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Current Situation

- Nepal is at the crossroads:
  - At National Level: Decentralization education system under the new federal constitution promulgated 2015.
  - At global level: Moving from MDGs (2000-2015) to contextualizing and adopting the SDGs (2015-2030).

- Goal of transformation into a federal democratic republic is building on the decentralization of governance policy to engage people in planning and development.

Current......

- SSDP has been developed through an inclusive and participatory approach encompassing the broader policy framework for the quality inputs and the enabling education environment.

- Plan focuses to:
  - Gradual devolution of governance and management to the local level
  - Improving the relevance, quality and equity in teacher management and professional development in terms of core competencies

Current......

- Ensuring quality and needs based TPD and performance based and accountable teacher management
- Around 57.21 percent to 42.99 percent between teacher salaries to non-teacher salaries cost has been estimated to the total budget of the plan
- SSRP (2009-15) indicates building strong ownership of the program among teachers and teacher’s professional organizations is key task to the plan

Current......

- Transforming TSD responsibility, structure, and to accommodate the upcoming decentralization of the educational system under the new federal system
- The plan has also aligned with the overarching national goal of Nepal graduating from least developed country to developing country by 2022

Selection, Recruitment and Placement Provisions

- Education Act 2028 BS (1971) article 19
- Education Regulation, 2049 BS (1992) Section 5 (A) rule 22 (A)
- TSC is the responsible for the selection, recruitment and placement of teachers at central level
- TSC as an administrative wing of the MoE, ensures the sole authority of selecting and recruiting teachers for permanent post.
TSC had not announced the vacancies for the permanent post of teachers for 17 years since 2052 BS (1995). The 7th amendment of education act has made provision of recruiting temporary and other teachers through SMC. Following rules and regulation SMC has recruited the teacher and make placement to the school and sent the same decision to the DEO for necessary approval.

Recently practiced policy and procedures for recruitment of teachers:

- Approval
- Recruitment
- Vacancy Announcement
- Teacher Selection Committee

Teacher Recruitment by post:

- Permanent
- Temporary
- Rescore person
- Kaaj
- Special school
- Rahat
- PCF quota
- Substitute
- Female
- Community funded
- NGO funded
- Voluntary teachers

Teacher's Union claimed 18 types of teachers.

Variation in Teachers Post:

- SMP(2012) noted 12 types of teachers: Permanent, Temporary, Rescore person, Kaaj, Special school, Rahat, PCF quota, Substitute, Female, Community funded, NGO funded, and Voluntary teachers.
- Teacher's Union claimed 18 types of teachers.
- Based on recruitment nature these categories permanent, temporary, and contract teachers are working at school level.

Student Teacher Ratio:

- Primary: 0
- Lower secondary: 0.5
- Secondary: 1
- Total: 3

Deployment and Re-deployment of Teacher:

- According to Education Act 1971 and Education Regulation 2000 TSC is the central authority for the deployment of teachers.
- No separate act for TSC.
- Two internal systems:
  1. Deployment with central authority: centralized practice as top-down approach
  2. Deployment in market system: decentralization practice teachers are managed locally.
SMCs are authorized to manage teachers following rules and regulation. But SMCs have many deficiencies:
- SMCs are formed more politically than academically.
- SMC members have poor academic qualification.
- They have no managerial training.
- Local people are least aware and least capable of assisting proper management.

Education Regulation, 2049 has set a criterion of minimum requirements for teacher deployment:
- Distribution of STR based on geographical region
- District-wise STR
- Teacher demand projection
- Teaching license
- Availability of the candidates etc.

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade</th>
<th>Required Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primary</td>
<td>1-5</td>
<td>Minimum: 3</td>
</tr>
<tr>
<td>Primary</td>
<td>6-8</td>
<td>Minimum: 4</td>
</tr>
<tr>
<td>Lower Secondary</td>
<td>9-12</td>
<td>Minimum: 7</td>
</tr>
<tr>
<td>Secondary</td>
<td>6-10</td>
<td>Minimum: 8</td>
</tr>
<tr>
<td>Secondary</td>
<td>9-12</td>
<td>Minimum: 9</td>
</tr>
</tbody>
</table>

Different Processes have been adapted to the deployment of different types of teachers:

For permanent quota:
- SMC requests increase teacher quota to the DEO.
- DEO checks and analyzes the need.
- DEO forwards the need to MoE.
- MoE decides annual teaching post allocations based on available enrollment figure and staffing need estimates.
- MoE provides Quota to district.
- DEO through SMC deploys teachers in school (the teacher is appointed as recommended by TSC).

For temporary quota:
- SMC with permission from DEO recruits temporary teachers in the vacant post for 6 months.

For Rahat quota:
- SMC requests DEO for Rahat quota based on high STR.
- DEO checks and analyzes the need.
- DEO forwards the need to MoE.
- MoE decides on need estimates.
- MoE distributes quota to district.
- DEO through SMC deploys teachers in school.

For PCF quota:
- PCF quota system also based on the STR.
- The deployment of teachers is same procedures as Rahat.
- What is difference is in salary.
- Rahat teachers are minority block grant equal to 13-month salary.
- PCF salary is based on the students number in the block grants.
- The salary of PCF teacher has fluctuation.
Deployment

For community funded teachers
- SMC recruits the type of teachers with locally managed fund in case of the requirement of additional teacher. Salary of these teachers is decided by SMC.

Affecting factors of Teacher Deployment
- Incapability of the SMCs for strong management
- Political pressure, intervention, and interference
- Nepotism and favoritism
- Geographical Complexity
- Low social and academic responsibility bearing by the teachers
- Least transfer of the teachers

Re-deployment of teachers
- Re-deployment of teachers is an effective way to solve the problems of uneven deployment. It also affected by:
  - Insufficient teacher quotas
  - Unaware local stakeholders, especially the SMCs
  - Weak school management
  - Weak physical infrastructure
  - Political influence
  - Nepotism and favoritism
  - Seasonal migration
  - Existing social structure
  - Facility oriented lifestyle of teachers

Model for teacher management in Federal system

SSDP Initiatives
- Management of teachers in line with the new constitutional mandate
- A balanced approach to recruiting teachers from underrepresented population
- Management of separate head teacher for secondary school
- Development of a road map for the appointment of subject teachers from faculties like science and humanities
- Review and strengthen eligibility criteria for teacher licensing and participation in teacher service examinations
- Increment of teacher quotas at school
Teacher Professional Development

- SSRP report notes to focus on building strong ownership of SSDP teachers and teachers' professional development organizations to ensuring access and quality in education.
- Inadequate and less competent teachers in the core subjects like math, science and English leads low SLC examination results.
- Less investment in continuous professional development for teachers.
- Recruitments for appointment are defined by certification and training not by competencies.

Professional development....

- SSDP focuses to:
  - ICT based effective and successful TPD for high quality and relevant to teachers’ need
  - Restructuring ETCs at district and province level
  - Promote teachers with creative and critical ideas and skills to bring changes in their teaching.

Professional development....

- Adopt three broad categories of TPD:
  - Standardized TPD as the centralized approach to disseminate information and skills among large teacher populations.
  - Site-based TPD for intensive learning by groups of teachers in a school or region promoting profound and long-term changes in instructional methods.
  - Self-directed TPD as an independent learning initiative at the learner’s discretion using available resources that may include computer and Internet.

Three types of training:

- Pre-service and in-service
- Qualification upgrading
- Site-based TPD

Professional Development

Educational programs launched in:

- Universities
- HSB board

Trainings conducted by:

- NCED
- 29 ETCs
- 29 (A&B)46 lead RCs
- 99 private teacher training centers affiliated with NCED

DOE (2014/15) showed:

- 95% fully trained teachers in primary level
- 82.6% in lower secondary level
- 92% in secondary level.

Field based data showed:

- 10% teachers are trained at schools.
- 70% have only academic qualification as pre-service training.
- 24% have 10 months training.
- 30% have backfilling clearance with TPD.
- 45% have both pre-service training with TPD.

Professional Development

Teacher Transfer

- Before the eighth amendment of the Education Regulation, the transfer of teacher was only possible after the work of five years in remote and seven years in urban areas.
- After amendment the regulation permits to transfer only for the permanent teachers.
- Less than one-year experience and Teachers who are going to retire in less than one year not be transferred.
- Individual teacher who want transfer, can apply to transfer if both the SMCs agree the transfer process.
Teacher Transfer

- DEO verifies the process and makes transfer.
- Two steps for transfer:
  - Both SMCs agreement.
  - DOE can transfer permanent teachers nationwide.
  - DEO can transfer teacher within the district only after permission from regional educational office.

Teachers' Promotion

- Two types:
  - File promotion
  - Inservice examination

Standard for teacher promotion at district level.

<table>
<thead>
<tr>
<th>Total years</th>
<th>3rd Class</th>
<th>2nd Class</th>
<th>1st Class</th>
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<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
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<td>3</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>16</td>
<td>4</td>
<td>0</td>
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<tr>
<td>25</td>
<td>20</td>
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<td>30</td>
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<td>35</td>
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<td>7</td>
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<td>50</td>
<td>40</td>
<td>9</td>
<td>1</td>
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Content of file promotion for teacher

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Category</th>
<th>Point</th>
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<tbody>
<tr>
<td>Minimum qualification / year (up to 35)</td>
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<td>2.5</td>
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<tr>
<td>Level / education minimum</td>
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<td></td>
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<tr>
<td>&gt; 60%</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>&gt; 45%</td>
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<td>4</td>
</tr>
<tr>
<td>&gt; 40%</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Inservice training / point</td>
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<td>10</td>
</tr>
<tr>
<td>Total result scoring</td>
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</tr>
<tr>
<td>&gt; 60%</td>
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<td>10</td>
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<tr>
<td>&gt; 45%</td>
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<td>8</td>
</tr>
<tr>
<td>&gt; 40%</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Teacher evaluation / point</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Student achievement / 15, research / 5, special responsibility / 5, external evaluation / 10</td>
<td></td>
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SSDP Policy Direction

- Introduce a career path for the direct promotion of teachers to higher level in line with the civil service act.
- Run teacher preparation programs to supply adequate teachers to teach core subjects such as science, mathematics, English as well as social studies.
- Develop a support and mentor program that enhances peer support and monitoring of translating PD into improved quality teaching and learning.
- Develop teacher performance appraisal system and career paths for basic and secondary teachers by introducing separate career paths.

SSDP Policy ……

- Introduce inclusive education module in pre-service program to provide basic knowledge and skills on needs and abilities with special needs, child-centered pedagogical methods for participative learning.
- Strengthen the alignment between school curriculum and teacher education course, introduction of competencies, and professional standards.
- Introduce program to support continuous teacher and professional development and strengthen CAS as a tool that guides teachers in self— and peer assessment of applying student-centered and child-friendly teaching methodology.
SSDP Policy ……

- Facilitate outstanding teachers with letters and certificates.
- Engage with universities to reform and strengthen the preparatory courses for teachers.
- Conduct mandatory biannual performance appraisals of all teachers.
- Develop good subject teachers in lead schools to lead local professional development of basic and secondary school teachers in feeder schools.
- Equip ETCs and LRCs with facilities with audio/video conferencing for trainings, and
- Develop teacher leadership with strengthening capacity on assessment and evaluation, classroom supervision and curriculum development.

Measures to Improve Teacher Management

Government Interventions Required on:

1. Strong Management System:
   - Clearly roles and responsibilities need to be defined to each authority—TSC, FSC, DEO and SMC.
   - Responsibility-sharing model of management—central, provincial, district and local levels.
   - Effective and objective capacity development packages of trainings to SMC members and educational administration.

2. Teacher’s Participation in Decision Making Process:
   - Make active participation of teachers in decision-making process.
   - Increase the responsibility and accountability of teachers towards their duties.
   - Government needs to consult and make participation of teachers to solve the problems of teacher management.

3. Effective Pre-service and In-service Training:
   - For pre-service training, the degrees in educational programs in the universities and DDEP Board (i.e., B.Ed., B.A. Ed., M.Ed.) need to be recognized as the level-wise requirement of training.
   - Teachers training quota system on student enrollment in FDE.
   - Modern and scientific teaching-learning methodologies and self-discipline.
   - Focus on practical rather than theoretical implementation of laboratory school concept and teacher preparation course (TPC).

4. Effective Appraisal System

Thank You !!!