

## Teacher Management Initiatives in School Sector Development Plan (2016-2023), Nepal

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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 (200-2015) to contextualizing and adopting the SDGs(2015-2030)
- ▶ Goal of transformation into federal democratic republic is building on the decentralization of governance policy to engage people on 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 57.01 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.....

- ▶ Transform TM and TPD 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 to national goal of Nepal graduating from least developed country to developing country by 2022

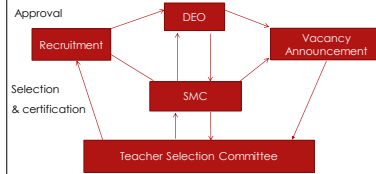
## Selection, Recruitment and Placement Provisions

- ▶ Education Act 2028 BS (1971) article 19 .
- ▶ Education Regulation, 2049 BS(1992) ,Section 5 (ka) rule 22 (na)
- ▶ Teacher Service Commission regulation 2057 BS (2000) Section 3, Rule 9 and 10 provide policy provisions for the recruitment of teachers.
- ▶ TSC is the responsible for the selection, recruitment and placement of teacher at central level.
- ▶ TSC as an administrative wing of the MoE, deserves the sole authority of selecting and recruiting teachers for permanent post.

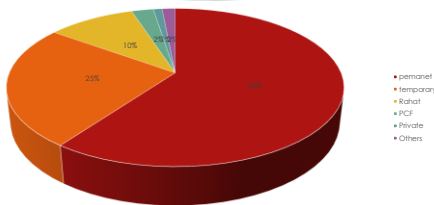
### Selection.....

- ▶ TSC had not announced the vacancies for the permanent post of teachers for 17 years since 2052 BS (1995)
- ▶ 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

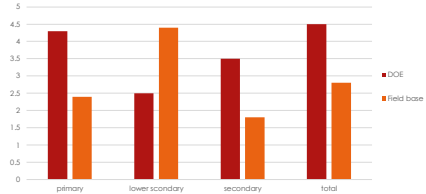
### Recently practiced policy and procedures for recruitment of teachers



### Teacher Recruitment by post



### Student Teacher Ratio



### Variation in Teachers Post

- ▶ SSRP(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 three categories permanent , temporary ,and contract teachers are working at school level.

### 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 system:
  1. Deployment with central authority : centralized practice as top-down approach
  2. Deployment in market system: decentralization practice teachers are managed locally

## Teachers Deployment.....

- ▶ SMCs are authorized (2) for the management of teachers following rule and regulation

But SMCs have many deficiencies:

- ▶ SMCs are formed more politically than academically
- ▶ SMC members have low academic qualification
- ▶ They have no managerial trainings
- ▶ Local people are least aware and least capable of assisting proper management

## Teacher Deployment.....

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

## STR Based Level and Grade wise Teacher Deployment Projection

Level	Grade	Required Teachers
Pre-Primary	-	1
Primary	1-5	Minimum 3
Lower Secondary	6-8	Minimum 4
Basic	1-8	Minimum 7
Secondary	6-10	Minimum 8
Secondary	9-12	Minimum 9

## Deployment Process

- ▶ Different Processes have been adopted to the deployment of different types of teachers
- For permanent quota:**
- ▶ SMC request and 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 estimate
  - ▶ MoE provides Quota to district
  - ▶ DEO deploys teachers in school (the teacher is appointed as recommended by TSC).

## Deployment .....

### For temporary quota

- ▶ SMC with the permission from DEO, recruits temporary teachers in the vacant post for 6 months

### For rahat quota

- ▶ SMC request DEO for rahat quota based on high STR
- ▶ DEO forward the need to MoE
- ▶ MoE decides on need estimate
- ▶ MoE distributes quota to district
- ▶ DEO through SMC deploys teachers at school

## Deployment .....

### 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 this type of teachers with locally managed fund in case of the requirement of additional teacher. Salary of these teachers is decided by SMC.

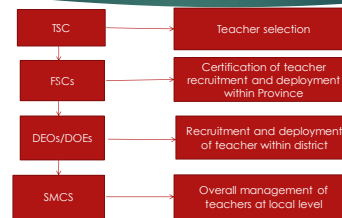
## Affecting factors of Teacher Deployment

- ▶ 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 life style 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 under represented population
- ▶ Management of separate head teacher for secondary schools
- ▶ Development of a roadmap 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

## SSDP .....

- ▶ Community awareness and capacity building / trainings for SMC members
- ▶ Different incentive packages for teachers, especially for them who deserve examples of best practices and for them who serve in the remote areas
- ▶ Strengthening physical infrastructures
- ▶ Reducing political interference, nepotism and favoritism in decision making process
- ▶ Strict supervision, M&E system
- ▶ Effective redeployment and periodic transfer

## 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 appointments 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.

## Professional Development

Three types of training:

- ▶ TPD (pre-service and in-service )
- ▶ Backlog clearance
- ▶ Qualification upgrading

Educational programs launched in :

- ▶ Universities
- ▶ HSEB board

Trainings conducted by:

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

## Professional Development

DOE (2014/15) showed:

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

Field based data showed :

- ▶ 90 % teachers are trained at schools.
- ▶ 13% have only academic qualification as pre-service training
- ▶ 24% have 10 months training
- ▶ 20 % have backlog clearance with TPD.
- ▶ 61% have both pre-services training with TPD.

## 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 make transfer
- Two steps for transfer:
  - ▶ Both SMCs agreement
  - ▶ DOE can transfer permanent teachers nationwide
  - ▶ DEO can transfer teacher within the district only after the permission from regional educational office.

### Teachers' Promotion

- Two Types:
- ▶ File promotion
  - ▶ Internal examination

Standard for teacher promotion at district level.

Total seats	3rd Class	2nd Class	1st Class
5	4	1	1
10	8	2	0
15	12	3	0
20	16	4	0
25	20	5	0
30	24	6	0
35	28	7	0
40	32	8	0
45	36	9	0
50	40	9	1

### Content of file promotion for teacher

Criteria	Category Point
Minimum qualification - 2.5 Level beside minimum	- 20 point (> 60% -15, > 45% -13, > 40% - 11) > 60%-5, > 45%-4, > 40-3 qualification
In-service training 10 point	(final result scoring > 60% 10, 45% - 8, >40% - 6)
Teacher evaluation 35 point	Student achievement-15, research 5, special responsibility 5, external evaluation 10

### 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 enforces peer support and monitoring of translating PD into improved quality teaching-learning environment
- ▶ 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 learning 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 authorities as TSC, FSC, DEO and SMC
- ▶ Responsibility sharing model of management central, province, district and local levels
- ▶ Effective and objective capacity development packages of trainings to SMC members and educational administration

### Measures to .....

**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.

### Measures to .....

**3. Effective Pre-service and In-service Training**

- ▶ For pre-service training the degrees in educational programs in the universities and HSEB board (I, Ed/ +2, B, Ed & M, Ed.) need to recognize as the level wise requirement of training
- ▶ Teachers training quota system on student enrollment in FOE
- ▶ 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)

### Measures to .....

**4. Effective Appraisal System**

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    graph LR
      A[Definition of work] --> B[Pre service training]
      B --> C[Selection & recruitment]
      C --> D[Competence assessment]
      D --> E[Orientation]
      E --> F[Performance planning]
      F --> G[Performance review]
      G --> H[Initial evaluation]
      H --> G
  
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Pre-Hire

New Employee

Currently Working

### Thank You !!