority groups, remote area dwellers and poverty-stricken areas can not study well, and as a result, they have to repeat grades and ultimately leave school without completing primary education. Further, there are discriminatory attitudes towards girls in these areas.

- 7.6 Another cause of low efficiency is related to underage and overage of students enrolled in primary schools. There are large proportions of underage and overage children in Grade I. Underage children generally tend to repeat Grade I. High failure rates in various grades make children overage for particular grades. Overage children tend to drop out or attend schools irregularly.
- 7.7 There is a tendency among school managers to report a higher number of students in order to get more teacher quota (from the DEO). Record keeping is very poor in most of the schools.
- 7.8 School-related reasons for low internal efficiency are concerned with school environment, facilities and school management. Lack of textbooks, lack of instructional materials and lack of proper management of classroom practices and schools have been the major causes of high student failure rates, low achievement of the students and low promotion rate.
- 7.9 Community and household-related factors also have a bearing on internal efficiency. In areas inhabited by the disadvantaged communities, '*Dalits*' etc. parental attitudes towards children's education, particularly girls education is not so good. Children from such households are among those who fail and dropout contributing to low internal efficiency. Economic activities of parents also influence children's schooling. Children from families and communities engaged in subsistence agriculture and manual labour tend to engage children in work at home or in work places outside houses. On the other hand, children of businessmen, service holders, farmers with better marketing options, people working in industry and ex-army men have chances of getting better learning opportunities and facilitating environment.
- 7.10 Student-related reasons are concerned with age when enrolled and with access to basic needs such as food, clothing, books and stationary. In remote areas where children have less access to such basic needs, the internal efficiency is low. Child labour is prevalent among most of poor families and those families with subsistence farming.
- 7.11 The government has taken up several measures for improving internal efficiency of the primary school system. There are: (i) conducting of ECD classes, (ii) nutrition programme for primary school children, (iii) primary school scholarship, and scholarship for *Dalit* children, (iv) introduction of continuous assessment system in a pilot bases, (v) provision of alternative schooling opportunities, (vi) primary teachers' training, (vii) introduction of compulsory primary education on a pilot basis. Each of these programmes has positive impact on efficiency. For instance, the ECD program has promoted the habit of school going, and studying seriously among the students. Scholarship program has led to increased girls enrolment.



## 8. Recommendations

- 8.1 A reliable information system which is easily accessible to schools should be developed. Skill to use the information system should be developed among the concerned staff.
- 8.2 There is a need for major intervention to improve the dropout and repetition situation of Grade 1. Universalized provision of ECD programme for the underage children be made.
- 8.3 Learning environment conducive to children's needs and interests is an important aspect for retaining children in schools.
- 8.4 Teachers and school management should be oriented to the needs of children of disadvantaged communities and of girls.
- 8.5 Schemes like flexible schooling, school outreach and alternate schooling should be expanded.
- 8.6 Attention should be given to providing basic facilities (toilets, drinking water, library, school fence) in the school.
- 8.7 Existing program like ECD center establishment, girls' scholarship, nutrition program should be expanded.
- 8.8 The following specific measures are needed in order to raise internal efficiency of primary education:
  - (a) Community mobilization through active parent-teacher association, public awareness program, and collaboration with the NGO's.
  - (b) Special facilities for disadvantaged children, also boarding facilities for Dalits.
  - (c) Effective monitoring of school teaching and a system of reward and punishment for teachers.
  - (d) Adopting appropriate student evaluation system (formative evaluation) and developing cumulative record system.
  - (e) Implementation of liberal promotion policy and its contribution raising internal efficiency.
  - (f) Analysis of teachers training context (whole school and certification training) with respect
  - (g) What contribution can decentralized planning (DEP and village/school level planning) provide in raising internal efficiency at primary school level?
  - (h) Data reporting system on school enrolments (from school and district levels).
  - (i) Introduction of compulsory primary education

## 9. Comments

This study analyzes the pattern of internal efficiency by ethnicity of students, occupational parents, location of schools, educational level of people in the concerned localities and the economic status of people. Among the causes of low internal efficiency, weak school management is identified as the crucial factor.

Further the study identifies the role of school authority, local community, local government and central government in the improvement of internal efficiency. The study report mentions implementation of compulsory primary education and effective monitoring of quality education as important measures for raising internal efficiency. This report contains a large statistical section that presents data from the field survey.

10. Research Areas
  - (a) Research promotion policies
  - (b) Demand for child labour in households and students' attendance in schools
  - (c) Compulsory primary education as a measure for tackling the problem of low efficiency.

## Document - 23

### **A study on the Students' Regularity in Primary Education**

1. Title: A study on the Students' Regularity in Primary Education
2. Study Conducted by: CERID/TU
3. Date: 2001
4. Purpose: The study was undertaken to understand the various factors related to student's' regularity and assesses the implications of various government measures. The Report was prepared for the Department of Education.
5. Objectives:

The major objective of the study was to find out the present status of student regularity and provide information about the situation in order to help planning process of primary education in the country.

#### *Specific objectives:*

- (g) To investigate the factors that contribute to student regularity and factors that inhibit the children from attending class regularly,
  - (h) To find out the curricular load and number of classes required in an academic year.
  - (i) To examine the roles of parents, SMCs and local bodies to ensure children's attendance and regular stay in the system.
  - (j) To examine the effects of the government policies on students regularity.
  - (k) To suggest measures to fulfil the enabling conditions to make students regular in class.
6. Method:

|                     |   |
|---------------------|---|
| <i>Study Type:</i>  | An assessment and survey study  |
| <i>Sampling:</i>    | Stratified sampling   |
| <i>Sample Size:</i> | 9 Districts representing 5 Development Regions and three Ecological regions, 74 Schools together from all regions, 370 school teachers, 370 students, 370 parents, 370 community members, and 74 SMC members. |

### *Tools and Strategy:*

#### *Tools:*

- (i) School survey form
- (ii) Interview forms for interview with Head Teachers, SMC Chairpersons, DEO's/Supervisors and Resource Persons
- (iii) Guiding question for group interview

#### 7. Findings:

- 7.1. A relatively good school calendar shows that there are 237 school open days, of which 190 days were available for instruction, and the rest were used for examinations, extra curricular activities, etc.
- 7.2. The study showed that on average the total school open days was 188 only, out of which 164 days were available for instruction. However, due to student unrest and other political circumstances the effective school days were reduced to 164 days or less.
- 7.3. In most of the schools, no annual calendar of the school was prepared.
- 7.4. On average, the student regularity at the primary level was 70% (that is the student attended school for 70% of instructional days).
- 7.5. Annual teacher regularity was about 87% with monthly variations. On an average 13% teacher absenteeism is equivalent to 21 instructional days.
- 7.6. Factors contributing to students regularity are :
  - (i) Self-motivation of students
  - (ii) Student-friendly school environment
  - (iii) Household factors such as parents taking interest in children's schooling and provision of necessities of the children.
  - (iv) School-related factors such as provision of basic physical facilities in the schools, existence of motivating an attractive teaching/learning practice in the schools, and provision of scholarship, mid-day meals and instructional materials
- 7.15 Factors inhibiting students' regularity include the following:
  - (i) Student-related factors such as examination failure, language difficulties, failing to do home work and breaking with friends
  - (ii) Household-related factors such as involvement in household work, family poverty leading to inability to buy necessities, and illiteracy of parents.
  - (iii) School-related factors such as lack of adequate physical facilities in the school, distance of the school, location irregularity of school operation, fear of examination.
  - (iv) Teacher-related factors such as insufficient number of teachers in the schools, lack of seriousness among teachers to teach well (including being indifferent to the needs of children) lack of training among many teachers, teachers resorting to various kinds of punishment on the children.

- 7.16 Parents, who are literate, and not socially or economically disadvantaged are contributing to the regularity of school attendance of their children. On the other hand, parents who are disadvantaged socially or economically are found to be holding back their children from attending school regularly.
- 7.17 Several government programmes such as ECD, Girls' Scholarships, Nutrition Programme, Scholarship for *Dalit* Children have contributed to increasing student's regularity in the schools. Nutrition programme has increased enrolment as well as regularity of students.

8. Recommendations:

Mandatory instructional days (rather than school opening days) should be fixed; and there should be effective monitoring of the instructional days in schools. The DEO and SMC should be involved in strictly ensuring the running of schools for the required instructional days.

- 8.1. In order to motivate the students to be regular in the schools, a system to credit the attendance of the students by allotting marks for promotion should be established.
- 8.2. In the provision of incentives (scholarship) attendance should be used as an important criterion.
- 8.3. School management should be strengthened and empowered to ensure fulfillment of instructional requirements including instructional days. The headmasters should be given power to reward or punish teachers and students based on regularity and effective instructor.
- 8.4. Curriculum should be made flexible and relevant to the children's life context. Teachers should be provided training on ways to make students participate in activity based learning.
- 8.5. Headmasters and teachers of schools should create better teaching/learning environment in schools.
- 8.6. The government should continue and expand the primary school scholarship programme such as the Girls Scholarship and *Dalit* Scholarship.
- 8.7. Classrooms/schools should be made lively and child-friendly with provision of basic facilities (including drinking water, toilet).
- 8.8. Student assessment procedures especially CAS should used more for improving teaching/learning than to declare students pass/fail.
- 8.9. The student evaluation system should take account of the student's regularity and participation in the classroom and learning.
- 8.10. The SMC mechanism should be revised to effective contribution of parent's community and local bodies for the betterment of schools.

9. Comments:

The Report presents its analysis and conclusions in 32 pages, supported by a huge number of tables on student and teacher attendance, by grades, status of physical facilities in schools, and other relevant areas. Improvement of social the economic status of family and literacy among parents have been found to be contributing to students regularity. The Report emphasizes the role of school management in improving student regularity in schools.

10. Research Areas:

- (a) Management factors for difference in attendance in public and private schools.
- (b) Relationship between student attendance and achievement levels.

## Appendix II

### Relevance of the Studies to BPEP-II Components

Introduction: It is the intent of this study to screen the numerous studies on educational areas, and to review only those study documents which are related to BPEP-II components. Only related documents were chosen for review. Thus, we can assess only the extent of direct relevance of the study documents, rather than the relevance itself. The extent of direct relevance is judged by the coverage of issues relating to one or more BPEP components.

Extent of relevance of the study document: A tabular presentation is deemed useful for presenting the extent of relevance. Only two levels of relevance (i) Highly Relevant, (ii) Relevant are noted.

| Document  | Extent of relevance  |
|---|--|
| 1. Basic and Primary Education Project (1992-98): A Synthesis of Experience. 1999 | The document assesses the BPEP I phase experiences in a number of areas, with which BPEP II phase programme is concerned. These include Teacher Training, Resource Centre, Non-Formal Education, and Literacy. Further, the document has stressed the need of establishing local vision of School Improvement, which is, in essence, an idea similar to School Improvement Planning (SIP) of BPEP II. This is a <u>Highly Relevant</u> study document. |
| 2. Education for All (EFA), Year 2000 Assessment                                  | The document presents the government's programmes for achievement of EFA goals. The main objectives and programmes of BPEP Phase II have been presented in a summary form. This is a <u>Relevant</u> document.   |
| 3. Nepal: Priorities and Strategies for Education Reform, 2001                    | This is a sector study document. It deals with issues relating to access and Retention, System Management, management of teachers at the school level, internal efficiency, and quality of education issues. BPEP-II components are not specifically dealt with, but all the analysis and recommendations are pertinent. This is a <u>Relevant</u> document.   |
| 4. Third Party Review of BPEP Phase II, 2001                                      | The document presents an evaluation of the achievements of all BPEP components over the past few years. The document contains a series of recommendations for improvements in implementation of all the components/subcomponents. This is a <u>Highly Relevant</u> document.   |
| 5. Report of Technical Panel Review of BPEP-II, 2001                              | The report assesses the achievement of BPEP-II programmes and presents measures for better implementation in the changed context. Emphasis is given to local planning. It is a <u>Highly Relevant</u> document.  |
| 6. Primary Teacher Training in Nepal, 1999.                                       | The document covers Recurrent Teacher Training, and Certification Teacher Training, which are among the components of BPEP-II. The contents of training, process of delivery and institutional capabilities have been analyzed. The conclusions of the study would be helpful in improving the delivery of recurrent and certification training under BPEP-II. This is <u>Relevant</u> document.   |
| 7. Effectiveness of Distance Teacher Training, 2001                               | The Distance Education Center conducts the primary teacher training (Packages II and III). A large number of   |

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|  | <p>participants are involved in the training. BPEP-II supports the Distance Education Center for conducting the training. The study document presents information on how the training participants are learning (through radio broadcast, learning materials and contact sessions). The information would be useful to make improvements in the training. This is a <u>Relevant</u> document.</p>   |
| 8. Whole School Approach Teacher Training, 1999  | <p>BPEP recurrent training is based on Whole School Approach (WSA). Every year thousands of teachers take part in this training. An assessment of WSA training (in BPEP-I) is presented in this document. It contains several recommendations relating to contents, timing of the training, resources required, capabilities of Resource Persons. The study document is <u>Relevant</u>.</p>  |
| 9. A Study of the Monitoring of Distance Teacher Training Programme, 1999                    | <p>One of the issues of Distance Teacher Training has been lack of proper monitoring of training. The Report analyzes the activities of Contact Resource Centres in detail and also the use of the centres by the training participants. The Report contains several recommendations which are intended to enhance the effectiveness of this training. This is a <u>Relevant</u> document.</p>  |
| 10. Reaching the Unreached: Social Assessment for Inclusive Education, 2001                  | <p>BPEP-II has a component entitled Education for Special Focus Groups' which is mainly addressed to the children of the disadvantaged groups. The aim is to increase involvement of these children and retain them in school until the completion of primary education. This document is devoted to studying the social backgrounds of the disadvantaged children. It makes several recommendations for promotion of education among these children. This is a <u>Relevant</u> document.</p> |
| 11. Children's Learning Obstacles : A Guidebook for Teachers of Disadvantaged Children, 2001 | <p>This document presents an analysis of various factors that influence learning of rural children. Several measures that the teachers and schools can take to resolve the obstacles to learning have been presented. This is a <u>Relevant</u> document.</p>   |
| 12. Nepal Country Case Study: In search of ECD Indicators, 2001                              | <p>This document presents a large number of indicators to assess the status of ECD at national, district, local and school levels. The indicators require a large set of data and information. The indicators identified in the study would be helpful for planning purposes in the future. The ECD is an important component in BPEP-II. It is regarded as important measure for raising enrolment and retention of primary children. The document is <u>Relevant</u>.</p>                   |
| 13. Evaluation of Community based ECD Programmes of DOE, 2001                                | <p>This study presents case studies of ten community-based ECD programmes in 5 districts. Successful CB ECD programmes are identified and factors for success are noted down. The study recommends various measures for making community-based ECD centres successful. BPEP-II intends to support the implementation of community-based ECD centres. The document is <u>Highly Relevant</u>.</p>  |
| 14. Strategic Action Plan for Community based ECD  | <p>This important document defines the aims of ECD, contents of ECD programme, states the role of</p>   |

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| Development Programme, 1999  | government, District Development Committees, local NGOs, and identifies the required resources for conducting ECD programmes. The role of local ECD Managing Committee is also stated. The document will be of value in developing and executing ECD programmes under the BPEP. The document is <u>Highly Relevant</u> .  |
| 15. Gender Assessment in the Education Sector, 2001  | The document assesses the status of girls and women at various levels of education. It states the BPEP incentive schemes for promoting girls' education. It pleads for early attainment of the goal of 'Education for All', and stresses the need of emphasis on girls education. The document supports the spirit and programmes of BPEP for promoting girls education and female literacy. It is a Relevant document.   |
| 16. A Study Report on Bilingual Education, 2001  | The document deals mainly with how to make children of non-Nepali speaking communities learn better in school in predominantly Nepali speaking environment and with use of texts in Nepali. BPEP-ASIP 2000/01 has a programme on optional mother tongue curriculum and reading materials. It is a <u>relevant</u> document.   |
| 17. National Assessment of Grade 3, 2001   | National Assessment of Grade 3 has conducted through a local research agency. The same agency was given the work of conducting assessment of Grade 3 for the second round. This document contains analysis of findings of the researchers must of Grade 3 done in 2001.<br>The findings of this study (2001) shows that there has not been any significant improvement in the achievement levels of the Grade 3 students (except in Social Studies), and the various BPEP project inputs have not resulted in significant improvement in achievement levels. The document is <u>Highly Relevant</u> . |
| 18. District Level Assessment, 2001  | This document reports on the achievement level of Grade 5 students in major primary school subjects on the basis of sample studies in 3 districts. The mean achievement scores were found to be less than 40 in English, Mathematics, Social Studies and exceeding 40 in Nepali. The very low achievement levels are attributed to various factors. The low achievement scores are matter of concern for implementors of BPEP programs intended to raise quality of classroom teaching. The document is <u>Relevant</u> .   |
| 19. School Based Assessment in Nepali Primary Schools, 2001                                | The document reports on the experience of implementation of continuous assessment system in pilot districts. The document contains extensive details about CAS training provided to the Resource Persons and supervisors. The BPEP-II Strategic Annual Programme for 2000/01 contains activities like conducting training, preparing post folios of students, school support programme etc. The document is <u>Relevant</u> .   |
| 20. Capacity Building for Educational Development: An Institutional Analysis of MOES, 2001 | This document presents an analysis of the administrative structure of the MOES, at the central, regional and district levels. The roles of different agencies are analyzed. There are a number of recommendations made with aims to improve the educational administration of different levels. The BPEP-II has a component also on   |



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|  | strengthening the Central and District level administrative organizations (engaged in educational management). This is a <u>Highly Relevant</u> document.  |
| 21. Organizational Structure, HRD and Database System of MOE, 1999           | This study describes the organization of MOES, DOE and other central level regional and district level offices of MOES. Training needs of administrative personnel at various levels are noted and there is a brief description of data management in MOES. The document is <u>Relevant</u> .  |
| 22. A study on Improvement of Internal Efficiency of Primary Education, 2001 | This document presents a detailed analysis of the status of internal efficiency of the primary education system. Factors for the present low level of efficiency have been analyzed and measures for raising efficiency have been noted. Some the wide- ranging recommendations made consist in improvement of the report/repetition at Grade 1, adoption of liberal promotion policy, ECD programme, improved teaching performance by teachers, and improvement in data management and reporting. This is a <u>Highly Relevant</u> document (in the context of BPEP's concern and efforts for improving the efficiency levels). |
| 23. A Study on Students' Regularity in Primary Education, 2001               | Irregularity of students as well as the teachers are known problems affecting the primary schools. The document reports on the investigation with respect to student's school attendance and factors affecting the attendance. Regular student attendance is essential for improving retention and for improving learning. BPEP-II aims at increasing retention and achievement. The document is <u>Relevant</u> .   |

## Appendix III

### Gist of Methods used by the Studies

|   |   |
|---|---|
| 1. Basic and Primary Education Project (1992-98) - A Synthesis of Experiences, 1999 | <ul style="list-style-type: none"> <li>• Evaluation study</li> <li>• Sample size: 2 Districts, 82 RCs</li> <li>• Consultations, Review of documents</li> </ul>  |
| 2. Education for All, Year 2000 Assessment  | <ul style="list-style-type: none"> <li>• Evaluation study</li> <li>• Analysis of secondary information and data</li> <li>• Workshop discussions</li> </ul>  |
| 3. Nepal: Priorities and Strategies for Education Reform, 2001                      | <ul style="list-style-type: none"> <li>• A sector analysis</li> <li>• Preparing analytical reviews</li> <li>• Focus group discussion with stakeholders</li> </ul>   |
| 4. A Third Party Review of BPEP Phase-II, 2001                                      | <ul style="list-style-type: none"> <li>• Evaluation study</li> <li>• Sample size: 3 Districts, 24 Schools</li> <li>• Analysis of Secondary information and data</li> <li>• Key informant interviews</li> <li>• Focus group discussion</li> </ul>                                    |
| 5. Report of Technical Panel Review of BPEP-II, 2001                                | <ul style="list-style-type: none"> <li>• Evaluation of project implementation</li> <li>• Consultation with MOES officials and donors</li> <li>• Document review</li> <li>• Four round-table meetings</li> </ul>   |
| 6. Primary Teacher Training in Nepal: A Analytical Report, 1999                     | <ul style="list-style-type: none"> <li>• Analytical study of training programs</li> <li>• Sample size: 16 Districts</li> <li>• Interviews with teachers, headteachers, RPs, trainers school surveys</li> <li>• Discussion with DEOs, supervisors, programme coordinators</li> </ul> |
| 7. Effectiveness of Distance Teacher Training in Nepal, 2001                        | <ul style="list-style-type: none"> <li>• Evaluation report</li> <li>• Sample size: 10 Districts, 10 RCs</li> <li>• Observation: 3 Districts</li> <li>• Interviews with DEOs, RPs, supervisors, trainers, headmasters, trainers</li> </ul>   |
| 8. Whole School Approach Recurrent Teacher Training: A formative study, 1999        | <ul style="list-style-type: none"> <li>• An evaluation study</li> <li>• Sample size: 6 Districts, 18 primary schools</li> <li>• Interviews with DEOs, programme coordinators, supervisors, RPs, teachers and students</li> </ul>  |
| 9. A study on the monitoring of Distance Teacher Training Programme, 1999           | <ul style="list-style-type: none"> <li>• An evaluation study</li> <li>• Sample size: 20 Districts</li> <li>• Monitoring of participants (with use of forms) classroom observation (with use of forms)</li> </ul>  |
| 10. Reaching the Unreached: Social Assessment for Inclusive Education, 2001         | <ul style="list-style-type: none"> <li>• Investigative study</li> <li>• Sample size: 15 Districts, 360 households</li> <li>• Focus group discussion: 30</li> <li>• Key informant survey</li> <li>• Discussion with stakeholders</li> </ul>  |
| 11. Children's Learning Obstacles: A  | <ul style="list-style-type: none"> <li>• Preparation of guidebook for teachers</li> </ul>   |

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| Guidebook for the Teachers of Rural Disadvantaged Children, 2001                            | <ul style="list-style-type: none"> <li>• Review of documents</li> <li>• Workshop</li> </ul>   |
| 12. Nepal: Country Case Study: In search of ECCD Indicators, 2000                           | <ul style="list-style-type: none"> <li>• Review and development of indicators</li> <li>• Task force formation</li> <li>• Sample data collection: 3 Districts (1 VDC in a district and 3 communities in each VDC)</li> <li>• Focus group discussion</li> <li>• Review of available indicators</li> </ul> |
| 13. Evaluation of community based Early Childhood Development Programme of DOE, 2001        | <ul style="list-style-type: none"> <li>• Case study of ECD centres</li> <li>• Sample: 10 CBCD in 5 districts</li> <li>• Qualitative and quantitative data collection</li> </ul>   |
| 14. Strategic Action Plan for Community based ECD Programme, 1999                           | <ul style="list-style-type: none"> <li>• Strategic plan development</li> <li>• Review of related documents</li> <li>• Overview of selected ECD programs</li> <li>• Focus group discussion</li> <li>• Workshop</li> </ul>  |
| 15. Gender Assessment in the Education Sector, 2001   | <ul style="list-style-type: none"> <li>• Status study</li> <li>• Sample: 15 Districts</li> <li>• Focus group discussion: 15</li> <li>• Analysis of school data</li> <li>• Study of related documents</li> <li>• Interview with DEOs</li> </ul>  |
| 16. Bilingual Education, 2001   | <ul style="list-style-type: none"> <li>• Assessment study</li> <li>• Sample size: 12 Districts</li> <li>• School surveys</li> <li>• Interview</li> <li>• Classroom observations</li> <li>• Focus group discussions</li> </ul>   |
| 17. National Assessment of Grade 3 Students, 2001   | <ul style="list-style-type: none"> <li>• Assessment study</li> <li>• Sample size: 23 Districts, 151 schools, 3534 students</li> <li>• Interviews with teachers, headmasters, students and parents</li> <li>• Development of achievement tests in various school subjects</li> </ul>                     |
| 18. District Level Assessment, 2001   | <ul style="list-style-type: none"> <li>• Assessment study</li> <li>• Sample size: 3 Districts, 1036 students</li> <li>• Review of curriculum and textbooks</li> <li>• Development of standardized tests</li> <li>• Administration of tests</li> </ul>   |
| 19. School based Assessment in Nepali Public Schools, 2001                                  | <ul style="list-style-type: none"> <li>• Pilot programme in student achievement</li> <li>• Sample size: 5 Districts, 10 schools in each district</li> <li>• Preparation of student portfolios</li> <li>• Recording of student learning outcome in the portfolios</li> </ul>                             |
| 20. Capacity Building for Educational Improvement : An Institutional Analysis of MOES, 2001 | <ul style="list-style-type: none"> <li>• Assessment of management capacity</li> <li>• Sample size: 159 officials under MOES agencies, 50 DEOs, 64 supervisors, 168 RP</li> <li>• Analysis of relevant documents</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Focus group discussions with staff of central level MOES organizations, teachers, headteachers and parents</li> </ul>   |
| 21. A Report on Organization Structure, HRD and Database System of MOE       | <ul style="list-style-type: none"> <li>• Assessment study</li> <li>• Sample size: 10 Districts</li> <li>• Interviews with education officials, officials of DDC, VDC and municipalities</li> </ul>                             |
| 22. A Study on Improvement of Internal Efficiency of Primary Education, 2001 | <ul style="list-style-type: none"> <li>• Survey</li> <li>• Sample size: 23 Districts, 202 primary schools</li> <li>• Interview with DEO, supervisors, RPs, teachers, headteachers</li> <li>• Focus group discussion</li> </ul> |
| 23. A Study on the Students' regularity in Primary Education                 | <ul style="list-style-type: none"> <li>• An assessment and survey study</li> <li>• Sample size: 9 Districts, 74 schools, 3% teachers, 3% students, 3% community members.</li> </ul>  |

Appendix IV  
**Studies envisaged in the BPEP Phase II  
Programme Implementation Plan**

**(Main Report)**

Title of the Proposed Studies

1. National Achievement Study of Grade 3 Children
2. National Achievement Study of Grade 5 Children
3. Subject-wise Classroom observational Studies
4. School Improvement Plan Evaluation
5. District Planning Evaluation
6. Alternative Schooling
7. School Physical facilities improvement
8. Community based ECD Effectiveness
9. Headmaster Effectiveness
10. Teaching Materials
11. Liberal Promotion Policy
12. District Level Assessment
13. Internal Effectiveness of Primary Education
14. Funding Mechanism
15. Textbook Distribution
16. Access Effect
17. Systems Observation Studies
18. Social Assessment
19. Project Performance Studies (Regular)
20. Teacher Training Evaluation

Appendix V  
**Primary Education Subsector Issues**  
**(Mentioned in BPEP II, PIP Main Report, Feb. 1999)**  
**Issues faced by the Country's Primary Education System**

1. Inadequate Access and Low Participation

The problem of non-enrolment and dropouts is acute among the girls, children with special needs and children from the poorest households and socially disadvantaged communities (page 6).

Non literate parents in poor families do not see the value of educating their children particularly daughters, as they need their help in household and economic activities. High opportunity costs contribute to non-enrolment, irregular attendance and repetition.

2. Limited Physical Facilities

The present condition of classrooms is not conducive to effective classroom teaching as most of the available classrooms are in a poor state of repair and many schools lack water supply and adequate sanitation facilities. (page 7).

3. Low retention of Students in Schools

Inefficiency of the primary education system occurs due to high rates of grade repetition and dropout. High repetition rate is the main cause of inefficiency (page 7).

Those who repeat classes are mostly underage children enrolled in Grade I. Early Childhood education is available for a negligible number of pre-school children (in urban and semi-urban areas).

4. Impact of BPEP:

The MTR (1996) noted the lack of clear evidence that BPEP inputs were resulting in increased learning achievement of children. Thus MTR recommended a change of focus of BPEP from inputs to processes and outcomes and development of managerial capacity of school, cluster and district levels to promote an efficient and high quality education system (page 8).

5. Low Achievement Level:

The low achievement level of students (as shown by National Achievement Study of Grade 3 students) is attributed to a number of factors including lack of pre-schooling facilities, ineffective teaching, unavailability of textbooks and instructional materials in time, lack of continuous monitoring of student progress, poor physical facilities, irregular attendance of students and teachers and the language barrier in the classroom (page 8).

6. Low Teacher Academic Preparation

Teachers' inadequate academic preparation accompanied by lack of pre-service and in-service training and lack of supervision have led to ineffective classroom teaching. Teacher's motivation level is low. Inadequate supervision has resulted in a high rate of teacher absenteeism, low time allotment to the task of teachers and poor accountability for better performance.

Further, there is an absence of monitoring by parents, SMC members and school supervisors. These are some of the factors that stand as hindrances to development opportunities for teachers (page 8).

7. Social Disparities

The gap in educational participation between the poor and the non-poor is very wide. Most communities are unable to send children to schools due to poverty.

8. Shortage of Resources

The free primary education policy (which waives tuition fees) has forced government-aided schools to operate under financial constraints. Schools have not been able to spend on materials and activities that have direct bearing on classroom practices and learning achievement (page 10).

9. Limited management capacity

Institutions at the central level responsible for planning, curriculum and textbook development, supervision, teacher training, school administration have limited capacity to carry out development works as they lack trained manpower, resources and a reliable information system for effective decision making (page 10).

10. Limited District Capacity

The DEO offices have not been seen as units of planning. The DEO offices lack the capacity to set meaningful goals and the ability to make plans to accomplish the goals. The existing DEO staffs do not have expertise in planning tasks (page 11).

11. Limited Powers of Headmasters

The headmasters have no control over the teaching staffs as their role is very weak due to their limited power and lack of training.

SMCs have not played an effective role in mobilizing resources, monitoring school operations and increasing the quality and efficiency of schools (page 11).

Appendix VI  
**Research Implications of Some Major Recommendations of  
Mid-Term Report**

(BPEP Phase-II)

March 2002

Recommendations (with research implications)

1. Examination of BPEP-II targets in relation to targets of "Education for All" Plan of Action.
2. Implications of the provision in the 7th Amendment to the Education Act for converting public schools into community schools.
3. Feasibility of shifting the role of MOES agencies from Central to District levels and from implementation to facilitation and technical support for communities (which would implement activities).
4. Issues in combining CAS activities and Recurrent (Whole School Approach) training.
5. Types of alternative models of Resource Centers (to suit the needs of different geographical regions/districts).
6. Issues in restructuring the recurrent training to cater for the needs, demands and problems of schools.
7. Shortcomings in the present textbook distribution system; and development of a revised distribution policy.
8. Modalities of School Improvement Planning process supported by the provision of block grants to schools.



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