SUMMARY OF RESEARCH REPORTS

(2006 - 2013)

Government of Nepal
Ministry of Education
Department of Education
Sanothimi, Bhaktapur

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Preface

The Department of Education commissioned a number of studies on various issues over a period of time through different research organizations. The Department received the final reports on the completion of the research. With a view to disseminating the findings and outcomes of the research the Department has made an attempt to compile the executive summaries of the research reports. The Department would like to acknowledge the contribution made by the research institutions for generating new knowledge and deepening our understanding about the critical issues on education.

The executive summitries can prove instrumental in offering inputs to the stakeholders at different levels including policy makers, planners, program implementers, service providers, researchers and user groups at large. This volume consists of the executive summaries of the research reports on seventeen topics. I am confident that these summaries will be useful to inform the readers and raise their level of knowledge and understanding on the selected areas of inquiry.

The full reports on the studies are available at Department's website: www.doe.gov.np. I extend my deep appreciation to my colleagues and to those who have contributed to accomplishing this task. The Department of Education will appreciate your feedback and comments for improving our service delivery in the education sector.

Lava D Awasthi, PhD

Director General

Below are the research topics of the executive summaries.

S. N.	Title of the Study	Study conducted by	Date/Year	Remarks
1	A study on Effectiveness of Primary Teacher Training in Nepal	Full Bright Consultancy (Pvt.) Ltd, CHIRAG and SILT	2006 (062–63)	
2	A Study on the Status of Gender Equality in school	Social Development and Research Center (CDRC)	2007 (063–64)	
3	Teacher Management in Inclusive Education	National Centre for Special Education (NASEC)	2007 (063–64)	
4	The Effectiveness of the school level scholarship program of the Government of Nepal	The Centre for Educational Innovation and Research (CEIR)	2007 (063–64)	
5	A Comparative Study of School Cost between Community and Institutional Schools	Santwona Memorial Academy research center	2008 (064–65)	
6	A Study on the Identification of out of School Children and Possible Measures for bringing them into Formal and non-formal Education System	Full Bright Consultancy (Pvt.)	2009 (065–66)	
7	A Study on Client Satisfaction with Service Delivery of the Department of Education	NSCEH/GMSRC	2010 (2066–67)	
8	A Study on Effectiveness of Girls' Scholarship Program	ERDCN	2011 (2067–68)	
9	A Study on Reliability of Educational Data of Schools	AASAMAN Nepal	2011 (2067–68)	

10	A Study on Effectiveness of Community Managed School	Full Bright Consultancy	2011 (2067–68)	
11	A Study on Identifying Targeted Interventions for Ensuring Students Retention In The classroom	Santwona Memorial Academy Research Center	2011 (2067–68)	
12	Role of Resource Center For Improving Quality Education In Schools	Santwona Memorial Academy research center	2011 (2067–68)	
13	National Assessments on Grade 10 Students	EDSC	2011 (2067–68)	
14	A Study on Out of School Children and Verification of Data	Full Bright Consultancy (P) Ltd	2012(2068/69)	
15	A Study on Teacher Management in Community School	Santwona Memorial Academy (P) Ltd	2012(2068/69)	
16	A Study on Multilingual Education	Santwona Memorial Academy (P) Ltd	2012(2068/69)	
17	A study on Implementation of English Listing and Speaking skills	SANTWONA MEMORIAL ACADEMY (P) LIMITED	2013(2069/70)	

CONTENTS

A STUDY ON IMPLEMENTATION OF ENGLISH LISTENING AND SPEAKING SKILLS
2013

Background

The study entitled "the study on implementation of English Listening and speaking skills" was an attempt to explore the status of learning listening and speaking skills to improve the learning out comes of grade 9 and 10 students. Specifically, the study attempted to explore the current level of learning achievements of the secondary level students in Listening and Speaking skills in English. It also aimed to find out the problems in teaching, learning and testing listening and speaking skills at Grade 9 and 10. Similarly, to explore the ways to improve the learning outcomes of the listening and speaking skills of the students and to analyze the ways to develop the capacity of the English teachers in teaching and testing listening and speaking skills were other objectives of the study.

The study was conducted in the descriptive, exploratory, and the analytical research designs along with the incorporation of both the qualitative and quantitative data. However, the focus of the study was in the qualitative approach of inquiry. Qualitative data were described and analyzed in narrative style. Quantitative data were analyzed and interpreted quantitatively and presented and displayed in different tabular and graphical form. Both the primary and secondary sources of data were used in the study. Primary data were collected from the field using different tools and techniques of data collection. Some of the main primary sources were the concerned students, teachers, head teachers, teacher trainers, test takers, representatives of NCED/universities/teachers unions and so on. Secondary data were collected from different related secondary sources through document study.

For the collection of primary data, random sampling procedure was applied. Each one district was selected from mountain, hill, terai and Kathmandu valley. In consultation with the concerned DEOs, five secondary level schools were selected by using the random sampling method from each selected districts. Thirty students of Grade 9 and 10 (each 15) were also be randomly sampled from each of those selected schools and were included in the study. The teachers were taken in the study by using purposive sampling method from those selected schools. Some district and central level stakeholders were also purposively sampled and incorporated in the study. Some of such stakeholders were DEOs, SS, teacher trainers, test takers, representatives of NCED/universities/teachers

unions and so on. As tools and techniques of data collection, test items for the students, semi-structured interview schedule for the students, interview questionnaire for the teachers, focused group discussions with the teachers, interaction at central level with the specified key stakeholders and document study were used in the study.

The study found that the overall level of learning achievement of the students in English listening and speaking skills in the secondary level was found 16.06 out of 25 (64.24%), in which the proficiency of listening was 79.6 percent (in 10) and of speaking was 54 percent (in 15). While talking about the gender, there was no vital (significant) difference between the level of learning achievement of the boys (16.04) and the girls (16.08). However, boy's performance in speaking was found somehow beter than their performance in listening skills.

The study has explored some of the problems/difficulties in learning English listening and speaking skills. They were-

Listening Skill

- Discriminating sounds they listen
- Recognizing words they learned
- Identifying language functions in a conversation
- Discriminating stress and intonation pattern within words
- Constructing meanings of the word
- Recalling important words/ideas
- Predicting the general theme of the text they learnt
- Recognizing language functions to get meaning from context
- Listening to spoken/read text (due to the tone), understanding the gist and retrieving specific information from it
- Recording in note or making summary from the main points (note) of the messages from spoken gesture

Speaking Skill

- Lack of required degree of vocabularies and grammatical competencies so that the students generally hesitate to take part in conversations
- Problems in internalizing the elements of speaking like general theme, speech-sound, vocabulary, grammar, intonation, stress etc.
- Problems in maintaining required degree of fluency and accuracy
- Develop the adequate level of stress, rhythm, and intonation

- Problems in using appropriate discourse formulae
- Students face difficulties in articulating phonological features of the target language
- Difficulties in using appropriate discourse devices e.g. pauses, tags, questions, etc.
- Problems to communicate appropriately in a variety of formal and informal situations
- Difficulties in conveying simple messages effectively using common phrases proverbs, idioms and metaphorical expressions

The study found 25 percent differences between the marks of learning achievement of SLC appeared students (90.60%) and the achievement test (65.60%). However, the factors like duration of testing and the status of preparation cannot be ignored as the influencing factors to have this result. Even so, almost all the school teachers understudy and those involved in the interaction program argued that the SLC examination does not generally reflect the real level of learning achievement in English listening and speaking due to different causes like halo effect, political and academic pressure, setting of the examination, the role of the superintendent and so on.

As same as this, the study has explored the following problems in teaching and testing the listening and speaking skills:

Listening
- Lack of cassette, cassette players, and the electricity facility at school
- Insufficiency and problems in creating and maintaining supporting materials
- Characteristics of the text
- The characteristics of the students and the assigned tasks to them
- The process used in teaching
- Teaching listening in isolation

Speaking
- Inhibition/hesitation to speak
- Preference in using the mother tongue (Nepali language) in the class
- Lack of motivation for active participation
- Lack of basic communication skills like-taking turns, management of the interaction, negotiating meaning
- Students do not generally speak in class as they have nothing to say Similarly, the study found the following ways to improve in teaching and testing of English listening and speaking skills at schools.

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Ways	Listening	Speaking
In Teaching	• The teachers have to follow strictly the communicative method to language teaching in teaching listening skill. Thus, the teachers have to teach listening inductively with variety of activities prescribed by the curriculum and the teaching approach. Mainly, the objective test items like multiple-choice, true/false exercise, completing sentences, filling the blanks in a cloze exercise as well as answering comprehension questions, using language games, puzzles and chants, dictation etc should be used. • The teacher has to follow the activities in stage wise procedure of teaching listening (pre-, while-, and post-listening) with emphasis. This is why, it is recommended (not restricted to) to follow the following stage wise procedure to teach listening skill at class: (Add from Appendix)	Here too, the teachers have to follow strictly the communicative method to language teaching in teaching speaking skill. For this, the teachers have to teach speaking inductively with variety of activities prescribed by the curriculum and the teaching approach. Some of such techniques may be (not restricting to) imitation and repetition drill, brainstorming activities, question and answer, demonstration, dramatization, guessing the meanings of new words from their context, role play and simulation, group and pair work (information-gap activities), inquiry and discovery, story-telling, group discussion, using language games, puzzles and chants, answering comprehension questions and so on.
In Testing	To improve the assessment system of the language skill like listening, the following interventions should be applied: • The application of continuous assessment (informal) system for the evaluation of students' language performance (in addition to formal examinations and assessment conducted from time to time) • Strictly apply the tests recommended by the prescribed curriculum such as dictation, composition, note-taking and oral interviews, etc. to assess the level of learning. • The adaptation of an alternative provision to make testing measures for underprivileged, hearing impaired and poor eyesight, students • The teacher should evaluate listening skills of students internally. • A listening comprehension test should be used to assess students' comprehension skills through the multiple-choice test framework or variety/series of other types of comprehension questions like matching, true/false, completion, 'listen and draw', 'listen and act' 'listen and do' etc. • Dictation and/or note taking are the effective mean for the assessment of students' listening performance. Thus, frequent dictation test should be applied to evaluate students' spelling and punctuation capacity to make them habituated in listening to develop listening comprehension.	• For the testing of students' oral performance, the activities/items like debate, interview, discussion, role-play, exposition, picture description, map reading, etc. should be used. It is because students' ability to discriminate between sounds, and use of correct stress and tone to communicate can best be evaluated by making them take part in discussions, problem solving, conversation and role-play. • The application of continuous assessment (informal) system for the evaluation of students' language performance (in addition to formal examinations and assessment conducted from time to time) • The evaluation of students' oral performance should be done internally.

There are some of the contributing factors responsible to determine the level of students' learning achievement in listening and speaking. They are as below:

- Medium of instruction and classroom/school environment
- Learning environment at home
- Teachers' skills and ability to conduct both teaching and testing
- Teachers' dedication: No qualification and experience but the dedication of the teachers that is important for students to fix the level of learning achievement.
- Adequate training for teachers
- Cassette player, cassette and other related additional teaching materials
- Setting of the classroom based on students ability/disability
- Classroom practice and habituation in language skills
- Socio-economic status affects the achievement level

According to the study, it is necessary to improve the learning outcomes of the students. For this, the improvement in the learning outcomes of listening and speaking skill is made as below:

For Listening

- To provide sufficient amount of the exposure of both the time and language, the classroom (possibly school) environment should be made English friendly. Both the teachers and the students have to use only the English as medium of teaching and learning. Further, the teacher has to encourage students listen and watch the English News, English programs, as well as read English books, newspaper and magazines.
- The teacher has to teach English language communicatively only through the English as medium of instruction.
- The teacher has to use sufficient teaching materials in the class, especially, the practice of listening skill through a cassette player.
- The teacher has to maintain punctuality in the school and in the class
- The teacher should bear the responsibility and accountability of the entire teaching learning activities along with the students' achievement.

For speaking

- The teacher has to encourage students develop their basic grammar and vocabulary.

- The teacher should focus on the oral practice of language more than written as language is primarily oral and the ultimate goal of learning a language is to be able to communicate in the language.
- As same as listening, the teacher has to provide sufficient amount of the exposure of both the time and language, by making the classroom (possibly school) environment English friendly. For this, both the teachers and the students have to use only the English as medium of teaching and learning. Further, the teacher has to encourage students take part in the informal oral communication using English.
- The teacher has to teach English language communicatively only through the English as medium of instruction.
- The teacher has to use sufficient teaching materials in the class; as well as should use the communicative techniques like- drilling, drama, debate, role-play, group work, interviews, pair work and so on.

Similarly, to make improvement in the capacity of the English teachers, it is suggested to do the followings:

- Medium of instruction and classroom/school environment
- Learning environment at home
- Teachers' skills and ability to conduct both teaching and testing
- Teachers' dedication: No qualification and experience but the dedication of the teachers that is important for students to determine the level of learning achievement.
- Adequate training for teachers
- Cassette player, cassette and other related additional teaching materials
- Setting of the classroom based on students ability/disability
- Classroom practice and habituation in language skills
- Socio-economic status affects the achievement level

Despite of these factors too, there are some factors directly related to the teachers only that affect the level of students' learning achievement. Three of such factors that the study explored by the interaction and interview with the teachers and parents are as below:

- Provision of training for testing language skills
- Material support from the government to enhance teaching and testing of the language skills

- Use of ICT in teaching and testing

According to the study, the following improvement in the teaching methods should be applied:

- The use of learner centered communicative method in teaching
- The use of inductive method of teaching English
- The use of sufficient amount/number of teaching materials in the class
- The use of modern technologies in teaching
- Strengthening the monitoring and supervision as well as strictly conducting frequent school visit, class observation, and model teaching by the PRs and School Supervisors

To improve in the testing modality, the study has suggested the following points in brief:

- Before start improving the testing modality, it is necessary to improve the teaching and learning situation of the English listening and speaking skills. For this, the monitoring, evaluation and supervision system should further be strengthened and the teachers should morally bear the responsibility and accountability of the students learning of these two skills.
- Manipulation and negligence in the testing of English listening and speaking skills by the teachers is found intentional mainly due to the practical examination of the other subjects like computer, accountancy, education, population and science where marks are awarded internally with no strict provision of testing/assessment. This is why; the assessment system of all other subjects should first be strengthened and made strict in order to assess English practical examination fair and as expected.
- The practical assessment of English listening and speaking skills should vertically expand from Grade 6 to 12 so that the testing system can effectively and efficiently be assessed the real performance of the students.
- The provision of the appointment of the subject teachers as monitor to conduct the practical examination of English listening and speaking in the SLC examination should strictly be followed. To strengthen this system, the District Level Practical Examination Operation Committee can prepare the standing list (roster) of the subject teachers in order to send them with adequate training and rights/duties to different exam centers in order to conduct the practical examination.
- There should be the provision of assessing the listening and speaking skills of the students with no more than 60 students a day.

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A Study on Out of School Children and Verification of Data 2012

The Context

Nepal has made tremendous efforts and allocated resources to enhancing participation, quality, efficiency, and accountability of schools in basic and secondary education. The GON has also made efforts to retain primary school children in the certain grade or class preventing them from dropping out in last two decades. Alternative school (AS) program in the form of school outreach program(SOP) and flexible schooling program(FSP) is also running throughout the country to encourage students for admission in the primary or lower secondary level at grade 4 or 6 after completing SOP and FSP, respectively. According to Flash Report 2011/12, the overall NER at primary level is 95.1% with 94.5% and 95.6% for girls and boys respectively. When compared with the status of the last year (94.5% total, 93.6% for girls and 95.3% for boys), the NERs for both girls and boys as well as the total have increased. The present status of NER suggests that a total of approximately 173 hundred thousand children (4.9%) are out of formal primary schooling. Of the total, the majority are girls. (Flash Report 2011/12). Several studies conducted in the past and the reports published by DOE clearly show that despite notable efforts, there are growing numbers of out of school age children and dropout rate has not been controlled significantly. The other side of the out-of-school population is that significant number of student tends to drop-out from schools in their early grades which regularly add up the number of out-of-school children. As revealed by the study, the poor economic condition of the family, unfavorable school environment, socio-cultural beliefs and tradition, lack of easy access to ECD/PPC, parents' ignorance about importance of education, disabilities of children, parents' unwillingness, involvement of children in the household chores and unawareness about ECD program are some major reasons of out-of-school children. However, there is no study as such that indicates the magnitude of drop-out and unschooled children in the remote parts of the country. Therefore, this study was conducted to assess the situation of out- of- school children in the changed context so that essential measures could be taken for bringing necessary improvement.

Objectives of the Study

The objectives of this study are as follows:

- To assess the magnitude and characteristics of out-of-school children by ethnicity, age, gender, and geographic location.

- To assess the reasons why school age children are out-of-school.
- To critically analyze current situation of out-of-school children suggesting ways to bring them into mainstream education so that the EFA and MDG goals could be met.

Methodology of the study

In view of the existing situation of the school age children of the age group (5-14 years) who are either drop-out or never enrolled, this study aims to identify prevalence of out-of school children and examine why they are not admitted to school or why they were dropout. The focus of the study is therefore on the literacy socio economic status of the family and school age children (5-14 years) of out-of-school children selected purposely at the district and VDC or municipality level and household level. Similarly, the study also focused on the students' enrollment and drop-out pattern and the information about teachers' characteristics and physical conditions of the school. The study also focused on the causes of why school age children do not join school and those who ever joined the school were drop-out.

On the whole this study therefore focused on the literacy status of the families of out of school children and the reasons for out of school children. In view of the purpose of the study, a combination of both quantitative and qualitative research design of the study was set. The focus therefore was on collecting quantitative and qualitative data and interpretation.

A combination of purposive and random sampling procedures selecteding three districts – Taplejung, Jajaorkot, and Rautahat and Taplejung representing three ecological belts namely mountain, hills and terai was used. These districts – Jajorkot, Rautahat and Taplejung were from mid-western, central and eastern development regions, respectively.

As regards the population of the sample, gender, ethnicity, mother tongue; disability, and economic and social status and geographical locations were used to guide the selection of sample districts. Altogether there were nine VDCs representing three VDCs (including Municipality) from each district as the total sample districts. Data were collected by using varieties of instruments such as literature review, school survey, interview with concerned personnel namely DEOs, HTs, chairpersons of the SMCs, and FGDs with the members of SMC. Altogether, sixteen types of interview and interaction guidelines, survey form, interview schedule, observation checklists, and guidelines for FGD was

constructed. The interview schedules questions as well as the guidelines for the FGD were developed in order to solicit the information from HTs, chairpersons of the SMCs, students, teachers, parents, and VDC secretaries and households of the out-of-school children . With a purpose of drawing specific information on the school facilities and students' enrollment, promotion and drop-out trend, a school survey form was used. Similar to draw information about the literacy status of the family members as well as school age children of selected out-of-school children, household survey was conducted. In addition, case study of one out-of-school children from each VDC was taken to draw in-depth information on family background and reasons for school drop-out or never schooling. The purpose of this study was also to suggest measures that could be taken to improve the situation of out-of-school children by sending children to school. Quantitative data were processed by using Microsoft Excel and qualitative data by manual coding, and tabulation. Qualitative as well as quantitative information and data generated through varieties of sources and study tools were collected. Due to dearth of comprehensive data and little up-to-date data on drop-outs and un-schooled children due to limited information available from limited samples of out of school children or case studies only, it was difficult to generalize findings on the out- of- school children.

Major Findings, Conclusions and Recommendations

Major Findings:

- The study shows that in the family with more than two or three school age children of 5 to 14 years age, some are sent to school, while others are kept at home for domestic chores or wage earning. In such circumstances sons are preferred than the daughters to send a school.
- The study has shown that among the total of 578 family members amongst the selected households of out of school children, 249 are literate.
- This clearly shows that though reasonable level of literacy prevail in the family of out of school children, the school children are deprived of opportunity to join school.
- The district wise school age children of the age group 5-14 years from the selected households indicate that Rautahat ranks first, Jajorkot the second and Taplejung the third in terms of number of never schooling children in the family of out of school children.
- Among the sampled 90 households of out- of- school children of Taplejung, Jajorkot, and Rautahat one in five children on average are drop-out.

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- Among the selected households of out of school children, the number of un-schooling children was higher among Dalit than in Janajati or the others.
- The number of schooling children among the families of out-of- school children was higher among Janajati than in Dalit.
- Among the schools visited, the lowest dropout was in ECD and generally higher in grade 1 and 5 for both girls and boys both.
- As the root of challenges facing out-of-school children, income poverty, exposure to wage earning in tender age, engagement in household chores, lack of awareness, migration of family, geographical difficulties, location of school in long distance, orphans, gender discrimination, ethnicity, language of instruction, lack of adequate facilities in school like books, pencil and pen, scholarship, school uniform and day meal, and caste are deep-rooted structural inequalities and disparities.
- The study also revealed that lack of supervision, monitoring and evaluation scheme, lack of reading materials, lack of physical assets, and weak monitoring from various units, were also associated with out-of-school children's problem.
- As effective measures to prevent dropout and attracting school age children to school, there is a need for drastic changes in school curricula and pedagogical practices and incentive system.
- Most measures taken to address the problem of out- of - school e.g. preventing dropout from school, and readmit the dropouts in school are indirect and part of a wider scheme to enhance attainment of EFA.
- Apparently as the study shows not a single isolated factor would bring much difference in improving the situation of out-of-school children. Rather a consolidated effort to act upon these measures would possibly address much of the problems encountered by the children.
- Due to lack of awareness among the parents they do not favor sending their children specifically daughters to school. They do not perceive any prime consequence of difference whether their children are educated or not. Especially the parent with financial inability prefers having their children stay at home to help when the parents need them. Thus, the values and attitudes of parents regarding education have still to be addresses by launching awareness program on continuous basis.
- Measures taken to abolish repetition and to improve the holding power and attractiveness of the school might be an indirect way of helping to reduce drop-out.

- The CAS and liberal promotion scheme in primary level has been taken as a very significant government steps to prevent drop-out. The field findings however have shown positive and negative experiences both in terms of the implications.

- Due to lack of strong implementation strategies of CAS and promotion, irregularity in the class and weak performance are reported to prevail. The head teachers, parents and teachers are not very cautious on effectively using the CAS.

Conclusions

- Despite improvement in school conditions and incentives to school children investment of the Government of on school education, the drop-out rate has neither fallen down nor does it have motivated the drop-outs to rejoin school as expected. or the school age children for admission to school.

- Some of the out-of-school children as well as their parents infer ineffective teaching learning as one of the reasons for school drop-out or not taking admission in the school.

- Experiences show that the provision of ECD has to some extent motivated the school age children to go to primary school. The finding indicates that most of the teachers do not use child friendly teaching methods and lack of effective teaching material is also a problem in using effective teaching methods. Therefore, pedagogical steps have deep rooted importance in improving enrollment of school age children, holding them in school and preventing drop-out.

- It is apparent that only school building, rooms, desks, benches and chalkboards and delivery of free books are not enough for teaching and learning process. Teaching material, trainings etc are also very essential for effective teaching learning process. • A number of schools situated in the wards or VDCs are not in easy access to children. As indicated by the study the nearest schools are beyond one hour of walk. This circumstance has made situation further difficult to school age children of 5 to 14 years. The schooling need of even 4 to 5 children in remote and isolated place should thus be met even by running a satellite school to reach the pocket area.

- A strong voice among educational administrator, VDC personnel and even the parents was that the children's basic need for schooling should be fulfilled

first to send their children to school or hold the schooling children in school. Most of the out-of school children and their parents have demanded for school uniform and accessories and, regular day meal etc.

- A new way of enrolling late entrants to the primary school and preventing drop-out to hold schooling might be shortening the school cycle or school day. It would be more attractive for grown up children than to place them in the beginning grade with younger children.

- A major concern to give rise to the great numbers of repeaters as well as school dropouts was on poor school facilities. Other cause like parental attitude was also found to be a contributive factor. Those parents whose children did well at school were generally willing to allow their children to complete their education.

- Especially daughters, leaving school at the age of 13 or 14 are involved in domestic chore, earning wages and looking after younger siblings or taking care of cattle. Many children had to drop-out because their parents were unable to afford other related expenses even when no school fees were charged, or because they were needed to help out at home.

- The parents and local community should be very active in educating the community about the importance of education, especially of girls.

- Field surveys showed that one of the main causes of never schooling or drop-out was parental attitude. As revealed by the study, door to door campaign for students' admission and other community awareness program are found to be running as day events. These are not adequate to bring changes on the attitude of the parents.

- Government needs to collaborate with NGOs to collect accurate data of out-of-school children and to run various program to the families with poor economy to support them in sending their children to school or preventing from being drop-outs.

- As a consolidated effort, some schools on pilot basis should be providing all educational accessories textbooks, copies, pencils, school uniform, day meal, transportation facilities or allowances as appropriate and living facilities to those who cannot attend school.

- In addition to the current practices of providing facilities to schools like PCF, free textbooks and tuition, scholarship in the form of incentive provided. If such facilities are provided to the children they will not only be motivated for schooling but also the parents' cooperation and participation can be

sought and the children will enjoy their studies. In addition, the schools of this type will also satisfy parents who do not wish to have their children stay home due to poverty or engage in house hold activities.

Recommendations:

- Organizational measures: Provide training to teachers focusing on child friendly teaching learning and make provision for increased use of multilingual teachers, strengthen the implementation of CAS and promotion scheme of the students by involving PTAs, and teachers' organizations and disseminating about the scheme to the parents of out-of-school children and the local community on regular basis.

- Pedagogical measures: Improve the pedagogical practices by ensuring allocation of budget for collecting teaching learning material based on curriculum and encourage teachers to use them. Make provision for additional teaching materials so that teachers' dependency on textbooks reduces and participatory learning fosters.

- Stretching the school: Introduce the school mapping system effectively. It can help determines extent of out of school children in a given locality. Make provision to run extended school program or alternative school program focusing the school age children cater their need of small number e.g. 4 to 5 students. It would eventually lead to the demand for the provision of addition of teacher to travel for a pocket school in remote catchment area.

- Ensure the increment of incentives: Increase incentives to cover costs on all educational accessories like school dress, bag, shoes, Tiffin, stationeries and transportation cost in some places. In view of the prevailing condition of the schools, there is a need for improving equitable access to basic education by financing for the expansion of physical facilities, including classroom construction and rehabilitation, library and laboratory construction, and the construction of schools for children with special needs, and special scholarship schemes for Dalits, marginalized groups, disabled, girls and children from poor households.

- Shortening the school cycle or school: Introduce an alternative way of imparting primary education by shortening the school cycle from five to three years or school day from 6 hours to 3-4 hours.

- Introduce support program: The families with poor economy of out-of-school children should be supported with some income generating activities

as an effective government measure. Tie up schooling program with income generation program for such families.

- Build the capacity of SMC. PTA and Local Agencies: Ensure building the capacity development of SMCs as a priority. There is a continued need for building the capacity of SMC particularly in the area of improving the quality of service delivery and good governance, and help improving the schools' physical infrastructure, generating information about school age children and motivate the children for admission to school.

- Awareness raising program: Ensure collective involvement of not only school as an institution but also teachers, the members of SMC and the teachers associated with professional organizations of the teachers in running various awareness raising program.

- Strengthen and mobilize CLC: In view of the growing number of out of school children, the CLC should be strengthened to track the data of out of school children, and regularly update it. Further the CLC should encourage locally managed partnerships with private sector and I/NGOs.

- Coordinate and collaborate with local NGOs: Ensure coordination and complementarily between various NGOs, VDCs, government agencies and the local community working for multi-sectoral development activities and education program at community and district level. A number of agencies, I/NGO, local bodies, and government agencies are working in the community but the partnership has not been successful up to the mark. In recent years the government has taken measures to entrust the local communities for the management of schools. The community management of the schools has had positive outcomes and has strengthened its operation in terms of school operation, planning, social audit and school improvement plan. School should coordinate with SMC, PTA and local community to run awareness raising program.

- Boarding schools in remote areas: Run some model boarding schools to those school age children from geographical remoteness and scattered settlement, poor economy, orphans and disables. Particularly, education and livelihood of the orphans should be considered as the state responsibility.

- Further research: Since this study was limited to some selected out- of-school children and their families, a study with larger sample covering general households representing all development regions and ecological belts should be carried out to look into the gravity of the problems out-of-school children, estimate its size and identify the reasons of out-of-school.

A Study On Mother Tongue Based Multilingual Education In Nepal
2012

Background

The study entitled **A Study On Mother Tongue Based Multilingual Education In Nepal** is an attempt to study and present the 'state-of-the-art' situation of MLE policy and practices in the country. Specifically, it aimed to present an overview of the MLE related national and international provisions and the MLE policy and practice in the current sociolinguistic context of Nepal. It further assessed the present MLE practices in the selected MLE schools in terms of pedagogy, teaching materials, writing tradition, school mapping, community awareness, teacher's training and language proficiency. It also discovered the MLE related issues and challenges along with the identification of policy and practice (implementation) gaps. To fulfill these objectives, both the primary and secondary sources of data were used in the study. The primary data were collected from the field with the help of the research tools such as, Questionnaire for the key informants, Semi-structured interview schedule, Focus group discussion, direct observation, Field notes, Case study, and Document study. The head teachers and teachers of the sampled schools, the representatives of SMC and TPA, parents, students, local political leaders, RP/SS, DEOs, representative of CSOs/CBOs and some other central level stakeholders were regarded as the sources of primary data in the study. Secondary data were collected from different related secondary sources through document study. Some of the major sources of secondary data were:

- The Interim Constitution of Nepal
- The Three Year Interim Plan
- EFA National Plan of Action
- SSRP Main Document
- Multilingual Education Implementation Guideline
- National Curriculum Framework for School Education
- Universal Declaration of Linguistic Rights-1966
- Convention Note of the UNESCO Convention against Discrimination in Education-1960
- Document of Jomtien World Conference on EFA-1990
- The Dakar Framework of Action-2000

- Some important national and international research studies

The study was carried out with mixed (qual-quan) design of qualitative and quantitative approaches; however, the focus of the study was on qualitative methods of inquiry. The study was descriptive, analytical and exploratory at all. Qualitative data in the study were described and analyzed in a narrative way. Qualitative data were analyzed and interpreted quantitatively with simple statistical tools like frequency distribution, ratio and percentage and presented and displayed in different tabular form.

The sample of the study represented altogether 11 primary level MT-based MLE school from 7 districts representing 9 language groups in Nepal in which 7 were government-run and four were run by NGO and INGO. The total sample size was of 292 stakeholders including Head teachers- 11, MLE teachers- 22, Other teachers- 26, SMC and PTA representatives- 35, Parents- 60, Students- 75, Local political leaders- 15, RP/SS- 9/7, DEOs- 7, CSOs/CBOs representatives- 15, and Central level stakeholders- 10. The study was conducted and completed within three month.

While assessing the sociolinguistic context of the country, the study found Nepal as a multilingual country having 92 different languages in practice. However, not all the languages spoken in Nepal have been explored yet. The languages spoken in the country are found under the five language families as Tibeto-Burman (57 Languages), Indo-Aryan (30 Languages), Austro-Asiatic (2 Languages), Dravidian (2 Languages), and Kusunda Family (1 Language). However, it found that the representation of the language is not adequately addressed while launching the program. That is, the pilot schools were selected based on their linguistic homogeneity that only represented the linguistic characters of very few schools in Nepal.

According to the study, many different international and national policies have supported the use of mother tongue as the medium of instruction in the school level. The review of national and international policies, plans, and provisions showed that these policies have greatly advocated the use of MT-MLE in schools, at the basic level.

Although MT-based MLE is in practice in 21 different schools in the country, the study had included only 11 schools in its scope. Further, four schools in those 11 were run by NGO/INGO. While analyzing the pedagogical situation in those sampled schools, the study found the following features of MT-based MLE program:

   a) Representation of four language families- Tibeto-Burman, Indo-Aryan, Austro-Asiatic, and Dravidian

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b) Monolingual (who do not speak dominant language) and relatively small language group
c) Representation of ecological variation- mountain, hill and terai
d) Highly endangered language groups
e) Mixed classroom–monolingual/multilingual and grade/multi-grade teaching
f) Fluent teachers in local language
g) Addressing long literacy, developing literacy and oral tradition
h) Instrumental and professional support to the teachers Similarly, the study explored the following model of teaching at the sampled schools:

District	Features	Models
Jhapa	Both 'multilingual, multi grade, grade teaching' and 'monolingual, multi grade, grade teaching'	Santhali both MoI and subject and Rajbansi only MoI, Santhali in a combined class of grade 1 and 2, Rajbansi and Nepali in a combined class of grade 1 and 2 (half a day Rajbansi and the second half in Nepali)
Jhapa	Monolingual, multi-grade, subject teaching	Rajbansi both MoI and subject in grade 1-3
Dhankuta	Monolingual, multi-grade, subject teaching	Athpahariya Rai both MoI and subject in grade 1-3
Sunsari	Monolingual, multi-grade, subject teaching	Uraw and Tharu-Maithili both MoI and subject
Rasuwa	Monolingual, multi-grade, subject teaching	Tamang both MoI and subject in grade 1-3
Palpa	Monolingual, multi-grade, grade teaching	Magar both MoI and subject in grade 1-3
Kapilvastu	Monolingual, multi-grade, subject teaching	Awadhi both MoI and subject in grade 1-3
Kanchanpur	Monolingual, multi-grade, subject teaching	Rana Tharu both MoI and subject in grade 1-3

The study found that 'MT' and 'both MT and Nepali' were the MOI in some school where as in some schools it was just taught as a subject. The pedagogical situation went smooth and the students' learning achievement was satisfactory. However, all the schools had only the teaching materials of regular use. Most of the schools had textbooks only for this academic year. No extra teaching materials specific to MLE were found at schools. The teachers in three schools have prepared textbooks for grade three without any support from GoN, however, they were not sure about the publication of them.

Almost all the schools have prepared textbook in MT, however, in some school the textbooks have to be reprinted. Almost all the schools had lacking of textbooks for grade three. The study found that the assessment is also based on how the MT-MLE is practiced in school.

Among the six public schools practicing MLE as MOI, school mapping of one of the schools at Jhapa-Rastriya Ekata Primary School was found not appropriate. Neither the language group nor the local community, parents and even students were found interested to MT-MLE at the school. It is also found that the school had terminated to English subject and MOI (from MLE) immediately after one years of program implementation. In rest of the other districts, school mapping for MLE program is found to be appropriate. In case of the schools run by NGO/INGO, there was proper school mapping and the classes were running smoothly.

As the study explored least number of communities people aware and known to the importance of MT-MLE to their children, awareness rising and capacity development of SMC and other local level stakeholders seemed needy. The schoolteachers were trained however; they had only little knowledge of teaching with MLE system. The study shows the need of teacher training and financial support for textbook and other material preparation in MT. Further, the study found improved and noticeable development in language proficiency in the students. Mostly, the students have acquired MT and Nepali language proficiency well and little English language proficiency as well. All the teachers were found fluent and competent speakers of the MT at the schools.

While surveying the attitudes of different stakeholders towards MLE, the study found that some stakeholders at local as well as district level had some misconception/misinterpretation about the program. The main reason behind this was the lack of adequate knowledge of the program. In most of the cases, the students were satisfied with their learning and feeling ease to learn at school with MT. Teachers were enthusiastic, interested and committed to continue the program. They were also satisfied with the learning achievement of the pupil; however, they are waiting for adequate training, material support and technical support from the respective community as well as from government. Many of the parents were happy with the program but they have some misunderstanding and misconception regarding MLE. That is, they had understood MT-MLE not as MOI but as the teaching of MT as subject.

During the discussion and interaction, many parents and teachers were found in favor of the trilingual (MT-Nepali-English) model of teaching learning from the beginning as

they regarded that their children are not completely monolingual. Most of the parents were found having 'English mania' and would like to teach English for their children from the beginning. The SMC representatives were found feeling the need of MT MLE and expect separate teachers and adequate training for them. Despite of many problems and challenges, government officials both at district and at national level had found the program as prime need and were committed to improve the quality of it. By this, an encouraging MLE situation was found in the nation. Further, the stakeholders at advocacy level were found highly advocating about the continuation, extension and betterment of the program, however, their effort in awareness rising of parents and empowering SMC and teachers were found least significant and least concerning. As a result, many parents do not actually realize the MT-MLE as a medium to enhance the capacity of their children to learn second and foreign language.

The study had explored the following issues and challenges in implementing MT-MLE in Nepal:

- Analyzing the need of the society
- Developing orthography, grammar and other writing system of language
- Material collection from oral literature and publishing them in language
- Material production from the local stakeholders with no technical and academic knowledge
- Employment of MLE teachers and training for them
- Social awareness rising
- Large class size
- Problems in designing curriculum, preparing instructional materials and developing orthography
- Develop stages of language policy in context of a federal Nepal
- Misconception/misinterpretation: MT-based MLE as MoI or MT-teaching
- Allocation and distribution of financial resources
- Make MT-based MLE a inclusive system
- Poor coordination among different government agent
- Involvement of concerned language community in education decision making
- Less concern of school, local government and language community for quality of education
- Attitude of people towards non-dominant language as MOI
- The lack of knowledge and awareness of parents and other stakeholders about the educational and cultural advantages of MLE program to children

The study found the following policy and practice gap in implementing the MT-MLE in Nepal:

Policy	Practice
i. MT-MLE will be implemented in the 7500 schools by 2015 (SSRP)	i. There are only 21 MT-MLE schools in Nepal by 2011.
ii. Each of the six pilot MT-MLE schools is expected to expand the MLE programs in two more neighboring schools	ii. In the initial phase, all the schools had expanded MLE to two more other neighboring schools. However, they are not practicing the MLE program now due to lack of material, manpower and training in one hand and in the other hand, due to low community support.
iii. Bottom –up approach of program implementation	iii. Top-down approach in teacher management, training and in some cases, material support
iv. MLE as medium of instruction	iv. Mother tongue is taught only as a subject in more than half of the schools
v. National policy has greatly advocated and emphasized the necessity of MLE in Primary level education in Nepal. However, it is not clear in which contexts primary education should be provided in mother tongue.	v. Language selection as MoI in a multiple MT context is difficult due to which (also) MLE implementation is not progressed expectedly
vi. Everyone has the right to have basic education in her MT.	vi. Heritage languages are neglected in MLE.
vii. The provision of formation of MT school development management sub-committee	vii. None of the schools had formed this committee as many of them were unknown about it.

Most of the international practices of MLE (Odisa of india, Philipines, Combodia, Pakistan) are based on trilingual (MT-medium language- international language) policy in monolingual context. However, MLE practice in Nepal is (in addition to this) found based on multiple MT to other tongue in multilingual context as well. However, using more than one language as MoI did not find representing the language of some minority the students. That is, only the use of non-Nepali language as MoI may not address the problem of the students who speaks different languages other than MoI in school.

Presently practicing MLE is employing early transitional model (ECED) and early basic education (grade 1-3) transposition to Nepali and English (grade 4) in one hand. In the other hand, English and Nepali are used as subject from grade one. This may not be a

good MLE model. Theories on psycholinguistic and cognitive psychology and literacy development do not generally support this model for ensuring equal access to the quality basic education. According to them, just learning a neighboring language (of wider communication) and academic achievement in a language are not the same. That is, multilingual students can have basic communication skill in more than one language, but the cognitive development and academic achievement requires high-level competency in mother tongue.

Based on these findings of the study, the study has suggested some constructive recommendations to improve the existing MLE situation in Nepal. In this line, the study recommended GoN to develop a policy to impart basic education in mother tongue of all learners, irrespective of the number of students in the classroom, in order to ensure the access of minority language children to the quality basic education. Further, there is the need of a detailed sociolinguistic survey so that all the languages spoken in the country along with their affiliated family can easily be discovered. As MLE is an inherent part of the basic education MoI, GoN should analyze the need of the MT children and should extend the MT-MLE school to fulfill the linguistic need of the children. Necessary policy has to develop to implement MLE as MoI up to secondary level, if the community and the school want it.

As the student's language progression did not show the satisfactory result (as expected), the study has suggested the following language progression steps for MT-MLE practice in Nepal:

ECED	G1	G2	G3	G4	G5
Develop oral L1	Develop oral L1 & introduce written L1	Develop oral and written L1 & oral L2/L3	L1 & L2/L3 taught as subjects	aught as subjects	aught as subjects
	Introduce oral L2/L3	Bridge to reading & writing in L2/L3			
L1 for teaching	L1 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching	L1-L2-L3 for teaching

For the betterment of MLE implementation, it is strongly recommended for GON to:
- launch an effective awareness raising program
- manage MT-MLE teachers at school
- make material and professional support to teachers
- extend the programs to such other schools where MT-MLE is necessary and possible
- Coordinate with the advocates and stakeholders to solve the problems and challenges

As the program has some challenges, the study has recommended the following suggestions to use to overcome them:

- Need based distribution of the program to the language community
- Awareness raising program for parents and the concerned stakeholder of the language group
- Proper dissemination of all the formulated plan, policies provisions and guidelines from center to the grass root level
- Proper school mapping
- Flexible policy for recruitment MT-based MLE teachers
- Provision of related training for teacher
- Production of sufficient instructional material
- Coordination with language communities to different national and international governmental and non-governmental agencies

Similarly, to solve the problems created by the policy and implementation gap, the following suggestive measures have been recommended:

- Community need analysis and school mapping should be started as soon as possible. GoN has to follow both of the following ways to meet the target:
  - o Implementation MT-MLE in the new schools where it is necessary
  - o Recognizing the self-practiced MLE schools in nation
- Program implantation should be need based not for formality. GoN has to support for technical, instructional and human resource aspect.
- Awareness raising, capacity development and technical and financial support for the local authority/SMC, stakeholders seem necessary to implement bottom-up approach in MLE implementation.
- Regular financial and technical support along with strong monitoring and evaluation should be provided for effective implementation of program. If

not, the negative aspect of the community relating to program can attack on the better implementation.

- All the confusion in policy should be re-visited and refined to make a clear MLE policy in Nepal
- MLE should be practiced in the heritage languages as well
- Assess the need of the committee and make the SMCs to form this committee, if it is required.

The MoI must be able to enhance cognitive development and academic achievement of students. However, many languages in Nepal do not have literary tradition and are orally transmitted. Thus, as far as possible, it is recommended to base the MLE model on the learning theories of psycholinguistics and cognitive psychology for the systematic and adequate achievement of language proficiency in the children. It would be better to develop MLE model based on the sociolinguistic context of country.

Finally, the study has suggested using the following measures for sustainability of the MT-MLE program in Nepal:

- The starting of the program should be need based. That is, the implementation of program should meet the needs of both the learners and the community/ society
- Community member should take accountability and leadership in planning, implementing and maintaining the program
- Community should participate and bear responsibility
- The program should link to other formal and/or non-formal education programs within the country
- The program should receive necessary support from both inside and outside the country (i.e., governments, NGOs, universities, donor organization, business sectors, INGOs, and foreign government agencies etc).

A Study On The Status of Teacher Management In Community School In Nepal
2012

Background

The study entitled **A Study On The Status Of Teacher Management In Community School In Nepal** is an attempt to assess and overview the overall status of existing teacher management system in public schools. It aimed to assess teacher selection, recruitment, and placement policies and processes adopted by government of Nepal. Further, to make an enquiry into deployment and redeployment situation of the teachers and analyze provisions for teacher development including legal measures for teacher transfer and promotion were the other objectives of the study. Identifying key issues and challenges related to teacher management system in Nepal was also regarded as one of the objective of the research.

Descriptive, analytical and exploratory research design with the mixed approach of both qualitative and quantitative inquiry was used in the study; however, the focus of the study was in the qualitative methodology. The qualitative data were analyzed and interpreted in the narrative style. Quantitative data were interpreted with the help of simple statistical tools like frequency distribution, ratio and percentage. Questionnaire for the key informants, semi-structured interview, focus group discussion, interaction, school survey, field notes, case study, and document study were used as the tools and techniques to collect required data for the study. The study was limited to primary-secondary level community schools in which 12 districts, 50 schools, 50 SMC representatives, 50 head teachers, 100 teachers, 10 DEOs, 10 school supervisors, 20 RPs and some other local, district and central level stakeholders were involved in. The study was completed within three months. The detail of sample was as below:

Similarly, the following points were addressed and incorporated in the scope of the study:

- Whole spectrum of teacher management system at community schools
- Teacher's sample population from primary to secondary level
- Responsibility, accountability, and transparency of teachers in their performance
- Devolution, delegation and centralization of transfer authority of teachers
- Variety of teachers

- Career path of teachers/professional development
- Time and tasks of teachers
- Options for non-functioning teachers
- Under- and over-staffed schools
- Head teacher management
- Role of teacher unions

The study found that Teacher Service Commission is responsible for the selection and recruitment of teachers at central level. The study found that article 11 (kha) of Education Act, 2028 has made prevision of TSC for the recruitment and deployment of teachers for permanent post. Based on the same, government of Nepal has launched Teacher Service Commission Regulation, 2057 according to the delegated authority of the article 19 of the act. With these two legal provisions, as an administrative wing of the ministry of education, TSC deserves the sole authority of selecting and recruiting teaches for permanent post. However, it has not announced the vacancies for permanent post of teachers for 17 years (since 2052BS) due to the decision of GoN not to fulfill the permanent post of teachers for some years. Due to this, the seventh amendment of Education Act has made provision of recruiting temporary and others teachers through SMC. By this, SMCs are fulfilling the need of teachers on contract basis at school according to the set rules and regulation. The recently practiced policy procedure of recruitment, selection and deployment of teachers has diagrammatically been presented below for the intelligibility of the procedure in way that is more comprehensive:
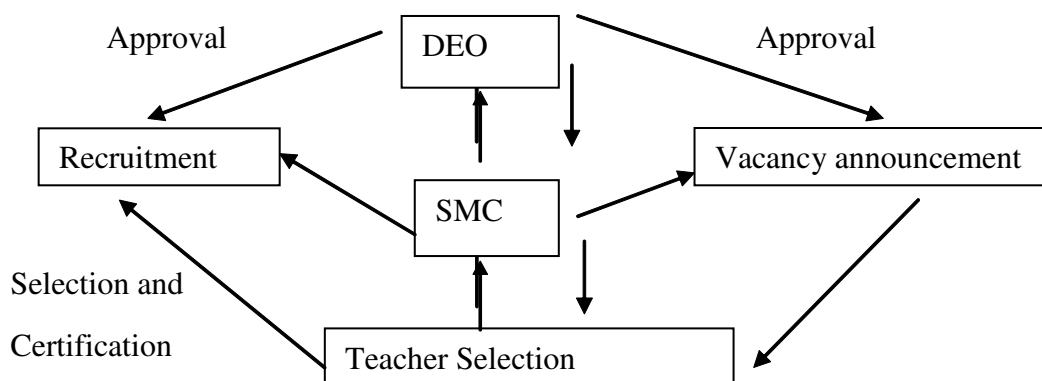
The study found based on its sample that there are only approximately 60 percent permanent teachers working at community schools in Nepal. The schools have the following STR, which is lower than the current national data:

- Primary-17.41
- Lower Secondary-22.42

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- Secondary-30.95
- Total-23.59

According to the study, Government of Nepal, Ministry of Educations is recently practicing the data based funding for teacher at schools. For this, the PCF teacher's quota system has been introduced and the recruitment of teacher has been based on the number of student enrolled at schools.

The study found that there are two types of teacher deployment system practiced in the world as- deployment with central authority, and deployment in market system. Nepal is practicing the market system of teacher deployment at present. For this, the requirement set by Education Regulation for the deployment of teachers at schools is as below:

Level of education	Grade	Required teachers
pre-primary	-	1 Teacher
Primary	1-5	Minimum 3 Teacher
lower-secondary	6-8	Minimum 4 Teacher
Basic	1-8	Minimum 7 Teacher
Secondary	6-10	Minimum 8 Teacher
Secondary	9-12	Minimum 9 Teacher

As the process of teacher deployment in present context to Nepal is concerned, the teachers are deployed in permanent, temporary, and contract (PCF, and Community Funded) quotas. The study found separate processes for their deployment. According to the study, the deployment of teachers in Nepal is affected by the following factors:

- 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

The study also found that re-deployment of teachers is an effective way to solve the problems of uneven deployment. However, re-deployment of teachers is also problematic due to some obstacles like:

- Insufficient teacher quotas in relation to school and student ratio
- Unaware local stakeholders, especially the SMCs

- Weak school management: Low accountability and least capacity
- Lack of sufficient incentives
- Least focus in implementing the reward and punishment system
- Weak physical infrastructure
- Political influence and intervention Nepotism and favoritism
- Seasonal migration
- Existing social structure
- Facility oriented life style of teachers

Further, the study found that different pre-service and in-service (Teacher Professional Development-TPD, Backlog clearance, and Qualification upgrading) trainings as well asteacher's transfer and promotion have been regarded as the key to teacher's development. For this, Government of Nepal has launched educational programs in the universities and HSEB board as I. Ed/ +2, B. Ed and M. Ed. as the level wise requirement of training for teachers. In spite of this, HSEB is running '+2' and 'special-12' programs in faculty of education. Further, 99 private teacher-training centers affiliated with NCED have provided pre-service training for primary teachers with required qualification. In addition to this, one-year additional training entitled 'teacher preparation course' as targeted by the SSRP is also conducting under the faculty of education in TU for those teachers who are from non-education faculty. The TPC is found available in Mahendra Ratna Campus, Tahachal and Gorkha Campus, Gorkha. The study also found that NCED has a network of 29 educational training centers (both ETC-As and ETC-Bs) along with other five sub centers. These trainings are conducted through 29 ETCs in 29 districts and 46 lead RCs in rests of the districts all over the country. These trainings are of three different types with three different packages as below:

- Teacher professional development- TPD
- Backlog clearance
- Qualification upgrading

The study based on its sample showed that 98 percent of the total teachers are trained at schools. While 13 percent teachers have only the 'academic qualification' as pre-service training, other 24 percent have 10 months training in which 20 percent of them have backlog clearance with TPD. Rests of 61 percent teacher have both pre-services training with TPD.

During the study, different stakeholders pointed out that the incapability of SMC members to handle overall management, least self-discipline and responsibility in teachers, and political intervention in decision-making as the major threats for teacher management at schools. Further, nepotism and favoritism in teacher selection, insufficient teacher quota at schools and least effective monitoring, evaluation and supervision system are some

other problems. By this, the need of managerial and capacity development trainings for SMC members for better management of teachers at school has been suggested.

Similarly, the study found the following major issues and challenges related to teacher management system at community schools in Nepal:

- The weak status of TSC
- The limited number of approved teachers' quota
- Quantitative imbalance in teacher distribution
- Academic qualification and specialization of teachers
- Decentralization of teacher management: Weak SMCs
- Devolution and delegation of transfer authority to local level
- Political influence and intervention in education
- Non-functioning teachers at schools
- Over- and under-staffed schools: Teachers shortage in remote area
- Teachers' absenteeism at school and class
- Attracting and retaining qualified young teachers in school
- Increase the share of women and other teachers from marginalized and
- disadvantaged groups
- Geographical complexity
- Variation in service facilities for teachers
- Decreasing responsibility, accountability and self-discipline in teacher
- Head teachers' management and the management of MLE teachers

The study also explored that Nepal is currently facing the following consequences of poor teacher management in schools:

(i)   Imbalance in teacher deployment (uneven deployment)
- Rural urban disparities
- Gender disparities
- Disparity in deploying teachers from marginalized and disadvantaged group
- Disparities in class size
(ii)   Politicization and political intervention
- Political pressure
- Nepotism and favoritism
- Possibility of malpractices
(iii) Poor salaries and working conditions of teachers
- Variation in service facilities
- Poor living and working condition
- High teacher absenteeism
- Irregular attendance of pupil: high dropout, repetition and low achievement

(iv)   Ineffective teacher training institutions
- Poor quality of pre service training (mostly the academic degrees)
- Poor quality of teacher's instruction
- Over-crowed classes at universities
- Theoretical training lacking practicality
- Shortage of skilled and highly qualified human resources

(v)   Poor teacher motivation and morale
- Low self-discipline, responsibility and accountability
- Ineffective instruction
- Least application of training in class

(vi)   Higher financial and quality cost
- High investment
- Low achievement
- Poor quality of product

The study has also made an attempt to explore the possible ways of teacher management at upcoming federal system in Nepal. While dealing with this, the study has suggested the four-step model of teacher management at upcoming federal system. According to this model, the TSC as a constitutional organ of the country selects teacher in close coordination and collaboration with the Federal Education Commission (FEC). Each federal state will have an FEC of its own. According to the result of TSC, FEC will certify each of its DEOs for recruitment and deployment of the selected teacher candidate at school within the federal state. Accordingly, the DEOs will recruit and deploy the teachers at the schools. Rests of all the aspects of teacher management will be the responsibility of the concerned SMCs. For the intelligibility of this model, it has diagrammatically been presented below:

Based on these findings of the study, the study suggested for GoN to release a separate TSC Act as soon as possible to solve the immediate problems of teacher management, especially, of the selection and recruitment of the teachers at community schools. For the long-term solution of the problems of teacher management in Nepal, it is necessary to make the TSC as an independent and authorized constitutional organ like PSC so that it can decide its entire actions, plans, functions, and activities strongly with no affect and influence of any external (and/or internal) power.

Similarly, the study recommended for TSC to announce the vacancy of teachers for permanent post each year. Before that, GoN should maintain required legal provisions and should make necessary decision to announce the vacancy. It is necessary to reduce the types of teachers only as Permanent, Temporary, and Contract teachers. The temporary teachers should be managed from the district wise standing list of alternative candidates

of TSC (permanent post) for certain period. The authority of selecting and recruiting contract teachers within the set criteria should be given to the intermediate and local level. As SMCs are the managers of the schools, it is necessary to empower the SMC members and develop their capacity to handle proper management of teachers at school.

The study also suggested following the deployment system of teachers from central authority. For this, the intermediate level of administrative authority of TSC (DEOs) can be the appropriate authority for deployment and redeployment of teachers at school. To improve the current deployment situation of teachers at schools, it is recommended to develop the managerial capacity of SMC members and reduce the political intervention in deployment. Thus, the study suggested adopting the following measures to overcome the problems related to deployment of teachers at schools:

- Increment of teacher quotas at school
- Community awareness and capacity building of the local stakeholders, especially managerial trainings for SMC persons
- Establishment of a concrete and strict system
- 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, monitoring and evaluation system
- Effective redeployment and periodic transfer

The study has further suggested GoN/NCED to make necessary provision to train the teachers who are untrained yet. It is recommended to start the qualification upgrading voluntary classes as soon as possible. Further, it is recommended to take necessary action to approve the 'HSEB special-12 scheme' of qualification upgrading as equivalent to intermediate level by the universities. As the study showed poor quality of pre-service training of teachers, it is suggested to apply the following measures to improve pre-service training:

- Quota system for student enrollment in Faculty of Education
- Application of modern and scientific teaching-learning methodologies
- Self discipline in students and teachers
- Focused on practical rather than theoretical courses in graduation
- Implementation of laboratory school concept for effective teaching practice

Regarding transfer and promotion of the teachers, the study suggested that the transfer system of teachers should be free from political influence and intervention. Transfer and

re-deployment should be the means to solve the problems created by uneven deployment. A periodic and mandatory transfer system should be adopted. For teachers' promotion, 50/50% weightage for both 'file promotion' and 'internal competition' should be provisioned.

The study suggested to adopt subject- wise, and grade- wise need as well as number of student as the base for teacher quota distribution. Similarly, to solve the problems related to lower academic qualification, the study suggested implementing the qualification-upgrading program strictly. In doing so, special focus should be given to the qualification of the teachers having English, Mathematics and Science as specialization subjects. In the same way, to overcome the immediate challenges created by the decentralized practice of teacher management, responsibility sharing model of management among the central, district and local level authority is suggested to follow. For this, teacher selection by TSC (central level) recruitment, deployment/redeployment and transfer by DEOs (district level) and (other) management by SMCs (local level) should be provisioned.

To increase the share of woman and other teachers from marginalized and disadvantaged groups, the study suggested creating some special posts based on the principle of positive discrimination. New provision is suggested to manage MLE teachers from the same language group. Some flexibility may require in the selection criteria especially regarding teaching license and selection procedure.

To solve the problem of schools created by geographical complexity and least number on students at school, it is suggested to GoN to establish basic level boarding schools in such specific places where the students from 3-5 different schools can be collected and educated with full scholarship. Furthermore, the study suggested two types of teacher management practices (cost effective and data based supply of teachers) in the places having least and more student density respectively. According to the study, following interventions should be used for cost effective supply of teachers in the schools having least number of student:

- Establishment of boarding school
- Increase class size
- Multi-grade classes in lower level
- Full fledge scholarship program for the students

Finally, the study suggested GoN to use the following interventions for improved teacher management in Nepal.

- Strong management system
- Teacher's participation in decision making process
- Effective pre-service and in-service trainings
- Effective appraisal system

Study on National Assessment of Grade 10 Students 2011

Background

Nepal has been striving for reforming school education for the last three decades with the involvement of external assistance both in terms of financial and technical resources. Department of Education has been receiving external assistance from ADB and Danish International Development Agency (DANIDA) to work on the improvement of lower secondary and secondary education. Likewise, the Community School Support Program (CSSP) is supported by the World Bank. In addition, Japanese International Cooperation Agency (JICA) has supported the School Physical Facility Program in different districts. JICA has supported also to the Community Alternative Schooling Project (CASP) in some districts. In this way, lower secondary and secondary levels of education have been receiving considerable support from both internal sources and resources from international agencies for reforms.

There were projects like Science Education Project and Secondary Education Development Project funded by the Asian Development Bank for the reform of secondary education. It can be strongly argued that with these inputs, the secondary school system should have been improved which should be reflected in the performance of the students. In order to mark the improvement of the students' achievement and put as a record of accomplishment so that references could be made in the future, the present study was initiated.

Objectives of the Study

As the study was commissioned by the Department of Education, obviously the objectives were set by it. The overall objective of the present study was to assess the performance of the school education system. Likewise, other specific objectives were as follows:

- To analyze and present the performance of grade 10 students in terms of sex, ethnicity, and geographical setting.
- To collect necessary numeric and narrative information on the performance of grade ten students in core subjects (Nepali, Mathematics, English, Social Studies and Science) in order to derive and interpret national achievement levels of students.
- To analyze and interpret the student achievements on the basis of different student, home/family, and school related characteristics.
- To identify the contributing factors that promote better learning as well as

the constraining factors that hinder student learning at secondary level.

- To assess the overall performance of school education system by analyzing the inputs given to the system, process, outcome and impact.
- To suggest areas of interventions required to improve the learning achievement of students in terms of policy, program and evaluation strategies and mechanism.

Framework for the Study

Different approaches are adopted to examine the extent to which a system of education is serving the way it is expected to serve. One of the approaches is a national assessment which is carried out to examine the health of the system of education. The rationale is that this kind of assessment should assess the quality of achievement of students based on the national curriculum covering the whole country. Experts argue that a national assessment is useful for providing information to the policy makers so that they can make decisions on how the scarce resources of the country can be best utilised for better delivery of quality education. In addition, a national assessment is useful for monitoring the progress of the system of education, helping teachers to perform better, making parents, teachers, administrators, policy makers, textbook writers, etc. aware of the situation, and establishing the realistic standard of student achievement.

The present study used achievement tests to determine whether or not an individual student had learned specific skills and abilities as envisaged by the system of education. The skills and abilities envisaged by the specification grid developed by the curriculum development centre for grade 10 students were the criteria against which the performances of the students were compared. So far as the type of test items used is concerned, attempts were made to design tests to require the students to actually perform, rather than merely memorizing the texts practised in the classroom. From this point of view the tests were considered to be performance-based tasks. Questionnaires for teachers, students, parents and schools were used to gather information about the external factors responsible for creating learning environment for the students.

Methodology: Sampling and Instruments

Ross (1997) was followed for designing the national sample for data collection. The sampling approach based on Ross (1977) and instructions received from the Department Education allowed us to select at least 20 students from each centre of test administration. For this purpose the whole country was divided into 16 clusters for administering the instruments based on 5 development regions and 3 ecological belts, and the Kathmandu Valley as a separate cluster.

Two kinds of instruments were used for data collection; achievement tests in Nepali, English, Mathematics, Social Study, and Science based on the specification grid and curriculum determined for grade 10 students and questionnaires and a school survey form involving several factors which possibly contribute to student achievement. Experienced subject specialists, testing experts, educationists and working teachers were involved in selecting contents for the tests, and developing test items. Rigorous exercises were carried out to ensure the adequate representation of the whole set of skills and abilities which the grade 10 students were expected to have learned. Questionnaires and school survey forms were also developed with the assistance of experts.

The instruments were piloted in Kathmandu and Chitawan involving more than 200 grade 10 students. The instruments were improved based on the insights gained through the piloting of the tests and questionnaires. The instruments were administered to a representative sample of grade 10 students covering the whole country. The present study involved Department of Education and District Education Offices to a reasonable extent.

Findings and Conclusions

National level of achievement of students

The national achievement level of grade 10 students (the SLC sitters of the year 2067) was found to be as follows:

National achievement levels in the core subjects

Level of Analysis: National						
Subjects	Number of Case	Mean	Percentage	Minimum	Maximum	Standard Deviation
Nepali	2460	16.3	32.6	0	39	4.7
Mathematics	2460	18.3	36.6	0	45	10.8
English	2460	23.4	46.8	1	44	7.2
Science	2460	20.7	41.4	0	48	8.9
Total	2460	20.48	40.96			

Finding out whether or not the achievements vary in terms of geographical settings, gender, and ethnicity.

The study has concluded that there has been improvement in the variations of the performance of the students under different categories- development regions, ecological belts, rural-urban location, gender, and ethnicity. However, this has to be taken cautiously as there is overdependence of the students on additional tuition classes which could have led the students to rote learning not to cognitive development.

Determining the contributing factors to learning achievement:

In this of investigation, some factors like adequacy of furniture and having own building were found to be contributory to learning achievement. These appeared to be the areas which could be given more emphasis on while working in the future. Throughout the study, it was realized that in the given situation, excessive importance has been attached to the SLC exams which led students to go for additional tuition or coaching classes. The SLC exam was so prevailing that in several ways, it could be a hindering factor to cognitive learning. Since this aspect need further investigation. It is therefore strongly argued that the SLC tuition phenomenon would be a very potential area for further investigation.

Overall performance of the school education system

Based on this study, it is argued that the overall performance of the school system does not seem to be satisfactory despite the fact that the learning situation was not bad. There is a growing trend of reducing variations in the learning achievement of different groups of students. It is obvious that the curriculum implemented at the school level is similar to all the students in the country irrespective of gender, ethnicity, geographical settings, etc. In the same way, the teachers are required to have similar qualifications, training, and the school time is also the same. In addition, the classroom environment of the schools, as has been revealed by the school questionnaire, is also more or less similar. In this situation, when the inputs are more or less similar, one would expect similar performance of the students all over the country. Though the study found to a greater extent similarity in the performances of the students, it

was not clear whether it should be attributed to the system of education or tot eh SLC tuition classes as they seem to be prevailing everywhere.

Recommendations for interventions

Based on the above discussions, the following areas are recommended to the government for initiating further work:

- A move is necessary to make SLC exam preparation from becoming a training scheme to learning scheme by improving tests tasks.
- Initiate a study focusing on Mathematics. Mathematics has been a problem ever since Nepal started national assessment studies. When looked into the performance of the students under different ability groups, in almost all the subjects, not many students were found to have fallen within the 40-49 ability group. What it suggests is that the participants happened to be from average level. It has been almost one and a half decades since Nepal started carrying out national assessment studies. Among these studies, there is one thing in common- that is that the students in Mathematics are weak. Referring to the present study it is prudent to recommend that the government should look into the matter by focusing on why students are having problems in Mathematics.
- Carry out a backward mapping from classroom to Ministry of Education for educational reform.
- Examine the procedures and effect of the SLC preparation on learning.
- It was clear that students tend to spend both time and money on SLC preparation. But they were found to have been influenced by Bazar notes, guides, guess papers, and tuition and coaching classes. It shows obviously two things- a great desire to pass the exam and not relying on what they get in a classroom. This issue will have to be addressed to bring back the faith in the classroom teaching.
- Initiate interactions with the teachers who are heavily involved both in classroom teaching at the SLC level and the private tuition.
- Bring about reform in the SLC questions involving creativity, critical thinking, competence, etc. It is also necessary to look into the impact of the SLC guides, notes, guess papers, tuition, coaching, etc. on learning.
- Initiate activities towards reducing tension in the SLC sitters and promoting in them creativity, innovativeness and critical thinking.

A Study On Identifying Targeted Interventions For Ensuring Students Retention In The Classroom
2011

Background

This study entitled **A Study On Identifying Targeted Interventions For Ensuring Students Retention In The Classroom** is an attempt to study effective targeted interventions that are practiced for the retention of students at classroom in Nepal. The overall objective of this study was to identify targeted interventions those are effective in retention of students in the classroom. The exploration of the interventions those are practiced by local community and stakeholders (teachers, parents, and local bodies) for retention of students in classroom was another objective of the study. It further aimed to assess the key factors influencing the retention of students in the classroom and tried to suggest effective targeted interventions and plan of action to ensure students retention in the classroom. For this, a sample of 10 Schools from 5 districts, and 5 District Education Offices from those 5 different districts were taken into the study. The study was conducted for three month. The sample was selected in proportionate ratio, representing five development regions (including all the three ecological zones). Both primary and secondary sources of data were used in the study. Primary data were collected from different primary sources. Some of the main primary sources consulted during field study were: Teachers, Head teachers, Concerned students, Members of school management committee, SS/RP as well as DEO s representatives, representatives of VDCs/Mcs, CLCs, CBOs, and other district as well as national level stakeholders. Researchers had made use of secondary sources of data as required. Secondary data have been collected from different related secondary sources through document study. The main tools and techniques used to collect data were questionnaire, semi-structured interview, focus group discussion, observational check-list, case study, and document study. Descriptive, analytical and exploratory study designs along with both the qualitative and quantitative nature of data were used in the study. However, the focus of the study was in its qualitative inquiry and thus, the data were described in narrative style. Quantitative data were analyzed and interpreted quantitatively and presented and displayed in different tabular and graphical form. The major findings of the study were as follows:

Major Findings

- Among the 1870 students enrolled at school only 82.14 percent (1536) were found regular at class. Rests of 17.86 percent (337) were irregular at school.

- In the total irregular students 56.88 percent were irregular for 6-12 days in a month. Similarly, 30.83 percent were irregular for 13-18 days in a month. Rests of 4.8 percent were irregular for 18-24 days in a month. Only 7.5 percent were irregular for a week in a month. Those who were irregular for more than 15 days in a month are very much prone to be dropped out from the school cycle as according to the trend of the last years.
- In total of 1870 admitted students at sampled schools in the last academic year, 4.17 percent were dropped-out from the primary school cycle.

There were certain causes of irregularity of the students in the class. The major ones were found as below:

i) Far distance of school from the home
ii) Due to teachers behavior
iii) Due to peer groups behavior
iv) Due to their parents
v) They themselves do not want to go school
vi) Engage in household work
vii) Engage in some sorts of income generation work for their family (along with remembers of their family)
viii) Fear of exam/test
ix) Due to rain and flood
x) Financial crisis
xi) Teachers irregular attendance at school

Total of 24 different types/kinds of interventions were found effectively practiced for students regular classroom attendance. The effective targeted intervention in used for the retention of students at classroom were found as below:

i. Child friendly teaching and learning
ii. Construction of new school building and classroom
iii. Different extra-curricular and co-curricular activities and competitions between and among the students
iv. Different scholarship programs (esp. for Dalit, disabled and marginalized)
v. ECED services for children of three-five years of age
vi. Expansion of alternative programs such as open and distance learning and flexible schooling
vii. Free textbooks and other materials
viii. Girls' scholarship program (grade 1-8) including students from Karnali zone
ix. Management of schools through the community
x. Per child funding (PCF)-non-salary recurrent cost

xi. Play ground and playing materials at schools

xii. Promotion of partnerships with private providers to safeguard access to secondary education

xiii. Provision of free secondary education to be introduced gradually, by 2015 (free services of admission and tuition fees, textbooks and curricular materials made available on a subsidized rate).

xiv. Rehabilitation and improvement program

xv. Sharing of cost

xvi. Sufficient amount of necessary physical infrastructures like drinking water, latrine for students, play ground, playing materials and their upgrading.

xvii. Teaching in mother tongue

xviii. Focus and emphasis on English subject and medium of instruction

xix. The provision and recruitment of female teachers at class

xx. The provision of free textbooks

xxi. The provision of bag and school dress

xxii. The provision of day meal/Tiffin

xxiii. The provision of educational tour and observation visit to different sites.

xxiv. The provision of separate toilet for boys and girls

xxv. Timely availability of the textbooks.

The study has found some factors that play influential role in the retention of students at classroom. The major such factors were found as below:

i. Scholarship program

ii. Provision of books and stationary

iii. Student friendly classroom management

iv. Students friendly teaching and learning

v. Extra curricular activities

vi. Peaceful and politically an uninfluenced environment at school

vii. Social and educational awareness program for both the parents (Community people) and the students

The stakeholders of education at the local level are also maintaining their efforts to keep their pupils regular attendance at schools. The major interventions practiced by local people/community for this were found as below:

i. Teaching in mother tongue

ii. Emphasis in English subject/Medium of instruction

iii. Separate toilet for boys and girls

iv. Extra coaching classes for difficult subjects

v. Positive feedback towards failure and/or low performance pupils at exam/test

vi.   Provision of drinking water
vii.   Fan at classes
viii.   Management of warm classroom
ix.   Change in schooling time
x.   Provision of day meal and hot water/tea at schools

Recommendations of the study

On the basis of the major findings of the study, the following recommendations have been suggested for the betterment of the study:

- Teachers at school should be trained with child friendly, child centered and child psychological training so that they can teach and treat as per the intention, needs and wants of the students. For this, government of Nepal through NCED should develop such training packages and should train mostly the basic level school teachers.
- A social and educational awareness program for parents as well as the community people, CBOs, CSOs members etc. should be conducted so as to aware them of their pupil s learning at school.
    The major actions to execute for the retention of students at class should be:
    i   Emphasis in English subject/Medium of instruction
    ii   Teaching in mother tongue wherever necessary and possible
    iii.   Toilet at school (separate toilet for boys and girls)
    iv.   Extra coaching classes for difficult subjects
    v.   Positive feedback towards failure and/or low performance students at exam/test
    vi.   Provision of pure and sufficient drinking water at schools
    vii.   Fan at classes where it is needed (esp. in the terai belts)
    viii.   Management of warm classroom (esp. in the mountainous belts)
    ix.   Change in school time
    x.   Provision of day meal and hot water/tea

    It is suggested to adopt the following influencing factor for the retention of students at class:

    i   Scholarship program
    ii.   Provision of books and stationary
    iii.   Student friendly classroom management
    iv.   Students friendly teaching and learning
    v.   Extra curricular activities
    vi.   Peaceful and politically an uninfluenced environment at school

vii.   Social and educational awareness program for both the parents (Community people) and the students

Action steps for the Implementation of the recommendations

i.   Ministry of education (DoE) through NCED has to develop and conduct child friendly, child centered and child psychological training packages of the period of 10-15 days to all the primary school teachers through the resource centers.

ii.   DEOs have to make plan in their annual calendar to train the RPs with such trainings that help them to conduct the awareness training for parents as well as the community people, CBOs, CSOs etc. so that all the local level stakeholders would be aware of their pupil s learning at- and outside the school.

iii.   CDC has to prepare the curriculum of primary level in the mother tongue in all those languages whose mother tongue speakers are greatest in number. Whatever the curriculums have been prepared; government has to make textbooks and should start the classes in mother tongue effectively.

iv.   Special focus has to be paid on an introduction of elective English course at schools. For this, CDC has to prepare curriculum and the government through its respective body has to develop textbook. This type of textbook has to be implemented compulsorily in all the primary (basic) level classes.

v.   Government has to allocate sufficient budget for the infrastructural development of the schools and should execute its construction accordingly so that students do not face any problems due to the lack of physical infrastructure.

vi.   Schools should focus on extracurricular activities so that students can learn with fun. For this, schools should make provision of conducting different types of extracurricular activities at least once a month.

Vii   Government, political parties as well as all the stakeholders of education should be fully committed to make the schools as the peace zones.

Their commitment should be executed practically in the real life.

A Study on Effectiveness of Girls' Scholarship Program 2011

Introduction:

The 100% Girls' Scholarship Program (GSP) was a continuation of the Government of Nepal's commitment to translating many international and national instruments that ensure marginalized and disadvantaged girls' access to education. In 2068, the Ministry of Education (MOE) has expanded the 50% Girls' Scholarship Program to the 100% Girls Scholarship Program throughout the country. Though the past studies, at the most, have shown positive correlation between the scholarship incentives and educational indicators, no study had examined the same in the case of 100 % girls' scholarship. This study, therefore, aimed to assess the effectiveness of girls' scholarship program in terms of its management, use and effects on enrolment, retention, class promotion and overall educational performance of the girl children along with the strategic measures as ways forward.

Seven out of 75 districts of the country, namely, Jhapa, Rasuwa, Lalitpur, Gorkha,Jumla,Dailekh and Bardiya were covered by the study. In total, 415 girl students, 82 parents, 32 focused group discussions (FGDs) and 38 key informant interviews were conducted. The study was under taken in June 2011.

Key findings and conclusions:

Policy provisions on girls' scholarship

Until 2067, the MOE had provided scholarship to 50% girls in order to increase their access and participation in education and to improve the quality of education. As a result of MOE's policies and programs, participation of girls in education has demonstrably increased over the years. The girls have almost half of the enrolment in school education, which is also reflected in Nepal's improved Gender Parity Index (GPI) (1.00 for primary and 0.99 for basic education (grade 1-8) in 2009-10. In the same period, the survival rate for girls was litter higher (79.8%) than the boys (77.8%).Within this context, the 100% GSP was initiated. The findings of the study also shows improved level of GPI (1.11in 2067) and enrolment (52.8% in 2067). These findings draw attention of the DOE/MOE to revisit its girl scholarship policies in future. Review and implementation of the recommendations of the past studies along with this study such as need of a clear implementation guideline or manual for selection, distribution, monitoring and follow-up of the girls' scholarship program, address the time lag or delays in distributing the scholarship and improving efficiency are the other areas to look at.

Whether the targeted children received the Girls' Scholarship

The trend of scholarship recipients, as reported by the parents for the last three years (2064-2067), revealed that the proportion of girl scholarship recipients increased from 28% in 2064 to 62.2% in 2066. The Implementation Manual 2067/2068 requires that girls' scholarship should be distributed to the student in the presence of the parents. The study findings suggest that this provision has been followed in the most cases. More than half of the parents (54.9%) and girl students (54.5%) informed that they received the girls' scholarship themselves while 34% parents and 44.6% girl students reported that their parents or guardians received their scholarship. Least proportion of parents from the western region (14%) and mountain region (22%) had received the girls' scholarship while highest percentage of girls from western region (82.8%) received it. The practice of distribution of scholarship to the children in the presence of parents seems in line with.

In many schools, the girls' scholarship was not provided as per the MOE norms rather it was divided equally for all the students. In few viiischools, the entire scholarship amount was collected in one basket and distributed equally to all students. As a result, the girl students were provided with less or more than the amount allocated by the MOE.

The study findings suggest 40% parents and 36% girl students did not know the name of the scholarship they had received. Parents from terai and mid-western region were least aware (20.8% and 33% respectively) about the girls' scholarship. Only 8 (1.9%) out of 415 girl students were aware about the 100% girls' scholarship. The girl students who were not aware about the type of scholarship they had received were higher from mid-western region (63.4%), terai (57.5%), community-managed school and primary level (62.4%). Similarly, only 62.2% parents had correct knowledge about the amount of scholarship received by their girl children.

The main source of information, as reported, were the teachers/head teachers (87% girls and 82.9% parents reported it), students/friends (1.2% girls and 13.4% parents), mass media (2.7% girls and 2.4% parents) and SMC/PTA members (1.4% girls and 1.2% parents). For about 3.6% girl students, DEO was the source of information.

100% parents and 92.3% girl students reported that they received cash while 7.3% parents reported bag/belt and 1.2% uniform and stationary. As against the cash distribution practice, only 39.3% girls preferred cash and the majority (60.7%) wanted stationary and school uniform. Only 8.5% parents and 8.2% girl students hold the view that 100% girls should be provided with the scholarships. FGDs and key informant interviews also suggest that girl scholarship should be provided to the students from poor families and low human development index.

During the scholarship distribution program, only 67.1% were present, least participation was observed from western region (27.3%) , hill areas and community schools (57.5%). However, 6 out of 10(61%) parents informed presence of other people in that function. Girls' scholarship holders reported that their participation in scholarship distribution program was very high (94.2%). In one district, the girls' scholarship was given to the students for the upper grades (grade 4 onwards), and to the parents for the lower grades (grade 1 to 3).

The girls' scholarship holders report that they received Rs 50 at the minimum to Rs 500 at the maximum as scholarship. 39% parents and 45% girl students consider the amount of girls' scholarship was very small, even less than a day's labour wage. For 90% parents and 87% girl students, the amount given to them was insufficient. Parents from the lowest economic quintile demanded Rs. 2000 to 3000 a year. Many parents also suggested providing Rs. 1500 for primary, Rs 2000 for Lower Secondary and Rs 2500 for Secondary level. Majority said that it should be at least Rs 800 to 1000 per year. Head teacher interviews and parent FGDs came up with the suggestions that girl children from the poor households should be supported more and the social safety net such as skill development training, livelihood and small enterprise development support should be offered. Key informant interviews and FGDs suggested to create a local scholarship fund with the support from the DDC, VDC, Schools and the DEO.

Changes occurred in children as a result of girls' scholarship

The study examined the perceived changes as well as the changes in key educational indicators demonstrated in the school statistics.

The girl students and the parents expressed that the girls' scholarship had had supported to continue their study (84.5%) girls and 78.6% parents), to be regular in the class (63.3% girls and 52.9% parents), to do better in examination (58.5% girls and 52.9% parents) and to enhance their motivation in learning (52.2% girls and 58.6% parents). Moreover, 49.1% girl student and ix34.3% parents were of the view that girls' scholarship had enhanced their confidence, dignity and self respect in the family and the community. However, with an increase in the economic quintile of the family, parents and the girl children's perception regarding the contribution of 100% girls' scholarship on educational achievement declined. The participants did not mention any direct changes in their health and hygiene behaviours as the result of the girls' scholarship.

The trend of girls' enrolment over the past three years (2965-2067) shows a slight increase in the proportion of girls' enrolment, from 2066 to 2067 (from 50.8% to 52.8%). However, in comparison to 2065 figures (53.6%) there does not seem an increase. However, the GPI has remained consistent (1.15 in 2065, 1.03 in 2066, and 1.11 in

2067). The school statistics records a small increment in girls' enrolment. Many key informants questioned on what actually contributed to this increase. Some head teachers and SMC attributed the increment to other programs such as the school admission/ welcome campaign, changes in parental attitude over education of their daughters, provision of female teachers at each school, school meal program, food for education (FFE) and girls incentive program (GIP), and stationary and other scholarship support programs.

The girl students who received scholarship tended to be more likely to attend schools regularly more than the non-GSP students. For example, the attendance rate of GSP students increased from 80% in 2065 to 83.8% in 2067 while for non-GSP group, it increased from 66% in 2065 to 73% in 2067.The drop out rate of GSP student was less than the non-GSP student over the past three years-over 3% difference in 2067.

Strengths and weaknesses in the girls' scholarship distribution mechanism

Weakness:

i. Interviews and FGDs suggest lack of clear communication to the schools, parents and students. Confusions exist among parents and students about the type and amount of the scholarship they received.

ii. Uncertainties and time lag/delays in disbursement of scholarship to the schools and the students exist. In most of the schools, the girls' scholarship was not distributed in the beginning of the educational session, sometimes not even by the end of the session, or in the next session.

iii. Many schools distribute the girls' scholarship without organising a formal program inviting parents, teachers and SMC/PTAs.

iv. As every girl child in the school received scholarship, the sense of competition among them for better class performance has reportedly been declined.

v. DEOs claimed that RPs/school supervisors, monitor and conduct follow up of the girls' scholarship program. However, it did not live up in the statements made by the teachers, head teachers and SMC/PTA members.

vi. Two schools (out of 14) informed that they prepare financial and social audit report and present them in the Parents Day/School Day. However, majority of the schools did not prepare and present such report. They did not submit the report to the DEO also.

vii. The girls' scholarship was yet to be aligned to the School Improvement Plan, Village Education Plan and social protection programs.

viii. All the parents stressed that the scholarship amount was far less an amount against the inflation and the current market price of the commodities.

Strengths:
    i.   There was no any direct evidence of misappropriation and misuse of scholarship amount by the school and the parents.
    ii.   Parents, girl students, teachers and SMCs reported that the scholarship had contributed positively to continue and improve education of the girl students and also to enhance their self respect and prestige in the family and the community.
    iii. School statistics show an increase in girls' enrolment, attendance and class promotion and a reduction in dropout rates.
    iv.   Few schools have started to prepare detail report on girls' scholarship which is verified and signed by SMC/PTAs and RPs, and finally submitted to the DEO. Few schools have initiated social auditing of the girls scholarship program.

Recommendations:
Recommendation for policy and programme dialogue
    i   Held discussions to revisit the relevancy and effectiveness of the 100% girls' scholarship program and determine whether it should be continued, or expanded, or focused on certain districts and VDCs with low human development index (HDI) and low participation of girls in education. We recommend for the last option.
    i.   Increase the amount of girls' scholarship to at least Rs 1000 to 1500 per year. Possibility of providing the scholarships in kind/materials should also be explored and discussed.
    ii.   Create a local scholarship fund at the VDC level in line with the spirit of the Local Self Governance Act 1999 in coordination with the DDC, VDC, schools and the DEO the so that the scholarships can be provided to the needy students.
    iii. Provide support to poor families by introducing safety nets such as skill development training, and development of small business enterprise by such families.

Recommendations for effective implementation of the girls scholarship
    i.   Intensify social mobilization, advocacy and awareness on girls' scholarship program and its effectiveness. Conduct at least one day's orientation to the students, parents, SMC/PTA and the community for better understanding of the girls' scholarship program.
    ii.   Enhance efficiency of DOE, DEO and schools to address issues of proper coordination, time lag/delays, functional monitoring and reporting system. Strengthen the monitoring, reporting and evaluation mechanism of the girls' scholarship programme

A Study on Effectiveness of Community Managed School 2011

The Context

A number of international donors like World Bank, DANIDA, UNICEF, UNDP, and JICA have been extensively involved in supporting Nepal's efforts to enhancing participation, quality, efficiency, and accountability of schools in basic and secondary education. In recent years, the GON has received support from multi-donors in scaling up the transfer of management of public schools to the communities.

Nepal made amendment to the Education Act in 2001 in an effort to bring back the positive elements of community management. With the 7th amendment of the Education Act, 2028 BS (amended in BS 2058), the process of involving the community in school management became stronger. As a major donor in this government effort, the World Bank provided a huge chunk of amount through Community School Support Project for scaling up the transfer of school management to respective communities and ensure Nepal's efforts on community management of schools to enhance participation, quality, efficiency, and accountability.

Various strategies for improving service delivery of community schools are underway across the world. Since each school is unique by virtue of the distinctive features of its stakeholders, a one-size-fits-all tendency of top-down planning could be counterproductive for community schools. Therefore, the transfer of management initiative aims at facilitating the stakeholders to choose their own unique vision and goals for their schools. The communities, parents, teachers and SMC, in partnership with the stakeholders, design, implement, monitor, evaluate and document school activities. In recent years, the SMC has been responsible for planning and management of the respective schools. To perform their duties, the plan has made provision for capacity building of local bodies, communities, and SMC. The focus of this plan was to ensure community involvement in education with emphasis on ownership, accountability, local control on the utilization and mobilization of local resources.

Strategy of community involvement and empowerment of the community members is the main thrust of the EFA which is in line with the decentralized system of educational planning and management. The transfer of school management to the community is a way of shifting the focus from centralized management to community-controlled and school-based planning and management. Any good program planned, designed and implemented takes a due course of time for successful returns. Therefore, this study was

conducted to assess the effectiveness of the CMSs in the changed context so that the measures deemed necessary for changes and improvements could be taken

Objectives of the Study

- The objectives of the study were as follow:
- To identify evidences of new initiatives of the management committees in the improvements of both physical and learning environments of schools;
- To assess the student performance in terms of learning achievements and behavioural changes;
- To examine the of transparency and accountability in view of accounting, auditing and reporting practices,
- To assess the role of school management committees in the capacity building of the stakeholders through orientation, community awareness campaigns and involvement of the stakeholders in SIP preparation.
- To collect and analyze data of students' enrolment and retention particularly those of disadvantaged groups such as girls, Dalits and others; To compare the efforts made by, and contributions of, the community managed schools vis-a-vis other community schools in respect of school management and instructional practices, student participation, physical and learning environments etc;
- To identify the community managed schools with best practices and the contributing factors;
- To explore and suggest any possible alternative school management modality more effective than the present one; and
- To identify major issues and challenges including appropriate measures to address them.

Methodology of the study

The study focuses on the existing practices of the community schools (CSs) that do not receive the inputs compared to the community managed schools (CMSs) from the government. Additionally, attempts were made to identify the best practice schools and to expedite the best practices of the CMSs**.** The main purpose of the study was on revealing the status of the community managed schools (CMSs) as well as community schools in respect of school management and instructional practices, student participation, physical and learning environments and new initiatives of CMSs , and also disclosing the contribution of CMSs vis-a-vis CSs in terms of performance of the students**.**

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In view of the purpose of the study, a combination of both qualitative and quantitative research was set as the design of the study. The information related to students' enrollment and performance, test results, number of meetings held by the SMCs and PTAs and physical facilities etc were interpreted quantitatively and those related to the practices of CMSs and CSs related to instruction, resource management and its development, and views expressed by the stakeholders in qualitative way. Further, triangulation of information obtained from observations, interviews and focus group discussion (FGDs) with various stakeholders were done.

A combination of purposive and random sampling procedures was adopted by representing 5 development regions, 3 ecological belts and types of schools-primary through secondary. Altogether 15 districts 3 from each development regions and a total of 45 schools were selected representing both rural and urban areas. The districts and schools thus selected were considered to be representative sample to solicit the views of

concerned stakeholders towards CMSs and CSs and draw varieties of information related to students and teachers from all level of schools.

With regard to the objectives of the study, both qualitative and quantitative data were collected by using varieties of instruments such as literature review, school survey, interview with concerned personnel namely DEOs, HTs, chairpersons of the SMCs, and FGDs guidelines for discussion with members of the CMSs and PTAs were the instruments used to collect information for the study. Altogether, eleven types of interview and interaction guidelines (one survey form, three interview schedule, two observation checklists, and six types of guidelines for FGD) were developed..

A survey form to collect information about the rural and urban CMSs and CSs with focus on students' enrollment and drop out trends, examination results, and academic, instructional, physical and financial conditions of the sample students was developed and used.

The interview schedules as well as the guidelines for the FGD were developed in order to solicit the information from DEOs, HTs, chairpersons of the SMCs, students, teachers, parents, chairpersons and members of the PTAs, and chairpersons and members of the teachers' professional organizations to have deeper understanding of the CMSs vis-a-vis, community schools, and access and quality impacts of the CMSs. With a purpose of drawing specific information on the teachers' attendance and their entry time in the classes on the day of school visit, an observation form was developed. This helped the researcher assess the punctuality of the teachers and the actual time spent by the teachers'in the class.

Basically, a critical review of the policy documents such as MoES implementation and documentation, current Education Act and Education Regulations and related documents were made for conceptual clarity of the community managed schools. The interviews and FGDs, by and large, helped to draw precious information related to:

- New initiatives of the SMC, Enrollment, retention, and pass rates of the students particularly those of disadvantaged groups such as girls, Dalits and others; outcomes of the CMSs and CSs, accounting, auditing and reporting practices in the schools with respect to transparency and accountability;
- Role of the stakeholders like PTAs , professional organizations of teachers, students, teachers and other community groups in increasing access and quality of education and effective management of the schools and resource mobilization and sustainability
- Qualitative as well as quantitative information and data generated through a varieties of sources and study tools were collected. Quantitative data were processed by using Microsoft Excel and qualitative data by manual coding, and tabulation.

Major Findings of the Study

The major findings of the present were as follows:

- Various Forms of Incentives as Stimulants for CMS and School Autonomy
- A number of government incentives acted as stimulants in transfer of school management to the community. They include provision for incentive grant to school opting for community management, performance grant for improved participation and promotion rates, teacher salary grant, different types of scholarship for students including those who were never enrolled in school, school dropouts and disadvantaged children, support to capacity building of communities in managing school and support to monitoring and evaluation activities.
- Training of Related Stakeholders in Inevitable for Institutional Development of School
- The role played by PTA members, parents and community members in developing physical facilities of the school, developing SIP and commencing social audit to promote transparency of school affairs and make school authority accountable to community people are commendable moves towards improving the school system.

To this end, the HTs, chairpersons and members of SMC and PTA should be trained in various components:

- Role identification of the SMC, PTA and community members
- Develop plan, program and budget for the schools
- Mobilize community resources,
- Generate fund by mobilizing NGOs, CBOs and local bodies
- Develop strategies to increase the access to education and its quality
- Develop plan for those school age children who have not been school
- Develop supervision and monitoring plan and execute it
- Develop School Improvement Plan (SIP) and Village Education Plan.
- Increased Responsibility and Accountability among Parents

It was apparent from the study that most of the CMSs disclosed publicly the statement of accounts and performed a social audit. Compared with the CSs, most of the CMSs reported to have disclosed the statement of accounts to the public. Some of the CSs have also responded in favor of social audit among their school activities. The study revealed that the CMSs perform social audit once a year in SMC in parents assembly after approval of a joint committee of SMC and PTA formed to accomplish social audit. It has increased the accountability among the local stakeholders.

Management Ownership by Local Leadership

The new roles of SMCs in CMSs have been successful in resolving the problems related to physical facilities, and disputes among community people about school affairs. The SMCs, PTAs, and parents were cooperative in upgrading school, expanding classroom, adding furniture and recruiting female teachers. Some of the chairpersons and HTs of the CMSs are taking lead roles in order to make the school better through local planning .and implementation and improvements for developing the feeling of ownership. It was observed from different point of views of DEOs, SSs and RPs that the policy was instrumental to increase the feeling of ownership, responsibility and accountability of local community towards school.

Diverse Views among Educated Community

The perception of some of the DEOs, teachers and SMC Chairpersons were however different in community based school management. Expressing their unwillingness to take over the responsibility of school management at community level, some of the HTs form the CSs stressed the need for firm commitment and its fulfillment by the government to support the schools financially and technically.

Dichotomy in Autonomy of the Local Community in School Management

There were marked differences between the perception of the SMC chairpersons and members, and school teachers. Most of them had a positive reaction to the CMSs. Most

of the teachers felt that the communities are feeling more responsible towards their involvement in school affairs and supporting the schools. They are keen in school operation and its activities. However, some of the teachers mentioned that the SMC members were more likely to be dictator.

A Growing Sense of Awareness among the Local Stakeholders

A different point of view among DEOs, SSs and RPs revealed that the policy was instrumental to increase the feeling of ownership, responsibility and accountability among local community towards schools. Generally, the teachers of the CMSs made positive comments on the anticipated roles of the SMCs and HTs in the changed context. However, they stated the roles of SMC management to be limited to participation in school affairs, social audit lead by the PTAs, taking information about their children's' progress and helping school for physical development. As regards, the recruitment, transfer and promotion of teachers', the SMC was blamed for being bias. In both CSs and the CMSs, parents'involvement was growing gradually but it was not sufficient.

Decreasing Trends of Dropout Rate in Upper grades

Generally the dropout rate in the CS was higher in grade 5 compared to other grades 8 and 10. The higher the grade the lower was the dropout rate. The impact of the CMS was seen in grade 10.The dropout rate in CMSs has fluctuated over the years. The ranges of the dropout in grade 5, 8, and 10 among different groups in the year 2067 B.S. could be taken as positive improvement. The study revealed that even the CMSs did not have adequate qualified and trained teachers, and other facilities, but the achievement rate is higher in annual examination and dropout rate lower compared to community schools in grade 5, 8 and 10.

Transfer of Management Responsibility Geared to Instructional Improvement

With the transfer of management responsibility to community, the HTs are more creative and active; the teachers are more regular in teaching; and improvement in physical facilities like furniture, play ground and toilet have been improved. The teachers stated that though parents' involvement and participation has increased rapidly, the government's expectation from the SMC to improve quality of education was unrealistic. Even the local stakeholders of the CSs indicated that the changed management styles, ensuring parent's regular visit to the school, their participation in school events, and improved students' and teachers' regularity were the good practices of the school.

Increased Teachers' and Students' Regularity Contributing for Better Performance

A comparison of the students' school level results with SLC pass percent shows a very high difference. But the analysis of the SLC results of sampled CS and CMSs reveal that

there is some ground to be satisfied with high pass percent of the students in CMSs at school level test. The increasing pass rate of the students in grade 5, 8 and 10, declining dropout rates, creation of learning environment in the schools and efficiency of the HTs in school management are notable achievements of the CMSs.

Growing Sense of Responsibility and Accountability in School Management

An aggregate view of the stakeholders like parents, local community members, SMS and PTA members of both CSs and CMSs revealed that with the transfer of school management to local community under decentralization, the chairpersons and members of SMC and PTA, and parents, students, teachers and HT have become more responsible and accountable towards the school affairs and quality of education.

Teachers' Professional Organizations Skeptical about Management Transfer

Most of the teachers affiliated to professional organizations viewed that the policy of management transfer to the local community in the name of CMS was a tactic introduced for controlling teachers, not for improving quality of education. They viewed that the quality of CMSs and other CSs was not significantly different. They were of the opinion that though community involvement has increased in recent years, the internal politics was to making the state aloof from its responsibility towards education. Interaction revealed that in most of schools visited the teachers' professional organizations, however, have not obstructed for smooth school operation.

Policy of Management Transfer Enacted to Promote Decentralized Reform

Overall analysis of the information collected from different categories of respondents concerned with CMSs and triangulation between them reflect that the policy of management transfer was enacted to promote decentralized reform in education. The purpose of the policy was focused on equipping the local stakeholders with authority to ensure their meaningful involvement in school planning, management and evaluation.

CMSs are Successful to Foster School-Community Relations

The DEOs, SMC members and HTs, have the opinion that the CMSs have been successful to foster school-community relations and ensure parental involvement in school activities, children's learning, and performances and improve school efficiency and enhance quality. Because of the team work of the SMC, PTA and HT, and cooperation of the parents, some of the four CMSs as well as one CS have been identified as the schools with best practices.

Handing over Management Responsibility Requires Capacity Building at Ground level

The respondents associated with teachers' professional organizations have not vehemently opposed the move of management transfer. They however were unpleasant as the government decision was taken before building the capacity of the community and without consultations with Teacher Unions. The study revealed that the SMCs members were not very efficient to act for instructional improvement, access to education and quality of education and improving the service conditions of the teachers and providing them the training opportunities.

Management Transfer might be a strategy of the government to relinquish from its Responsibility

The concept of decentralization was enforced as a governance tool to devolve more authority from the centre to the lo cal or institutional level, and restructuring school governance. However some of the local community stakeholders have the understanding that the spirit of decentralization was not new for them. They viewed that the authority of school management was withdrawn by the government from the local community long back. The policy of the transfer of school management adopted by the government in recent years was just the tactics of the government to be aloof from the state responsibility for providing education.

Formation of subcommittees or core groups with clear division of roles and responsibilities based on the qualification and abilities of the person is essential

The study has revealed that in terms of present experiences, there is no need for an alternative model for school management but a slight modification in the working procedure with role identification for various core groups or subcommittee would be useful. The study showed that though the HT, SMC and PTA, and parents are found to be participating in different activities of the schools and a sense of ownership has developed among the stakeholders, there is lack of clear division of roles and responsibilities between them based on the qualification and abilities of the person. The best practices of the better off CMSs reveal that even with sound leadership and management capacity, the HT alone cannot lead successfully for the smooth function of school and ensuring quality of education without support and cooperation of all members of the SMC, PTA, parents, teachers and the community groups.

As outcomes of the study, the study found following best practices in the CMSs as well as CSs:

- Effective instruction in the schools

- Emergence of new Partners
- Growing PTA and parent involvement
- Sustained school community relationship
- Community managed school as a breakthrough in school management Ownership and sustainability

Conclusions

The conclusions of this study based on the major findings are presented below:

- The school management policy was introduced long before empowering the community to bear the overall responsibility of school management.
- In the existing situation the contribution of the community members and parents in managing the school and its affairs is not adequate for improving instructional quality and upgrading the quality of education.
- A team spirit among the SMCs, PTAs, and HTs including parents; and advocacy and awareness about Education Act and Regulations, are must in the success of the CMSs.
- Despite some changes observed in the CMSs, many SMC chairpersons and members, and the PTA members are not fully aware of their roles and responsibilities. For the success of the CMS, there is an urgency to have well defined roles and responsibilities of the stakeholders and the need for launching awareness' program for the parents and local community are keys. Ensuring the job security and professional development of the teachers are also seen to be crucial elements to be considered for the success of the CMs.
- Though there is lack of clearly defined indicators for god performance of the CMS and its management over the CS, some of the community managed secondary schools were worth to be identified as the best practice schools. The opportunity for transformation in school management and instructional improvement was high among the secondary school schools and the roles of PTA and SMC members and HTs were vital in such matters.
- A sense of collective responsibility, parental involvement in school affairs and a sense of authority and autonomy to address concern of local priority and aspirations are visible.
- With the essence of the CMS, the local community, PTA and SMC are shouldering responsibility for school management to improve the access and quality of education at grassroots level. However, no systematic efforts for improving pedagogical practices for learning have been adopted in the CMSs.

- Regularity of the students and teachers in the school, a sense of discipline and improved study habit among the students, willingness among the teachers to introduce effective teaching materials and methods are observed in the CSs and CMSs both, the later one being relatively better.
- In order to make the CMSs effective and upgrade the quality of education, the government measures are not adequate in providing access and quality of training to teachers, increasing resources for the school, and providing adequate education materials for improved teaching learning..
- The increasing concerns of the parents and local communities in providing education opportunities to their children have shown positive effects indicating the students' dropout rate decreased significantly over years particularly among. Dalit and Janjati group in higher grade
- As expected the SMCs have not played leadership role in the matters related to students' evaluation, curriculum, budget, and teacher appointment.
- The division roles and responsibilities of the SMC, HT and PTA in consideration of the total picture of increasing efficiency, access and quality of education are crucial in planning and management of school activities-physical development and academic activities, finance and accounting, management of teachers and support staff, resource development and utilization, and school community relation.
- Above all, the policy makers at central level had the understanding that it would be better to involve the local community in addressing the problems and issues associated with school management at local level. Therefore, the policy of management transfer was enforced in involving local people gradually for facilitating the management of the schools. It is expected that in due course of time this policy would further empower the community people and make them responsible and accountable for school management.

Recommendation

Based on the conclusions drawn from the study following recommendations are suggested:

- The grassroots level awareness raising and advocacy program should be conducted for the local level stakeholders like SMC, PTA, parents and teachers before introducing the decentralized policy of school management e.g. CMS in future.

- MOE should maintain a relationship of mutual cooperation and interact with Teacher Union and other professional organizations of teachers related to different political
- parties in the matters related to policy development and implementation of Education Act and Regulations for improving the service conditions, continuous professional development, and ensure job security.
- The government should immediately take effective measures to take the local stakeholders in confidence and make necessary amendments in the Education Act and Rules and Regulation about the CMSs. The provision for roles and responsibilities and accountability of the SMC and parents should be mentioned specifically in the Act and Regulations and needful action should be taken to avoid the dread prevailing among the teachers about their jobs and ensure job security and professional development.
- A support mechanism should be developed at the District Education Office so that the DEO can make a district wide plan of operation to build the capacity of the SMC and PTA members through training, workshop, and study tour, technical and professional supports on regular basis.
- A system to guarantee the technical and financial support to the CMSs for enhancing their autonomy and also to build the capacity of the HTs and SMCs in school management is essential. The District Education Office should stop interfering teacher recruitment, promotion and transfer and empower the SMCs as envisaged in the Education Act and Rules and Regulation.
- The District Education Office should support school to expand school networks with Teachers' Union and other professional organizations of the teachers by providing both technical and financial assistance. Specific programmes and activities focused to mobilizing parents, RPs, and SSs should be a regular activity of the District Education Office. In addition, the District Education Office should make the local community aware about the AS implemented by the government and extend their involvement to make them a success.
- DOE should ensure that the schools receive incentives and relief grants including other grants timely. While taking major decisions related to teachers' job and their professional development at district level, the District Education Office should involve the local community, the SMC and teachers' professional organizations in general and Teachers Union in particular.
- The SMC should be given autonomy in resource mobilization for physical development, scholarship for teachers, deciding on the allocation of expenditures and teacher recruitment. The SMC should also be given

autonomy on deciding about the medium of instruction, textbook, subject matter, scholarship and upgrading of the school.

- Effective measures to provide regular training to teachers and improve the pedagogical practices in the classroom should be given top priority. Besides, several good practices seen in the CMSs, involvement of the PTA and SMC in developing calendar for school activities, a practice of social audit, SIP and regular meetings of HTs with parents and local community should be disseminated at district and regional level.

- The schools should motivate parents for their regular school visits and parents' conferences should be arranged from time to time and a system of honoring parents for their outstanding contribution should be made.

- There is a need to develop a set of indicators to assess the quality of education provided by the CMS. For this, there should be agreed norms and standards concerning school, classroom, teachers, and student number, role of SMC, PTA, parents, teachers students and community and DEO personnel like RP, and SS to show considerable impact on the quality of school education.

Recommendation for Future Action

Based on the study, it is recommended that a national assessment with larger sample be carried out to look into the instructional practices and improvement seen in the community managed schools.

A Study on Reliability of Educational Data of Schools 2011

Introduction

In order to successfully accomplish the entire educational process, developing a consistent and reliable Education Management Information System (EMIS) is a prerequisite, which plays a pivotal role in decision-making by providing insights and options to education planners, managers and development partners with a view to accomplishing their roles and responsibilities. The only way to generate the correct and authentic information about the education system is to establish a nationally owned and dependable EMIS that provides all types of correct and consistent information to the concerned authorities. The MOE/DOE has been trying to establish the EMIS at all levels of education from school to Resource Center (RC) to District Education Office (DEO) to DOE and publishing reports as Flash Report (Two times a year, Flash I and Flash II) and Consolidated Report. These reports provide useful information, interpretation and analysis with respect to schools, students, teachers and educational programmes, especially at school, community and district levels. The DOE claims that it is only authentic educational information presently available within the MOE system (Flash Report (2008/2009).

Rationale and objectives of the study

Despite several efforts made for the improvement of EMIS, concerns have been raised through media and other means about the reliability of education information across the country. Hence, the DOE constituted an independent study on the situation of EMIS in general and quality of education data in particular. This study is an effort to this direction. Moreover, some studies have shown that though the government has pledged to provide facilities, especially to children, teachers and schools in accordance with the norms and standards in the directives, in reality the expenses made by the government have not been verified to find out if these were fully utilized.

The specific objectives of this study are as followings:

- Assessment of current EMIS (source, process, reporting and dissemination and utilization) for system wide improvements.
- Identification of areas (enrolment, dropout and repetition, financial and physical information) and level (School, RC, DEO, DOE, etc.) at which there are manipulations and the reasons why there are manipulations.
- Assessment and development of validation and verification mechanism.

- Assessment of duplication of efforts across institutions within MOE.
- Developing strategies to improving reliability and credibility of EMIS.

Study tools:

This study was accomplished using various tools like data collection formats, questionnaires, interview questions and case study. All these instruments were pilot tested and used for field study.

Geographical coverage of the study

This study covered the three ecological belts and five development regions, including the Kathmandu valley. Samples selected for the study were five mountain districts, such as Taplejung, Gorkha Kalikot, Darchula and Doti; five hills districts such as Udaypur, Sindhuli, Baglung, Salyan and Kavre, and five Terai districts such as Saptari, Sarlahi, Kapilbastu, Dang and Kanchanpur and one in the Kathmandu Valley.

Document review was done in context of national perspectives,

Major findings

Various documents such as major Government Decisions, Program Implementation Manual, ASIP, AWPB, Status Reports, EFA and SESP Core Documents, EFA and SESP Annual Reviews and MTR's reports, Flash and Consolidated reports and Research Studies were intensively reviewed to assess the provision made on the reliability of EMIS data both in paper and practice. The findings of the review are as following:

- Flash in the beginning and at the end of the school year and yearly publication of Consolidate reports with overall analysis of the school information about benchmark indicators related to both program and performance as agreed between the Government and the DPs since 2004/2005.
- In the Flash reporting system the responsibilities of each agency/ level are well defined in order to ensure a high and uniform data quality.
- It was found that the DOE had developed the time line for Flash data collection. At DOE level the data management and reporting system had been found well established and functional.
- At the local level (districts, RCs and schools), it had been found lacking of expected capacity that has been required to further strengthen the EMIS activities. The focus of the problem had been found concentrated in RCs and schools where the prime information were generated, compiled and reported.

- Most schools had been found waiting for immediate feedback from the DEO/ DOE about their reported data Flash I and Flash IIAs expressed by the stakeholders, attendance of children in the classroom in eighty schools of sixteen study districts had been found varied. Children attending in one of the schools of Saptari district on 2068/02/26 were found 52%.
- Schools were found disappointed to the rare visit of RPs, school supervisors and education officials from DEO/DOE to school. Almost all the respondents at district level were found aware about the concept and use of EMIS in general and Flash report in particular.
- DEO used various verification techniques; re-monitoring, correction in the presence of RPs forming a seven member committee for cross checking. However, 15% of questionnaire filled up by the schools were found incorrect and unclear.
- Most of the schools report their Flash in time. The institutional schools and schools located in remote areas do not report the Flash in time.
- Inter changing of data from one RC to other RC and one school to other school has been found one of the effective verification techniques used by some districts.
- There had been always found the gap between the school's statistic and allocation of budget by the DOE.
- The effective monitoring mechanism to check the reliability of data has not yet been established at the school level. And the mechanism is also not available to control manipulation.
- Problems had been seen at school level. The problems were: some schools did not know how to fill in and tally the data, some schools did not like to fill it, those who filled the forms made so many mistakes, some schools took it as a burden, some schools tried to hide their true information due to fear of transfer or termination of their teacher posts and being deprived from the facilities they are regularly receiving.
- Inadequate data storage facility, lack of resources and equipments, timely unavailability of data forms in some schools, shortage of skilled manpower, complexity of the data forms were the problems faced by the schools
- Mobilizing community, raising awareness of community about the importance of school's information, using communication and media, supporting capacity building program, monitoring the schools EMIS activities, collecting data to support the RCs and DEO in their working areas are the main areas that NGO can support to DEO.

- True information providers are being deprived from the benefits provided by the districts, on the contrary, the false information providers are enjoying the benefits.
- Duplication of data among MOE system had not been found significantly. the school level information which was presently collected by DOE were not found collected by the central level institutions.
- In reality the expenses made by the government based on the schools reported data has to make further efforts for its comprehensive utilization and keep free from manipulation.
- Of 33 study schools, 9 schools, 5 schools and 19 schools reported over, under and actual respectively compared between enrollments and reporting.
- Compared to districts reported data in Flash I. The percentage of gap (348 children 39 schools under published 58 children and 13 schools over published)had been found 1.46 which is not highly significance. However, it indicates the errors even in the DOE data entry procedures.
- With regards to repeaters and dropouts, percentage of repeaters and dropouts of study schools for consecutive last five years showed lower the grade, higher the repeaters %. There was no definite pattern of repeaters % but the number of repeaters decreases in the recent year. Likewise, the situation of dropouts is also decreasing in the recent years

Recommendations

At school level

- Improve school records management, including computerized school information gradually beginning with RC school, higher/secondary and primary schools, and develop appropriate capacity at school.
- Like Enrolment Campaign, continue involvement of local NGO/CBO, TU, representative of political parties, journalists and members of civil societies to monitor the process of data filling and reporting by the schools located in their surroundings.
- Maintain transparency and continue social audit system in schools
- Raise awareness among key stakeholders about the collection and use of actual data
- Re-strengthen the present validation and verification mechanism of data at school level. Ensure re/checking by the head teacher and Resource Person/ School Supervisor.

- Organize an information dissemination day at school to demonstrate school performance by involving teachers and parents especially with respect to student learning achievement and internal efficiency of school.

At RC level

- Re-strengthen and reassign the committee with responsibility for checking and monitoring the school information, including the school records keeping, data collection, compilation, processing, reporting and dissemination.
- Inform guardians and stakeholders about the importance and use of EMIS and its timely reporting.
- Provide at least one day orientation workshop to all HTs, SMC, PTA and Social Audit Committee chairpersons and one school teacher or staff working on EMIS at RC level. While they come in the training, they need to bring their school's information with them so as to fill up and verify their Flash information with the Flash of other cluster schools.
- Recognize and reward the schools that fill in actual data and report in time. As a punishment, display the list of schools that fill in unreal data and do not report on time.
- Organize an information dissemination day at RC to demonstrate progress of schools and VDCs within the RC.

At district level

- Develop mechanism to monitor proper utilization of input provided by the center and generated by the district and schools and crosscheck whether the input is matching with the school's actual data.
- Provide training to all RPs and SSs about the correct and consistent filling of schools' information and timely reporting to the concerned agency.
- Revisit the RPs job for collection, compilation, display and dissemination of school's information at the RC. The RP should report timely to DEO without missing any school within the RC. Make the EMIS tasks as basis for performance assessment
- Organize an information dissemination day at DEO to demonstrate progress of schools and RCs within the district.

At central level

- Consider the interest and willingness of schools to receive prompt feedback i. e. the two-way data flow system.

- Develop awareness raising program for local level stakeholders about the importance of school information for the planning at all levels and provide them responsibility and ownership.
- Do not tie-up the funds provided to school with EMIS data. It has created over reporting problems by the schools. It is recommended that the funds to be provided to school should be based on school accreditation program in which schools are categorized A,B,C,D, etc. Develop norms and provide annual grants to schools.
- Develop the program and manage the budget to strengthen the capacities of the schools, RCs and DEOs.
- Strengthen the monitoring mechanism: While MOE should monitor whether the system is performing in the right direction, DOE should monitor the outcomes of the program.
- Revise the data format to be filled by the schools

Role Of Resource Center For Improving Quality Education In Schools
2011

Background

This study entitled **Role Of Resource Centre For Improving Quality Education In Schools** is an attempt to study the role of Resource Centers that are played for the quality enhancement in schools in Nepal. The overall objective of this study was to identify targeted interventions those are effective in retention of students in the classroom. The summary of the report along with the organizational structure of the final report has been given here in brief:

Structure of the final report

The final form of the report is in the following organizational format:
Unit one: Introduction

- Background of the Study
- Resource Centre: A Local Educational Body
- Objectives of the Study
- Scope of the Study

Unit Two: Review of Related Literature

- World History of Resource Centre System
- Some International Practices of the RCs
- History of Resource Centre System in Nepal
- Present Status of RCs in Nepal
- Review of Some Previous Studies

Unit Three: Methodology

- Sources of Data
- Study Design
- Sample of the Study
- Tools and Techniques of Data Collection
- Limitations of the Study

Unit Four: Analysis and Interpretation

- Role and Responsibility of the Resource Centre
- Review of the Structure and Activities

- Use of Human and Physical resources
- The Role of RC in Educational Promotion
- The Effectiveness of RC Activities
- Mobilization of Community People and Organization
- Role of RCMC
- Qualification, Experience and Selection of RPs
- The Use of RC Hall

Unit Five: Findings and Recommendations

- Major Findings of the Study
- Recommendations of the Study
- Action Steps for the implementations of the Recommendations

Objectives of The Study

The overall objective of this study was to assess the role of Resource Center for improving quality education in the school and suggest effective measures for the utilization of resources in a way to improve quality education in the schools. More specifically, the objectives of the study were as follow:

- To review the policy provisions regarding the role and responsibility of Resource Center for providing quality education in the school.
- To review the structure and activities performed by Resource Centers in order to uplift the quality of education.
- To explore the use of human and physical resources available within the school cluster for the educational development of the satellite schools.
- To identify the role the RC to promote educational awareness of school and community to provide access to education of the disadvantaged and marginalized children.
- To analyze the effectiveness of RC activities performed by Resource Persons in the distribution of textbooks, Keeping records of primary school teachers and use of teaching improvement plan by the teachers;
- To assess the effectiveness of supervision system of the RC (Preparation of supervision plan, school supervision, class observation, record keeping etc.) for quality improvement in the schools;
- To identify the role of RC to mobilize community people, community based organizations and parent-teacher associations to increase the access of girls and disadvantaged children to education;
- To assess the role of resource centre management committee (RCMC) to perform its responsibility of preparing plans, programs and the budget and mobilizing local resources;

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- To suggest alternative modalities of RC for better utilization of resources and better management of RC activities for improving quality education in the schools;

Scope of The Study

The following points were addressed and incorporated by the study in its scope:

- The types of activities performed by RC in relation to improving quality teaching and learning in the centers.
- Utilization of RC hall in different purposes directed towards improving teacher performance in the school;
- Utilization of RC for improving quality education in formal and non-formal education;
- Role of RCMC in regular functioning of the centre including community and CBO mobilization;
- Cover the three ecological belts, five development regions and the rural-urban locations while selecting RCs as the representative sample for the study.

Sources of Data

Both the primary and secondary sources of data along with both qualitative and quantitative techniques of inquiry were used in the study. Primary data were collected from primary sources like: concerned teachers, head masters, local level stakeholders, RP/RCMC members, SS, DEOs Personnel as well as other district and national level stakeholders. Researchers had made use of secondary sources of data as required. Secondary data were collected from different related secondary sources through document study. They were: related books, previous study reports, journals, news paper articles and the legal and policy documents.

Study Design

Descriptive, analytical and exploratory study design along with both qualitative and quantitative nature of data was used in the study. While writing the final report, qualitative data were described in narrative style. Quantitative data were analyzed and interpreted quantitatively and were presented and displayed in different tabular and graphical forms.

Sample of the Study

The following Resource Centers, Schools and DEOs from the following districts were studied as sample to collect required primary data for the study:

Districts	Sources of Data	Names of the Institutions	Total
Panchthar	Resource Centers	Phidim HSS Resource Center, Phidim, Panchthar	2
		Ithunga HSS Resource Center, Panchthar	
	Schools	Phidim HSS, Phidim, Panchthar	2
		Ithunga HSS, Panchthar	
	DEO	District Education Office, Panchthar	1
Rautahat	Resource Centers	Sarswoti HSS Resource Center, Rautahat	2
		Shree HSS RC, Bayarjawa, Rautahat	
	Schools	Sarswoti HSS, Rautahat	2
		Shree Higher Secondary School, Bayarjawa, Rautahat	
	DEO	District Education Office, Rautahat	1
Rupandehi	Resource Centers	Kanti HSS Resource Center, Rupandehi	2
		Dhakadhai Resource Center, Rupandehi	
	Schools	Kanti HSS, Rupandehi	2
		Dhakadhai HSS, Rupandehi	
	DEO	District Education Office, Rupandehi	1
Mugu	Resource Centers	Rauwa SS Resource Center, Mugu	2
		Natharpu HSS Resource Center, Mugu	
	Schools	Rauwa SS, Mugu	2
		Natharpu HSS, Mugu	
	DEO	District Education Office, Mugu	1
Kailali	Resource Centers	Likma SS Resource Center, Kailali	2
		Dhangadi HSS Resource Center, Kailali	
	Schools	Likma SS, Kailali	2
		Dhangadi HSS, Kailali	

		Dhangadi HSS, Kailali	
	DEO	District Education Office, Kailali	
Kathmandu	Resource	Shree Shanti Shiksha Mandir SS RC Thanhiti	
	Centers		
		Shanti Nikunja SS RC Bhagawatibari	
	Schools	Shree Shanti Shiksha Mandir SS Thanhiti	2
		Mahankal SS, Mahabauddha, Kathmandu	
	DEO	District Education Office, Kathmandu	1

Tools and Techniques of Data Collection

The following tools and techniques were used to collect data for the study:

- o   Questionnaire
- o   Semi-structured interview
- o   Focus group discussion
- o   Document study

Limitations of the Study

The study had the following main limitations:

- It had only included 12 RCs from 6 different districts.
- A sample of 12 schools, each 2 from each 6 districts, was also taken for the study.
- It only included the role of RCs in promoting quality education in the schools.

Major Findings of the Study

Based on the analysis and interpretation of collected data, findings and recommendations of the study have been presented. For the convenience of study, the findings and recommendations have been presented in two different sub-headings.

Major Findings of the Study

The major findings of the study are as below:
After the review of all the policy provisions regarding the role and responsibilities of RCs, the following main roles of the RCs to play are found out:

- Formulation of strategic plans and their implementation
- School supervision
- Data collection and record management
- Class observation and model teaching
- Operation of extracurricular activities
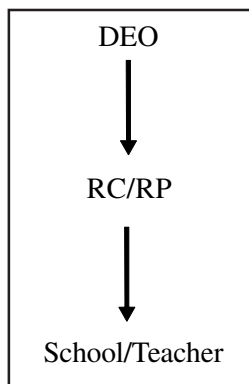- Enhancement of educational quality

70

- Functions related to non-formal educational
- Conduct a meeting of cluster school (CS) teachers on project issues once in a month (a Friday),
- Organize co-curricular activities for all CSs,
- Act as a demonstration school carrying out innovative ideas and practices for all CSs for improving education within the cluster.
- To mobilize the physical and human resources available within the school clusters for the educational development of the satellite schools;
- To organize training workshops, and seminars in order to enhance the working efficiency of the teachers and headmasters;
- To promote educational awareness in the school and the community;
- To supervise and monitor the activities implemented in the cluster schools; and
- To reduce disparities between the schools

To conduct and operate these RC functions, the RPs are responsible. Thus, an attempt has been made here to state in brief the major functions/roles of RPs as well below:

- Management of RC including preparations of annual and monthly plans of the RC,
- Conduction and follow up training/workshop/seminars,
- Friday meeting with teachers,
- Head teacher meetings,
- RCMC meetings,
- General inspection of schools,
- Classroom observation and discussion with teachers,
- Model lesson presentation,
- RC profile preparation,
- Educational data collection and demonstration,
- Organization of extracurricular activities,
- Community mobilization,
- Management of RC Level examinations
- Instructional material preparation/Management,
- Curriculum implementation,
- Selection of model school,
- Participation on district level meetings,
- Co-ordination with different activities and agencies,
- Report preparation,
- Information dissemination,
- Innovative works,
- Others

The structure of RC at present is found of vertical position which is top-down bureaucratic as presented below in the Fig.:1. Though it is conceptually associated with the local community, it is found detached from the community as many of the local level stakeholders are found adopting least ownership of RC as their part of daily life. Most of the stakeholders are found perceiving the RC as a hierarchical unit between schools and DEOs.

Fig- 1: Structure of

RC in Practice

DEO

↓

RC/RP

↓

School/Teacher

Only 25 percent of RCs understudy are found using local human and physical resources for the educational development of the satellite (cluster) schools. Rests of 75 percent of RCs are not using these in enhancing the educational qualities. According to most of them, they have to engage in the collection of different types of data, their recording and visit to DEO so that they cannot pay enough time to work at those sectors which have direct influences in quality enhancement of the school education. Further, there is problem to use local human resource as expert due to the intervention in the class that s/he is taking in one hand and in the other hand; it is difficult for them to utilize local human and physical resources due to political problems as well.

As RC s role is to promote educational awareness of the schools and the community to provide educational access mostly to the disadvantaged and marginalized groups, the study found that only 75 percent of them have conducted some sorts of discussion and interaction programs related to it. Total of 33.33 percent have visited the community and only 25 percent of them have visited to the particular targeted community to develop educational awareness of the community people. The RPs said that they have maximum numbers of cluster schools so that they cannot take care of them all in a good way. It is supported by our evidence as the sampled study has 55.75 (i.e., 56) cluster schools under an RC in average.

In some of the cases, it is found that the centers are not functioning as Resource Centers but are working only as Data Collection Centers due to the overload of the number of cluster schools. As the effectiveness of RC activities performed by RPs in RCs are concerned, the study showed that RCs have no or very little role played in the distribution

of textbook to the primary level students. Only 2 RCs (among 12) were found involved in textbook distribution. However, record keeping of primary school teacher is satisfactory as all the RCs have maintained it in advanced. However, only 16.66 percent of the RCs understudy has kept the record of use of TIP by the teachers in a proper way. Other 33.33 percent of RCs have maintained it simply. Rests of 50 percent have no record of use of TIP by the school teachers. The summary of the major effectiveness activities of the RCs has been presented below:

- o   Formulation of Plan and Its Implementation-100%
- o   School Supervision- 33.33%
- o   Data Collection and Record Management-100%
- o   Classroom Observation and Model Teaching-16.66%
- o   NFE Program-75%
- o   Operation of Extra-curricular Activities-25%
- o   Functions Related to (the enhancement of) Quality education- 58.33%
- o   Other Functions- 50%

The study found that all the RCs have prepared their supervision plans with the aim to visit schools and supervise their activities in advanced, however, each 8.33 percent of them have simple and poor planning respectively. In total of 12 RCs understudy, 2 of them have found conducting the school supervision visit once in a year. Rest of each 2 have visited the half and the quarter of all the schools respectively once in a year. But rests of 8 RCs have not visited any of the cluster schools even once a time. The study found that only 16.66 percent RCs have observed the classes of the teachers. All the RPs who had supervised the schools according to their pre-set supervision plans had kept the intact record of their school supervision. What is strange is that 25 percent of the RCs have found maintaining the fake record of school supervision.

The study showed that resource centers are not found effectively functioning in mobilizing the community people and CBOs/CSOs to increase the access of children from marginalized, disadvantaged and vulnerable groups. PTA was found formed almost in all the schools; however,

they themselves are not well active. Some of the community based organizations and civil society organizations were also functioning in the local areas but their role to school education do not find so active. Resource centre has not found coordinating among them and mobilizing them for developing access of the target groups, especially the girls. Only 25 percent of the RCs had become able to mobilize community people for enhancing the quality of education in schools. As 41.66 percent of them mobilized the PTA to do so rest of others did not become able to mobilize of CBOs, CSOs, local bodies and other related stakeholders of the school education.

All the RCs had their own RCMCs but most of them were not functional. only 16.66 percent of them were actively involved in the RC activities. Total of 50 percent of them were completely passive and only 33.33 percent were difficultly functioning as RCMC. That is, they were becoming only a formal body in the RCs and nothing else. The de-functioning of RCMC is found mainly due to the unclear clarification and statement of the roles and responsibilities of RCMC with appropriate legal connection. The study found that the RCMC had involved only in preparing plans, programs and the budget but not in mobilizing the local resources available there. Their role in plan formulation was also not so active and effective.

- Regarding the Qualification, Experience and Selection of RPs, the study found the following three main views of the stakeholders:
- The RPs should be selected by the free competition of M.Ed. graduates by the recognized government bodies-PSC, TSC, or any other newly formed bodies (according to 50 percent of the total respondents).
- They can be appointed/recruited by the competition among the permanent teachers having M. Ed degree or B.Ed. with more than 10 years teaching experience (according to 41.66 percent of the respondents).
- They have to recruit by fulfilling the definite procedure by the respective DEOs in the district with free competition of M.Ed. graduates (according to 16.66 percent of the informants)
- Presently exercised procedure is right but there is the need of some review and definition of policy provision (according to 12.5 percent of the informants).

The key finding of these points is to adopt an alternative procedure to select the RPs in which focus is found in the free competition of M.Ed. graduates having technical and skilled trainings to conduct all the RC activities efficiently.
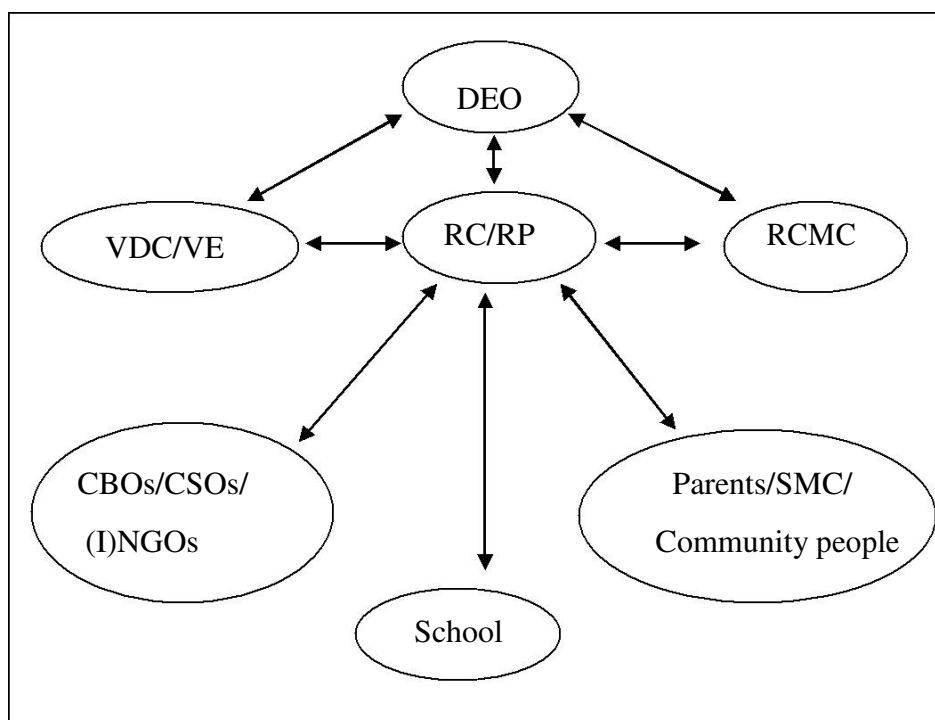
The study found that 7 RCs (58.33%) understudy had their own building and other 4 (33.33%) had only a room(s). Rests of 1 (8.33%) had neither building nor any room. Those who have RC building or room/hall, the RC hall were found using for academic purpose in most of the cases. However, the use of hall was also found for different purpose than for using it in enhancing quality of education in schools. In some cases, the hall was found of using for some other political and administrative tasks. Mainly the head teachers of the schools were found to misuse the RC hall as they certified to provide the hall for the certified purpose which the RPs cannot deny.

Recommendations of the Study

On the basis of the aforementioned major findings of the study, the following recommendations have been suggested for the betterment of the program:

I. Government should clearly specify the roles, responsibilities and duties (as well as the service & facilities) of the resource persons in the RC defining in the Education Act, Education Regulations and in other legal and administrative documents as needed. This will motivate RPs in one hand and solve the problems of ineffectiveness of RC functioning in the other hand.

II. The RCMC should be restructured and provision of including local level stakeholders (local educationists, parents teachers, PTA members SMC members, CBO/CSO members, VDC representatives) in RCMC should be made. This help to make the RCMC actively functional in management and implementation of the RC programs/ activities. The role, responsibility, right and duty of the RCMC should be defined legally (by the education Act, education Regulation, directories etc) and execution of the assignment should be obligatory. RCMC should have the right to readjust the programs according to the local need of the RC. The suggested new structure of RC has been given in the following figure:

Fig-2: Suggested new structure of RC

y legal provision should be made (clearly stating the provisions in the Educ
on and such other documents) to make RPs accountable to RCMC a
hers of the schools.

III. Necessary legal provision should be made (clearly stating the provisions in the Education Regulation and such other documents) to make RPs accountable to RCMC and DEO not to the head teachers of the schools.

IV. The recruitment of RP (selection procedure) should be changed and new provision of it should be made in order to make the RC activities effective, functional, active and meaningful. For this, it is suggested to recruit RPs from the M. Ed graduates or from the B. Ed. graduates having more than ten years of teaching experience. It is necessary to develop different pre-service, in service and refresher training packages for the RPs and should train them accordingly. RPs should be Resource Persons in reality.

One of the different cell should be formed in the DoE (and its constituted cell in each DEOs) in order to manage, guide, operate, supervise, monitor and evaluate all the RC activities through out the nation as the ineffectiveness of presently observed activities are mainly due to the weak supervision and monitoring of the RC activities. The cell can have the authority of recruiting RP and defining the roles, responsibilities, rights, duties, qualification and experiences of the RPs as well as can conduct the pre-services, in-service and refresher training for the RPs as well.

VI. If the presently practiced RC model is kept in continuation (i.e., if any alternative modalities will not be adopted), it is compulsory to make provision of separate RC building at least having three rooms- one for general administration, another for RC library and the third- a well equipped RC hall for the training, seminar, workshop and

Head teacher/RCMC and/or other meetings. The implementation/execution of "one RC-one building" is highly recommended to implement so as to make the RCs as the real Resource Centers. It is also recommended to provide one computer with internet facility to each RCs as far as possible to enhance the quality of school education.

VII. As RPs are the field officer, they must be in the schools in more days. Thus, the provision of an office assistant to assist the RPs in the RCs as well as to open the RCs in absence of them is seen necessary to recruit. If it is defined clearly, assistant can be recruited locally by mobilizing local financial resources as well.

VIII. Present structure of RC (DEO-RC-School) is vertical in nature as a result it has many problems. Thus, it should be re-structured by making almost all the local level stakeholders responsible and accountable to RC and RC activities. For this it is suggested to re-structure the vertical bureaucratic model into the integrative model horizontally (including VDC/VEC, RCMC,

PTA, SMC, CSOs, CBOs etc. in its operation).

IX.   As it is necessary to rethink about the members of RCMC, it is suggested to appoint the RCMC members including both the teachers and head teachers of the schools as well as other community members, VDC representative, CSOs/CBOs members as well as other local level stakeholders so as to make it functional and efficient working.

X.   Teacher training should be school based. For this, RPs should mobilize the locally available physical and human resources in the training instead of involving themselves to make all sorts of subject-specific training effective (as a single person (the RP) cannot be the master of all). Qualified and experienced subject teacher within the cluster schools should be used as the subject export in the training and RPs should coordinate and operate the training. It certainly helps to enhance the quality of education in schools.

XI.   RPs are the technical human resources. Thus, they should focus on the technical works in the RCs. But, most of them are found spending their time only in collecting educational data and doing some administrative works as well. Supervision is weak and becoming so called supervision. This can not be strengthened until the integrated structure of RC is not followed. The implementation of yearly operation calendar with strict supervision and follow up program should be made an obligation to RPs.

XII.   Above all, an alternative modality of the RC operation has been suggested for the betterment of the RC activities and to make the RC functions effective and efficient. But it does not mean that presently exercised RC system is not good. It is hoped that the suggested modality can help improve RC activities in alternation to it, if this (presently exercised) modality is changed. The suggested modality is the school based modality in which a lead school functions as the RC in those places where the RCs cannot work properly mainly due to the overload of cluster schools. The empirical study and review of related literature both in Nepal and abroad showed three main alternative modalities of RC (in addition to presently practiced modality) as-
(i)   Mobile RP for remote area,
(ii)   Advisory model, and
(iii)   School based model.

Among them, it is suggested to adapt and employ the school based model as an alternative to the presently implemented model for the betterment of the entire RC activities.

A school based model is an integrated institutional model successfully practiced in different European and American countries in which RC is fully take care, organized, operated and controlled by the school teachers. As geographical complexity, financial crisis and

the degrading quality of public schools performance (result) in Nepal is concerned, this can be an alternative mean to address most of the problems related to present RC system. Presently 57 cluster schools are found in average under a resource centre (as our sample is concerned) which is rather impossible to take care, monitor, supervise, train, and collect data by a single RC/RP. If the geographical distance is maintained, it is observed also recommended that one RC can successfully conduct its activities in **8-10 schools in mountain, 10-15 schools in hill and 15-25 schools in terai and valley**. If this is so, we need about 5 thousand resource centers throughout the country which is rather impossible to have at present mainly due to the financial crisis of the national economy. Thus, in a school based model, a cluster of 5-7 schools can be made and among the schools one secondary or lower secondary school can be selected as a lead school. And, this lead school should be developed as

resource school. The responsibility of training to the teacher and supervision is of the lead school. There should make provision of some additional tenure to the teacher of lead school so that there could not be any hindrance in regular functioning of the school. The existing RC can coordinate some 2-3 clusters and take the responsibility of providing training to develop the trainer for the clusters, and can collect educational data as well as perform all the set activities as the operator and guidance body of those clusters.

If this is so, present RC would be a unit of DEO working for some administrative, coordinating, and qualitative functions but the supervision and training responsibility should be given to the lead school and its teacher. For financial resources, there should be a sharing modality. The government, the local body, community organizations, and even teachers and schools have to contribute for this in a logical and scientific way. The sharing modality should be stated explicitly in the rules and regulation and should be defined by concerned law. This model can provide adequate supervision and training support to the teacher and schools. From the financial point of view, this could be more sustainable because of higher sharing from different sectors and stakeholders. This investment form the local level brings concern to the local people to observe its effectiveness which certainly increases the accountability of local stakeholders as well. But, in doing so too, there should be the provision of separate RC hall along with sufficient resource materials.

Study on Client Satisfaction With Public Services Delivery 2010

Summary

Client satisfaction study is an excellent opportunity to involve clients or right holders in the process of evaluating the organizational performance. This study was conducted to analyze service quality and customer satisfaction involving one of the most important public department offices of the Government of Nepal, i.e. the Department of Education, and its extended arms in the development region, i.e. the Regional Education Directorate and in districts, i.e. District Education Office. The findings show that the service product is a significant predictor of client satisfaction. The client satisfaction will be enhanced if they perceive that there is a favorable service product. Relationship quality has a significant influence on behavioral intentions. That means client satisfaction and trust established will enhance word-of-mouth and repeated patronage. Service delivery and service environment come to next. They might also be significant predictors of satisfaction. Therefore, in order to attain and maintain high level of client satisfaction towards the services, the DOE, REDs and DEOs should focus more on service product. The development of a new service product should be made according to clients' specific needs.

A regular survey should be given to the clients through the department's websites, brochures or others. By conducting regular surveys, the result can be used by the department to come up with a new excellent product and services. The department should encourage their employees to give personal attention to all customers. This is to ensure equal service is emphasized at the department; thus making the department among the favourable government services in Nepal. In order to enhance friendly cooperation between the service providers and the service seeking clients, full commitment and cooperation among all staff of DOE, REDs and DEOs is the most important element.

Clients nowadays are concerned with the way they are being behaved or appreciated by the person they are dealing with. The findings that service delivery and service environment have also significant effect on client satisfaction. It should be taken with precaution. The small size and non-probability sampling used may result in non-significant relationship. Future research need to reconfirm these findings. The Consultants believe that service delivery and service environment remained important in determining satisfaction. Satisfied clients may not remain satisfied forever. A major concern with the service delivery is the courtesy of employees towards the clients and customers.

It is important that the staff know the right way to treat their clients and customers.

The image of the Department and organizations under the Department much depends upon the behaviours and dealings of the front-line-desk officers. Therefore, they must be polite and friendly. It can be reiterated that better service product, service delivery and service environment are related positively with client satisfaction. The top management or leadership position of the Department should consider these ingredients as vitally important.

Employees, who do not perform well in client contact task, should be reassigned and retrained. The existence of physical facilities provided by the department should be maintained and improved. In longer term, it is important to retain the goodwill of organizations. Good clients are always necessary and also to draw new clients. Highly satisfied clients spread positive words of mouth and become an effective walking/talking advertisement for the organizations that lower the cost of attracting new clients. Delivering high quality service and maintaining client satisfaction may lead the organizations towards accomplishing the mission and vision of the organization. Therefore, the study about the changing trend on public service sector must be continuously monitored in order to keep abreast with the needs of society.

A Study On The Identification Of Out Of School Children And Possible Measures For Bringing Them Into Formal And Non-Formal Education System
2009

Background

Education is the fundamental right of every child. This slogan is adopted by the world and is working for it through Education for All (EFA) goal. Nepal is also intensively working to achieve the EFA goal. Primary school enrolment rate of Nepal has been increasing. It has reached to 91.9% and targeting for 100% enrolment. In this context, this study has tried to understand the "out of school" children aged between 3 to 9 years. The purpose of this study was to find out the major reasons for non-schooling of children and to suggest measures to bring the „out of school" children to formal and non-formal education system.

The scope of this study is national. The primary level of information/data was collected from 16 sample districts covering all 5 development regions, 3 ecological zones and Kathmandu valley. To collect necessary data and information, the consultants used various survey instruments including Household surveys, Community surveys, School surveys and Resource mapping. These survey tools were administered in 1 metro city, 9 municipalities and 38 VDCs.

In total, 2902 households, 96 communities and 96 schools were surveyed and 96 resource mapping was done. The size of population (from the surveyed households) was 16,218. Of the surveyed population, 5032 were in the age group of 3 to 9. The average family size of the surveyed households was found to be 5.6. Half of the sample population was under 15 to 60 age group and 34% under the age of 10.

The field researchers interviewed a total of 14 NGOs/CBOs, 18 District Education Officers and 18 Local Development Officers and other key informants including parents, teachers and out of school children to collect qualitative information. Such interviews provided an insight into the present situation and possible practical measures for bringing out of school children to education. Checklists were used to guide the discussion and to reach a consensus on issues related to non-schooling children.

Major finding of the study:
- The total numbers of children between the age group of 3 to 9 are 5032 in the sample area. The percentage of out of children is 8.15 in which, the

percentage of out of school boys is 8.6 and girls is 7.7. In total 91.85% i.e 91.4% boys and 92.3% girls are currently going to school.

- Of the total out of school children, 10.5% are disabled.
- Out of school children were found more in Mountain belt of Mid-Western Region.
- The reasons for out of school children are the poor family condition, lack of child friendly school environment and socio-cultural beliefs and rituals.
- Lack of Awareness about importance of education among the parents was the most prominent reason for out of school children. The study findings reveal that 38.5% of parents in the sample population are illiterate and 21% parents did not have any dream for their children.
- Most of the parents think that children aged 3 to 5 years are too young to go to school.
- The parents were found to be unaware of importance of ECD/PPC and these were found to be difficult to access.
- The percentage of out of school is higher in 3 to 5 age group compared with 6 to 9 age group children
- In the *dalit* communities, the percentage of out of children is higher and the parental literacy is lower.
- In most of the cases, children between age group 6 to 9 were engaged in household chores
- Beside exemption of tuition fee, some children are getting educational accessories support like scholarship, Tiffin, School Dress, Books, Copy/ Pencils, and Hostel.
- Of the total sample only 16.3% of 3 to 9 years children joined ECD/PPC. Similarly 25.7% had joined grade 1; 21.5% joined grade 2; 18.9% joined grade 3; 11.5% joined grade 4; and 6% joined grade 5.
- Most of the out of school children came from socio-economically weak families and therefore suffered multiple deprivations.
- Average time taken to reach a primary school was around 30 minutes in most of the sample communities. Also, in 6 communities (6.25% of surveyed communities), primary schools were beyond one hour distance. The government s policy is to build a school around half an hours walk from the child s home.
- School support programs have demonstrated positive impact in mobilizing community members in decreasing the number of out of school children. Therefore, continuity of various school support programs is essential.
- In the high altitude mountain regions, people shift their homes in winter and summer, which is one of the reasons for out of school children. In this context,

government s support (scholarship, free textbook, tiffin and kerosene distribution) in the schools should be reviewed and revised accordingly. Area based need assessment of out of school children should be done. Need based support program would be more effective.

- Most of the NGOs, DDC/VDC working in education sector support need based schooling program. It is seen that their support for educational accessories (dress, shoes, stationary, tiffin, bag, sports material, teaching material) has increased number of school going children.
- Lack of child friendly teaching methods and unfriendly school environment were the major reasons for drop out.
- On one hand, all school teachers are not trained and on the other, trained teachers do not get enough teaching material to make teaching and learning process effective.

Conclusion:

School support programs are successful in increasing the school enrolment rate to some extent however, there are still out of school children. The school support programs conducted by NGO s have shown positive results in the communities. Special need based programmes for specific area, are some characteristics of NGO activities. Government s school support program (scholarship, free textbook, tiffin and kerosene distribution) has also helped to increase school enrolment rate.

The reasons behind the out of school children are poor economic condition of the family, climate, unfavourable school environment and socio-cultural beliefs and rituals. Similarly, ECD/PPC is not in easy access for out of school children. Parents ignorance to importance of education, disabilities of children, parents unwillingness, involvement children in the household chores and unaware of ECD program are some major reasons of out of school children. Also, lack of child friendly and disabled friendly environment at school, school at long distance and punishment practices are also some reasons behind out of school and drop out.

Recommendations:

Child schooling cannot be fully successful without parents initiation. Until and unless parents learn the value of education, it is difficult to motivate them towards their child s education. The ollowing are some recommendations made based on the study findings:

Educate parents on value of education: It is very essential to educate parents on the value of education for their children. This can be done easily in collaboration with NGOs, local bodies, mobilizing *Aguwa* and promoting non-formal and ECD classes.

1. Local NGOs have conducted different awareness programmes and income generation programmes working with different user groups and committees. NGO should be mobilized for the implementation of targeted programs on increase in child enrollment and aware parent and children.
2. Mobilization of *Aguwa* will be effective to visit out of school children s home for counselling children and parents.
3. Local bodies like health post, agriculture and livestock service centre and VDC can be used for educating parents.
4. The promotion of adult literacy program in every community must go side by side. It is very essential to encourage adult, especially mothers to join in adult literacy program.
5. ECD program is helpful for children as well as mother. It is known that 3 to 5 year old children are not supportive in household chores and therefore, if a mother sends her children to ECD, it becomes easy for her to do the housework. So, an ECD program in nearby community is essential.

School Environment: One of the reasons of school drop out of children is the learning environment at school. Most of the teachers do not use child friendly teaching methods. Large number of students per class is another problem. To improve school facilities, the government has to make minimum requirement criteria in physical facilities for a school. Only a building, rooms, desks, benches and chalkboards are not enough for teaching and learning process. Teaching material, trainings etc are also very essential for effective teaching and learning process. Most of the schools lack these facilities.

School based teacher training: The environment of school and training centre is completely different. The training centres are full of all kinds of teaching facilities. Teachers learn different teaching technique to teach school children. Because of the school environment, they cannot utilise what they have learnt form the training centre. Therefore, Teacher training must be school based.

Teachers training in clinical supervision approach can be the most effective way of training teachers. Teachers should be trained in using local resource material. They must be trained in handling children according to their psychology.

Since, teachers are the advocator of education; they must be able to convince parents about value of education to their children. For this, a teacher must have counseling skills to counsel parents and children as well.

Pocket based non-formal education program*:* In many places of Nepal, schools are not in easy access to people. There are schools beyond one hour of walking distance. In such a situation, it is difficult for 3 to 9 years age group children to go to school. Therefore, non-formal education program should be organized regularly in such areas until a school is built for them. Attempts should be made to make education an enjoyable experience rather than a difficult one. Children should take learning to be fun and not as a punishment.

Educational support**:** Government of Nepal provides free primary education. But parents still have to spend on educational accessories; school dress, bag, shoes, Tiffin, stationeries. Also, some public schools charge an exam fee and extra money for additional facilities. So, in Nepal, free education should include all educational accessories and other supports. Such support together with child friendly environment in school is very essential to bring *hard-core groups*, out of school children and the dropouts to school.

Parents, Teachers, District education officer, Local Government and other stakeholders practice various roles and responsibilities and attempts should be made to increase awareness among the stakeholders to implement their roles and responsibilities successfully.

A Comparative Study of School Cost between Community and Institutional Schools
2008

Background

The study for cost comparison between Institutional Schools and community schools accomplished as per task assigned in a stipulated time. The study outcome are described and analyzed in appropriate sub-headings of the main text above as presented. It is substantially analyzed and appraised all costs pattern and income pattern of institutional as well as community school. The major part is that how the community school sustained by the government's subsidy or grant and how it is utilized whereas on the other hand how institutional schools are surviving and doing better in terms of its income and expenditure pattern.

The study data and information represented from Humla to Kathmandu and the average annual cost per student and income is to some extent significantly differ as shown by the tables of data collected from Humla to Kathmandu. There were some schools having very poor physical facilities and some private schools having large facilities of physical infrastructure as well as income source. In conclusion institutional schools manage their annual cost collecting fees and charges from students and guardians whereas annual costs to bear by community schools are subsidized by the government heavily in the form of grant. It appears that community schools are also making efforts to provide quality education. But, the institutional schools are comparatively providing quality education in a stable manner which is exemplified by the success ratio in SLC examination.

Major Findings of the Study

The major findings of the study are summarized as below:

1. Average income per student is higher in institutional schools than in community schools. Average income per student in community school is Rs. 5,986.61 whereas it is Rs. 14,644.28 in institutional school. It clearly states that the average income per student in institutional school is more than double when compared with community school.

2. In community schools, average income per student is Rs. 6,398.93 whereas it is Rs. 4901.06 in community transferred schools.

3. When compared the average income per student between the schools managed under public trust and private trust, the income of schools run under private trust is higher than that managed under public trust. Average

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income per student of the schools run under private trust is Rs. 21,526.42 and it is Rs. 11,403.00 in the public trust schools.

4. Income of institutional schools run as company schools are not found in better position than the schools operating under public trust and private trust. Average income per student in the company schools reveals Rs. 10,980.54 which is lower than the average income per student in the schools run under public and private trust.

5. Comparatively, the number of students in community schools are large than in the institutional schools.

6. Average annual costs per student of institutional schools are higher than of the community schools. The cost is Rs. 4,674.89 in community schools whereas it is Rs. 14,739.41 in the institutional schools.

7. On an average, the annual cost per student is much lower in the community transferred schools which reveal Rs. 3175.68. The average cost per student in the community schools is Rs. 5,244.34. It is Rs. 15,699.63, Rs. 18,629.30 and Rs. 11,755.77 in the public trust, private trust and company schools respectively.

8. The major source of income for the community schools is the government grant. In community transferred schools, the source includes students' fees, house rent and others besides government grant. Students' fees stood as the significant income source in the public and private trust schools supported by hostel charges and other income. The sources of income of the company schools are almost same as that of public and private trust schools.

9. Expenditure on extra curriculum activities (ECA), books for library and laboratory equipments are comparatively high in the institutional schools than in the community schools.

10. Students are provided facilities such as computer, adequate reference books, games and scholarships to a greater extent in the institutional schools when compared to the community schools.

11. Community schools possess comparatively their own land and buildings. It is also found that the institutional schools also hold their own land and buildings. But while comparing the physical infrastructure, community schools stand in strong foots.

12. Both schools i.e. community and institutional, hold teaching and learning material as well as equipments. However, institutional schools stand in a better position.

13. Parental contribution in students' education is seen significant in the institutional schools than in the community schools.

14. The success ratio in the School Leaving Certificate (SLC) examination of institutional schools is comparatively high than that of community schools. While examining the success rate in terms of divisions, it is found that majority of students of institutional schools passed in the first division whereas majority of students of community schools are passed in second division. Looking at the achievement of passed with distinction in SLC examination; it reveals 2.0 percent in community schools while it shows 17.1 percent in institutional schools.

15. Institutional schools are found conscious in cost effectiveness based on the discussions with the authorities and stakeholders of both schools i.e. institutional and community schools.

16. Annual average income per student, on the overall, is higher than the annual average expenditure per student in the study period.

17. Community and community transferred schools are found in a position to save some amount annually per student. Similarly, private trust schools were also in a position to save while other categories viz. public trusts and company schools are found incurring more expenditure than they earn.

18. Some community schools have good income sources as they charges school fees and also they possess large and commercially viable building whereby they earn renting the space of building/buildings.

19. Many community schools income source is only the grant/subsidy provided by government and it proves that they have no option to expense for any other activities (ECA and other creative and innovative activities)

Recommenda

Education costs in the institutional schools are significantly high as compared with the community schools. Due to the involvement of costs parents are found not in a position to enroll their child in the school they want in many instances. However, it is also found that the quality of education offered by the institutional schools seems to be better on the basis of success ratio and passed divisions in SLC examination. While analyzing the cost of education at the school level it would also be beneficial to take into account the experience and prevalent practice of other countries. Undoubtedly, there is a greater demand that schools should offer better education at the reasonable costs. Education provider and stakeholder, both, need to acquire cost effectiveness. Within this arena the study recommends following actions/steps on the basis of comparative study of school costs between community and institutional costs.

1. Government should increase its contribution to the community schools for improvingits educational environment as well as infrastructure. Quality of education in the 21st century largely depends not only on the teachers but also adequate logistics and infrastructure. So, attention needs to be paid towards providing grants for building physical infrastructure and support facilities. It is also recommended that the DoE should set minimum standard for school facilities and should make provision of monitoring.

2   The study indicates that there is a gap in costs of education between community and institutional schools. Prevalence of wide gap can not be seen as healthy to the state and stakeholders. The gap needs to be narrowed down. Thus, the government should make a policy to control fees structure as well as other costs prevailed in the institutional schools. Even comparing the costs involved in education within the group of institutional schools, there even exist significant differences in costs.

3   Efforts should be made to keep uniform fees structure in the institutional schools. Likewise, other costs also ought to be in balance. For this sake, monitoring of the schools should be made at suitable time intervals. Also the government, particularly the Department of Education, should come up with firm policy and basic rules to maintain education fees within the limit. In order to determine the limit or ceilings for education fees and other costs, it is required to form a task force to study the costs requirement for quality education at the school level.

From our own eye

Institutional schools whose source of income is very high are found more lenient in the teachers' salary and remuneration while those schools with moderate income are providing teachers salary and benefits as per the scale of the community school. There are problems that some of the schools whose income in the past was satisfactory are not able to slash the salary and other expenses even if the sources of income Institutional schools whose source of income is at present have dwindled. Overall, institutional schools are found to be more inclined to non-educational expenses like decorating school buildings, sports activities, library, science labs, educational tours, extra-curricular activities and emphasis on the disciplinary matters as compared to the community schools.

Even if the donation to the community schools from the government side is high, the marginal utility of the donation is not considered appropriately. Specifically, the contributions from the government in terms of teacher's salary, scholarships, text books etc have been considered as free of costs, and not adequate attention has been found to be paid in the proper utilization of those resources, thereby resulting to a huge resource cost to the country. On the other hand, the institutional schools have been found to be more efficient in utilizing their scarce resources and earning higher per unit rate of return. Strikingly though, government schools that have been transferred to community level are also found to be more cost conscious from their own risk and responsibility perspective. In conclusion, teachers have job security in community school while overall performance is higher in institutional schools from many perspectives.

Since the study field is broad and covers specific subject matter as cost comparison between Institutional schools and Community schools in the limited time frame and resources that could not expanded to more equitable sampling process. So a study is recommended at regional level to measure the cost pattern and cost differences between various types of school. The outcome of the research is analyzed in national level compiling all region wise findings. It will be effective and covers all factors to be considered for an effective research study.

The fund of community schools are largely based on the grants provided by the government. It is therefore evident that the fund to spend by these schools is limited. On the other hand, the fund is generated by the institutional schools from guardian or

parents of students. Comparatively the study found that the funds of institutional schools are higher than that of community schools. The fund (income) per student in community school is 5986.61 whereas the income per student in institutional school is 14644.28.

Undoubtedly, the expenditure depends upon the size of income. Based on the size of income or fund collection the expenditure of community school and institutional school differs. Cost of education per student (per unit) in community school is 4674.89 whereas it is 14739.41in institutional school. Involvement of cost of education in schools plays a significant role in the quality education. There should not be a big gap in cost of education between community school and institutional school to maintain a balance in quality education in both types of schools. Therefore, the size of fund of the community school needs to be enlarged based on the number of students studying in the school. In other words, the scale of grant to community schools should be increased.

In order to maintain learning and teaching environment it is recommended that minimum teaching facilities such as set of black board, glob and atlas, provisions for audio-visual use, application of computers as teaching equipment etc. need to be made. In fact, the cost variance between the community school and institutional school lie on these aspects. Such facilities are required for community schools to compete with institutional schools.

On the other hand, enough physical facilities ought to be provided to community schools along with adequate ventilation and sanitation. In some community school it is found that three to five students are accommodated on a long bench and desk. It creates uncomfortable and uneasiness to students which ultimately affects in learning mechanism. So directives should be made that not more than three, possibly two

students should accommodate on a set of bench and desk. Furthermore, considering the hygienic factor, separate toilet facilities for boys and girls should be made with adequate space and urinals. Moreover, facilities for outdoor play should be extended in both types of schools and particularly in community schools. For this sake, the area of play ground should be prescribed as mandatory.

A cost of a model school has been developed in this study report (Annex 3). The required cost based on the supply side is calculated to be as Rs 8,272 per student per annum as the ideal cost. The calculated cost may vary up to a range of 25 percent for the remote and urban area. So the concerned authorities should consider maintaining the ideal cost for both types of schools.

Institutional schools can cope with the required costs of education from the students and parents. But the community schools find very difficult to maintain the required costs from the students or parents particularly on the ground of their paying capability. In line with education for all (EFA) the government should make enough contribution to community schools so that they would be able to maintain minimum standard for education and learning. Community schools may also be permitted to ask for contribution to provide basic learning and physical facilities which may include books and stationeries, school dress etc.

A Study on the Status of Gender Equality in School 2007

Findings, Recommendations, Conclusion

1. Findings:

1.1 Findings of Literature Review:

Many programs adopted by government are being less successful and less effective i.e. alternative schooling programmes to all girls and other children who cannot attend full-time formal primary schools, increment in incentives (scholarships, free textbooks, uniforms and nutrition) for girls and disadvantaged children, establishing schools at short walking distances for children and at least one teacher in one primary school.

There is no adequate and proper linkage between policy, planning, implementation and research.

Traditional attitude, religion and value of the society and family also have resulted early in marriage, high priority for son than daughter and less interest in family planning. This situation has helped to keep girls away from schools.

For gender inequalities in schools, some barriers continuously exist. These barriers are social & cultural, economic, psychological and institutional, barriers created by poor teaching/learning conditions and caused by family circumstances.

The role of female teacher is vital for minimizing the gender equality.

The scholarship given to girls and disadvantaged children are poorly managed and poorly co-coordinated.

The representation of women in decision making and leadership positions in school level is nominal.

The national reports, in between 2003 and 2005, show that more girls have got are access in lower secondary and secondary education, but in primary level comparatively this situation is worse. However, in secondary level also the gender disparities still prevails.

The economic condition is one of the main factors in keeping girls away from schools. Many of those who can afford for children's education give priority to boys.

To provide better education means helping to acquire economic independence. But only economic independence is not enough.

The principal necessity is gender awareness in society as well as in schools. No gender equality can be achieved without fully gender-aware family groups and society. Since if

man is the decision-maker at home, he will not allow a woman to join such programs unless he is aware himself.

Female teachers are one of the means of attracting girls towards school. Girl's enrollment and dropout rates can be improved in the school by increasing the number of female teachers.

There, no sufficient information and materials are given in the curriculum and text books.

There are not any specific lessons and text about the gender equality and its impact in national development. It is the matter of assessment that existing provisions are enough for reducing the gender inequality in school education or not.

1.2 **Findings of Primary Sources:**

- As per the local people, in Hill locations, hunger is the critical issue, education is secondary issue in comparison to hunger,
- Less awareness about the importance and use of girls education,
- The curriculum and text books are not gender equity friendly.
- The numbers of female teachers are comparatively very low.
- The major causes of inequitable gender status in school level are male dominated society and less awareness for girl education in indigenous community.
- The general perception about education has been changed, many of concerned say that the education is a best tool for employment creation, income generation, knowledge and better life.
- Educated parents advocate that more education for girls is needed rather than boys.
- Financial and material assistance is highly demanded under scholarship programs.
- The parents who have entered in new profession or who are diverted from traditional profession to new profession, they are found more conscious about girls education.
- The main causes of fewer enrollments and dropping out are financial crisis, less friendly environment, less awareness in parents and students themselves, early marriage, earning compulsion for family members, heavy work in home and so on.
- In community based schools the ratio of girls' is comparatively better.
- Only fifty percent schools have code of conduct for teachers and students.
- In comparison to boys, very small size of girls has chosen math and science as optional subjects (ratio is 69:31). The main causes for this are being weak in class, less confidence of being successful and time to be given for domestic work.

- The provision and status of physical infrastructures, facilities and services is not favorable for girls and women (such as toilets, flush and drinking water, separate rooms and compound wall).
- No incidence was found relating to gender violence.
- Head Teachers play major role in decision making.
- Only one lady head teacher is found in the schools surveyed.
- The representation of female member in school management committee is very poor, only legal provision has been maintained.

Finally, during the time of survey, the questions were asked to the concerned and focused groups, about the drop out of the girls and its background. But they had no any idea and information about the students who have already left the schools. There was no any monitoring mechanism to know about the students who have stopped attend in schools.

2. Recommendations:

- To improve girls enrollment and gender equality status, basically, there are three dimension of gender education are to be focused. **Number one is pulling programs (to attracting the girls in schools).** It is related to curriculum, texts, other teaching materials, extra activities, teachers, SMC, gender environment in schools, and infrastructures. For these, role players are government and its local level agencies, teachers, SMC, NGOs and so on. **The number second is pushing programs (to send the girls in schools by the parents and family).** These are related to occupation, employment, financial status, level of education and awareness about the girls' education of parents, families and communities. Another vital issue is the level of education of mothers. T**he third one is related to infrastructure and environment**. These are related to the
- distance of schools, conditions of road, bridge and foot path, means of transportation available, neighbors family and community, socio-economic-religious and cultural pattern of the concerned society and community. So, while formulating and implementing the policy and programs, we should consider above said three dimensions.
- To make recommendations more practical and action oriented, these have been divided in according to time duration that will be possible for implementation in short term (immediate), medium term and long term. Accordingly, the following recommendations are suggestions for measures:

2.1   Recommendations for Immediate Action:

- Increase numbers and amounts of scholarship programs for girls, extend the food for education program up to secondary level, extend the two liter oil

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programs in rest districts. For this Government, communities and NGOs should work together.

- Provide financial and material support by employment activities to poor families to motivate them to send girls to school.
- emove quota system of scholarships for girls.
- Launch, continuously, the awareness creation programs for parents, communities and students in mass level.
- Assess girls' school achievement on a regular basis with a focus on identifying the factors behind their low achievement.
- Implement remedial measures to help boost girls' academic achievement.
- Keep close contact with parents; promote the participation of parents in school activities and child learning.
- Continue the program of providing budget to appoint female teachers for community schools.
- Continue the program of providing teacher training scholarship to women who are from dalit and under privileged community.
- Equally address the program to encourage them for enrollment and to attract to get back return in schools that have already left the schools as the program of stopping the dropping out.
- Ensure that each school has a separate toilet and a changing room for female teachers.
- Create environment to have same toilets for teachers and students.
- Prepare a code of conduct for teachers as well as students and educate them that prohibit teachers from discriminating against students by gender and harass the girls by boys.
- To promote the confidence of girls, encourage girls to choose mathematics and science as optional subjects. Provide extra teaching classes to educate about the subjects and to communicate the importance of math and science for career development and promote confidence of the girls.
- Regularly, make aware to students about the importance of cleanliness in school and home.
- Increase school and class observation and inspection programs and make it updated and continue.
- Provide the rewards for teachers and parents who have shown exemplary action for gender equalities in schools.
- The schools and other concerned should start to investigate about the students those who have already left schools. It should by known why those students are not attending in the schools? The causes should be found out. For example some may have transferred to other schools and some may have actually

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dropped. Programmes should be launched for such activities that will help to bring back return them in schools and motivate them to continue the schools.

2.2 Recommendations for Medium Term:

- For higher compliance in girls' education, apply new schemes regarding the girl scholarship that will encourage, both parents and girls themselves.
- Introduce local language as a core subject of the school curriculum, basically in primary level.
- Provide free school dress to girls students,
- Promote girls favored extra activities.
- Provide the girls and female teachers separate rest rooms and dress comfort rooms.
- Organize gender sensitive awareness programmes for female and male teachers.
- Improve and modernize the teaching methods and practices to make it student-centered and girl-friendly.
- For high hills and mountain regions, provide special package of food for education, since in those location, education is secondary issue in comparison to hunger.
- Create the environment where female teachers may have the opportunity of active participation in decision making and activities in schools.
- Increase the numbers of female members in school management committee.
- Continue the scholarship for girls up to class 10 in Karnali Zone.
- Establish proper linkage and relationship between planning, implementing, monitoring and evaluating educational programmes to promote girls' education and adopt a more participatory approach in these activities.
- Recommendations for Long Term Action:
- Formulate a gender policy that will provide a clear vision and direction for the education system as a whole.
- Formulate a policy that requires the elimination of gender bias from the curriculum, text books, training materials, educational practices, schools and classrooms.
- Ensure that text books enhance gender equality and mutual understanding
- between men and women.
- Show women in more positive and strategic roles in all learning materials.
- To avoid gender biasness, revise and redesign the curriculum and teaching techniques to make it more diverse, so that it meets the special needs of rural children, especially girls by making it more applied based and employment oriented.

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- Introduce a job-oriented school curriculum so that girls can learn skills that are useful in their daily lives.
- Establish and develop schools in rural/remote areas, because they have minimum of physical facilities (e.g., sufficient classroom space, toilets, flush water and drinking water) to required effective schooling.
- State should ensure the living of older and senior citizens and should declare the policy and programs that will provide adequate social security that they would not be more dependent on sons or daughters that will help to minimize of giving more priority for sons.

2.3   Recommendations for Immediate Action

- Organize gender awareness activities involving teachers and parents with the aim of causing attitudinal changes toward girls' education.
- Create public awareness campaigns to make people aware of the need for and importance of women teachers.
- Recommendations for Medium Term Action:
- Launch various practical and scientific awareness programs to parents about their responsibility to ensure that their girls (also boys) should complete, at least, school education.
- Launch family planning activities in package program, co-relate these programs with income generation activities and enhance the earning capacity of the poor families.
- Launch advocacy and awareness programs critical of early marriage, the dowry system and other negative social practices.

2.4   Recommendations for Long Term Action:

Only mothers are the actors who can play the role gender equalizer. But the literacy rate of house wives/adult women is not so higher. Being of older they would not like to go to usual schools. So, make provision of separate schools for housewives as *"Grihini School Education Program*" by this, house wives who are illiterate or have little educational opportunities will be helped to be aware about the girls' education. So separate schools should be started. If mother will be educated and conscious about the girls' education, fifty percent solution will be achieved. But this should be done **on phase wise** and model basis. The school time, distance and teachers should be suitable and favorable. Promote socio economic awareness activities and help to generate alternative source of incomes and earnings as equally important. Infrastructures and environment out side the schools and family: Recommendations for Immediate and Medium Term Action: Design and implement special programs for girls in districts where the enrollment rate is lower.

Improve the roads, footpaths and bridges that students easily go to school in local level where it possible.

2.5 Recommendations for Long Term Action:

Address socio-cultural practices that do not support the education of girls through proper educational planning.

To promote gender equalities, implement programs under decentralized approach so that local authorities may plan and implement them according to their needs and local realties.

Establish schools where such infrastructures are available and all targeted children may go to schools.

Finally, the government should be clear itself that, up to what grade, it would like to provide free education. Since every child who wants to go school should have opportunity to enroll and attend in schools without any barrier of economic, geographical, and social and gender etc.

3. Conclusion

This is the time of inclusive development and it is people's aspiration and state's requirement. To achieve this goal, gender equality in education is very significant and essential. Where there is not gender equality in education, complete inclusiveness is impossible. School education is the basic need of the people. But still in Nepal, a large number of children are out of school; either they never see schools or they have dropped out before completing the school education. The status of school education related to girls is so petty. This study was done to find out the status of gender equity and equality in schools with reference to social strata and ethnicity. Other objectives are to asses gender friendly environment, to find the problems for reducing the gender gaps and to provide practical suggestions and action steps. So this study has tried to find out the main causes of gender inequality. It also screened out the barriers for gender equality. As the findings, the current status of net enrollment rate of girls is lower than boys and the **gap is around six percent**. As the findings of the study, still, for girls, comparatively, there is less access in boarding or institutional schools.

In the process of analysis of the facts, different methods and sources were used. By analyzing of such information, it is found that the **ratio of girls in school education is**

around forty seven percent. The enrollment ratio is also lower than boys. Dropout rate is also more than boys. The ratio of female teachers is about 40 percent only. By study it is found that in B.S. 2058, the ratio of girls in total students was 49 percent. But for the years 2061 and 2063, the ratios are 48 and 47 percent respectively. Thus the figure of ratio of girls has been decreased in opposition to national level that can be seen

in increasing trend. It is also found that in community schools the ratio of girls is higher. The area and sample selected for survey, most of the schools are community based and eighty four percent students are from community based schools. The curriculum and texts have not properly addressed the gender equality. This is required to redesign and revision of curriculum and texts. Due to low educational achievement in favor of women, policy of employment of at least one teacher in primary school is still behind the result. The participation of women teacher in decision making is very poor. The physical conditions of schools are not so very favorable for gender equity. The achievement of many programs adopted by government is less satisfactory. There is inadequate and lack of proper linkage between policy, planning and implementation. Regarding the barriers and issues, the existence of traditional attitude and value in society, poor management and coordination of scholarships, presence of financial problems, lower number of ladies teachers is the major findings of the study. Therefore, being of cross cutting issue, the issue of gender equality should be considered in integrated way. The inclusive society is basic foundation for correcting gender inequalities. The creation of awareness in mass level in concerned society and family is very important aspect. These should be considered on the basis of culture, religion, employment level and socio economic structure of the society and family. It should be considered from the point of indoor and outdoor issues. While establishing schools and constructing infrastructure the rights of girls and children should be considered. The conclusion of study is that to improve the girls enrollment and gender equalities, above said all issued should be addressed. In this concern, the facts and information have been analyzed in multiple ways. But there are mainly three dimension of gender education to be focused. The recommendation has been made on the basis of such areas and issues. Out of these, number one is **Pulling Programs** (to attracting the girls in schools). It is related to curriculum, texts, other teaching materials, extra activities, teachers, SMC, gender environment in schools, and infrastructures. For these, role players are government and its local level agencies, teachers, SMC, NGOs and so on. The number second is Pushing Programs (sending the girls in schools by the parents and family). These are related to occupation, employment, financial status, level of education and awareness about the girls' education of parents, families and communities. Another vital issue is the level of education of mothers. The third one is related to infrastructure and environment. These are related to the distance of schools, conditions of road, bridge and foot path, means of transportation available, neighbors family and community, socio-economic-religious and cultural pattern of the concerned society and communities. So, while formulating and implementing the policy and programs, the matters should be considered. To make the recommendations more practical, applicable and pro-management, the recommendations have been categorized in time basis i.e. immediate (short term), medium term and long terms accordingly.

Teacher Management in Inclusive Education
2007

Findings and Recommendations

Major Findings

Based on the analysis of information in the previous chapter, major findings of the study were derived and are presented below under key headings such as teacher training curriculum, teacher training, roles

of GOs and NGOs, gaps between policy provision and implementation practice and problems interfaced by the teachers.

1. Teacher Training Curriculum

- Majority (57.1%) of trainers from Educational Training Centers, reported that teacher training courses (pre-service and in-service) have included some of the contents of inclusive education covering areas such as Braille, sign language, child rights, human rights, non-violence, equal education for all, special needs children and their behavior and culture.
- As reported by Head teachers of special schools, of the trainings they received, sign language training, intellectual disability training, orientation and management training for Head teachers were useful for them, whereas, Head teachers of integrated schools reported conflict management, school improvement plan, management training as the useful contents.
- Head teachers of inclusive schools were found to state that school management, supervision, maintaining relationship among students, teachers and parents, management training for HT, child psychology, child's home environment, and group formation were useful content of primary teacher training and understanding of special needs children, girls' education of inclusive education training.
- As reported by Head teachers, teachers and trainers, more useful methods included in teacher training courses were individualized education planning, group formation, participatory methods, problem solving and construction and use of instructional materials.
- With respect to the contents of primary teacher training curricula, ETC trainers stated that the curricula did not include adequate contents to address the needs of inclusive education teachers.

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- As reported by teachers of special schools, different provisions were made for the delivery of instruction for special needs children such as formation of groups based on diverse background of the students, inclusion of vocational courses along with academic courses, use of scribes for blind students for examinations, appointment of teachers from various background, use of varieties of instructional materials.
- A considerable number (42.8%) of ETC trainers stated that Teacher Training Curriculum did not adequately focus on individualized education planning and DAG children. Similarly, a considerable number (30.0%) of teachers opined that school curricula were inadequately framed to meet the individual needs and differences of special needs students.
- As reported by students, inclusive schools have favorable arrangements for meeting individual needs such as hostel facilities, scholarship, resource classes, classroom arrangement and classroom furniture for special needs children.
- Special school teachers reported their practices of IEP, especially for primary grades, interaction with guardians before admission, identification of level of severity of disability through observation, interview and clinical tests, understating of areas of interests of children through using educational materials, play materials, music and vocational activities, and formation of groups based on severity of disability rather than grades, subjects and their age.
- Teachers' role in solving individual problems of disadvantaged children was less visible since the teachers' seldomly asked students about their personal and individual problems and the students were not provided with any help to solve their problems.
- According to Head teachers and trainers, major contents on gender issues in teacher training curricula included concepts of equal rights and women rights, gender balance, gender equality and gender equity, equal treatment and equal opportunities, various nature of gender discrimination, measures to increase gender parities and importance of girl education, community education and female teachers.
- Although gender related concepts such as co-education, girls' education, situation of gender discrimination, needs of removing gender disparities, role of women in socio-cultural and economic activities, etc were reported to have been included in the school curricula, a considerable number (40.0%) of teachers reported that the school level curricula did not address gender issues adequately.

- As reported by students of special and integrated schools (42.9%), appropriate conditions from gender perspective in schools were lacking as indicated by no separate toilets for girls and practices of teasing and the bullying the girls.
- As more than two thirds of the trainers and majority (57.1%) of the Head teachers' opined that Teacher Training Curriculum included less than twenty-five percent of the issues of disabled children, it was found that the curriculum did not adequately address the concerns of disabled students which resulted in poorly trained teachers in the area of special needs education.
- Although disability related contents such as child rights, equal treatment, non-discrimination for people with disabilities (PWDs), encouragement for PWDs for their education, role of community for special needs children's education and prevention of disabilities, etc. were reported to have been included in school curricula, a considerable number of teachers (40.0%) reported the inadequacy of disability issues in the school curricula.
- Majority (71.4%) of students from both integrated and inclusive schools disclosed that they were punished by their teachers. However, majority of the students from inclusive, integrated and special schools reported that teachers' behavior toward them was fairly good.

2 Teacher training

- Majority of teachers teaching in integrated and inclusive schools (75.4% and 63% respectively) were found to have been trained in general courses provided by NCED indicating that training on inclusive education is a much sought necessity.
- It was found from the school survey that all the teachers in special deaf school were found to have sign language training, 66.6 percent teachers in special blind school had training in Braille script, 33.3 percent in low vision and 22.2 percent orientation and mobility. Only a few number of teachers of special school of intellectually disabled and physically disabled were found to have relevant trainings.
- In each integrated school, only the resource teacher had special education training. However, a teacher, on an average, was found to have been trained on inclusive / special education in each inclusive school.
- More than forty-five percent of teachers of special schools did not have teaching license whereas in
- integrated and inclusive schools, more than ninety five percent teachers had their teaching license.

- All of the Head teachers of sample schools had general training. Only three out of four Head teachers of special schools had special training and three out of seven Head teachers of inclusive schools had inclusive training.
- More than Ninety percent of representatives of NGOs stated that the responsibility of management of training to teachers for inclusive education should be governmental responsibility together with SMCs and community.

3. Roles of GOs and NGOs

- Most (85.7%) of the representatives of NGOs opined that SMCs, local NGOs, VDCs, guardians and Head teachers be involved in the selection process of teachers for inclusive education.
- As reported by majority of Head teachers, the teachers' quota was not flexible to reflect students' teacher ratio on the needs of the school. According to them, the government of Nepal did not provide any support to the teachers appointed by SMCs neither the local government such as VDCs/DDCs/ MDCs did provide any support for teacher management, especially in special and inclusive schools.
- The role of NGOs in teacher management in inclusive education was of three types: advocacy role, financial role and managerial role.
- As reported by Head teachers, mobilization of resources through NGOs for management of teachers in inclusive education was poor, especially in integrated and inclusive schools.

Gaps between policy provision and implementation practice

- Teacher recruitment policy was of varying nature among special, integrated and inclusive schools as the teachers of special schools under Special Education Council whereas in integrated and inclusive schools, the teachers were under Department of Education.
- Clear cut rules and regulations for the recruitment of teachers in special school, were not visible on one hand and poor coordination between SMCs and DEOs in the appointing teachers in special schools was noticeable.
- Differences exist in teacher training for special, integrated and inclusive schools, and lack of responsible body to provide trainings to teachers and Head teachers of special schools was noticeable.
- Major differences in facilities among special, integrated and inclusive schools, were found in the provision of pension, gratuity and medical facilities to teachers, except those from special schools. Moreover, teachers in special schools were devoid of additional allowances which the resource and inclusive teachers were provided.

- Highest pupil teacher ratio of all types of schools was in lower secondary level of inclusive schools (80:1). Thus, gaps between policy provision and implementation existed in lower secondary level in inclusive and integrated schools and secondary level in integrated schools in the form of huge student teacher ratio.

- Social Studies teachers were in the highest number among five compulsory subjects i.e. English, Math, Science, Nepali and Social Studies, in all types of schools against the much demanded teachers in Science in all types of schools, reflecting gap between policy provision and its implementation.

- There were teachers with higher qualifications than required entry in all types of schools: 47.9 percent, 38.5 percent, and 28.1 percent in inclusive, integrated and special schools respectively, though they were not duly recognized, promoted and managed in terms of their qualification.

- Though the number of female teachers in primary schools of all type was found encouraging, the number of female teachers in inclusive schools was found the lowest among special, integrated and inclusive schools.

- Of the teachers, twenty-one percent Head teachers were females, about twenty-eight percent Janajati Head teachers and none of the Head teachers belonged to Dalit groups in all sample schools indicating the exclusion of Dalit groups in terms of their share (around 13%) to the national population.

- Around one-third (33.9%) teachers with disabilities were found working in special schools, around six percent (6.2%) teachers with disabilities in integrated schools and less than one percent (0.8%) teachers with disabilities in inclusive schools.

- A total of 26.88 percent primary students in special schools, 17.47 percent in inclusive schools and 1.4 percent in integrated schools could not be taught through their first languages for communication purpose by any of their primary teachers.

- District Assessment Coordinators (DACs) as reported by district education personnel, developed profiles of special needs children, maintained database of inclusive education, distributed support materials to students with disabilities, and identified institutions serving special needs children. However, as reported by DACs, their major problems included lack of skills and knowledge on the part of DACs, low level of participation of assessment committee members and lack of database on special needs children, problems of survey due to movements and lack of equipment to do the correct assessment of children with disabilities.

4. Major problems faced by teachers

- The major problems faced by teachers were lack of materials and equipment, inadequate training and lack of training on inclusive education, inadequate professional development of teachers, relationship teachers students, with, head teachers, SMC members, guardians and community people, inadequate and less qualitative physical infra-structure, lack of coordination and leadership in school management, lack of support and facilities to teachers, ill prepared classroom delivery and low participation of students.

- Special school teachers suffered from problems such as lack of trainings and professional development opportunity, lack of healthy human relationship environment in schools, and lack of commitment of guardians.

- Integrated / resource class teachers faced different problems such as a high number of students lack of support services and inadequate stationeries where as the inclusive teachers faced lack of materials and equipment and no or little skill in diversity management in the classroom as problem.

- The problem of teaching and learning in standard Nepali language appeared as a case of students whose first language was other than Nepali, in both type of integrated and inclusive schools.

- With respect to the use of language, majority (71.4%) of students in FGDs reported that their teachers never used their first language such as Newari, Maithili and Tamang in their classes.

- The nature of problems felt by teachers in teaching the excluded groups was different from group to group: the girls were irregular, over age to their grades, and suffered from shyness; the Daltis were also irregular, lacked stationeries and suffered from low performance in class work and home work; the Janajatis had different language and remained absent in schools, especially in working season and children in poverty and other excluded children lacked textbooks in time and stationeries, and mid day meal, and they were also irregular, less interested in study and their vulnerability to drop out from the school in early primary grades was high.

- All of the students from special and integrated schools reported that their friends behaved well with them in their schools but some students of inclusive schools complained that their friends did not behave them with a sense of respect and love.

5. Ways for fighting exclusion

- Integrated/ resource class education program was favored to prepare special needs children for transition purpose from home to school by providing them with basic/pre-requisite learning skills and to provide support to their problems of learning.

- Inclusive education program was favored for the promotion of rights based education to special needs children and to increase their freedom, dignity, respect and confidence level.
- For making inclusive education more effective, teacher recruitment, teacher training, classroom management, school management, provision of reward and punishment, monitoring and evaluation mechanism, involvement of local bodies and awareness/ orientation programs for guardians of the excluded children are to be in place.

6. Cases with good and poor teacher management

- Janata Namuna Higher Secondary School (JNHSS), Biratnagar had opened the door to mainstream education to the deaf children by setting inclusionary environment to address the needs of deaf children.
- Conducive learning environment was created in JNHSS along the sprit of inclusion by making the support system available to both regular teachers and resource teachers, and to deaf students in the school.
- The Head teacher's role in the management and motivation of all regular teachers towards inclusive education for deaf students and coordination with teaching force, SMC and CBR Biratnagar was very effective setting an example of inclusion in the school.
- Management of resource classes for preparatory and transition purpose up to grade three and for supportive activities to deaf children for upper grades in an inclusive way in JNHSS stands as a good practice in the context of teacher management for inclusive education.
- The blind teachers without training in inclusive education were not preferred by the school to work as resource teacher, on the one hand and there was a tendency of trained resource teachers to escape from teaching the blind children in an inclusive classroom, on the other.
- The existing practice of not ensuring the promotion of the resource teachers by the government has frustrated them for their performance.
- Teachers teaching general (non-blind) students do not prefer teaching blind children and the Teachers (resource teachers) teaching blind children do not prefer teaching the non-blind children.

Key recommendations

Based on the findings of the study, a set of recommendations for teacher management in inclusive education are derived. The key recommendations are presented below:
- As variation was noticed in recruiting teachers for special and integrated / inclusive schools, one single policy of recruiting teachers for all these schools should be made to bring uniformity in teacher service conditions and tenure.

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To avoid the potential failure of inclusive education in a crowded classroom, standard pupils

- teacher ratio (25:1) should be fixed and maintained by the government, especially in primary, lower secondary and secondary schools.
- To make teacher management effective to ensure effective in order learning of students, stress should be laid on regularity of the teachers and students, fixed time table, disciplinary rules, regular exercise / practice in the classroom and participatory delivery of instruction.
- Though majority of trainers from ETCs seemed to be informed about some aspects of inclusive education in teacher training courses, it is recommended that teacher training courses should be revised and adequate content coverage of inclusive education on priority basis should be there in the training curriculum.
- Regular orientation workshop to Resource Teachers/Sports teachers on unified sports and orientation workshop to *Aayas* and resource teachers on taking care of personal hygiene of such children be organized to deliver the services effectively.
- Awareness programs should be launched on regular basis and orientation of the parents towards the need and importance of education for their children with special needs should be organized regularly.
- Similarly, as one or two teachers in inclusive and integrated schools were trained on inclusive / special needs education, all the teachers of such schools should be trained in inclusive education to make it truly meaningful.
- Life skills and human relations trainings should be provided to all inclusive / integrated and special school teachers in order to enable them to create appropriate learning environment for the delivery of the intended learning experience.
- Since a negligible number (5.3%) of special school teachers were trained in general courses of NCED, it is strongly recommended that the basic teacher training of NCED should be provided to all special school teachers under teacher management system.
- Networking of NGOs, CBOs and local government should be promoted for collecting resources, providing scholarship, mobilizing local community people and monitoring the implementation of inclusive education through the inclusive teachers.
- To address the problems of excluded children from diverse background; teachers should be given training on diversity management through NCED training with necessary support services to the students.

- Since school curricula are reported to be inadequate to address the individual needs of special needs children, they should be adapted to meet their needs by including IEP component both in teacher training and school curricula, gender parity and conducive learning environment of the school.
- Training in areas like child rights, rights-based approaches to education non-violent classroom practices is needed to sustain child friendly learning environment in inclusive education in the schools as a part of inclusive teacher management.
- Inclusive education training should be provided to all Head teachers of inclusive and integrated schools to motivate them to work as facilitators and managers of inclusive education.
- Mandatory policy should be declared by the government to specify the roles and responsibilities of VDCs/MDCs and DDCs requiring them to work in the field of inclusive education.
- Full authority to SMCs is given in placing teachers in inclusive schools by involving local government body, concerned NGOs and the special needs groups in school affairs and making SMCs accountable to teacher management for inclusive education.
- Priority be given to persons with disabilities, local language group, women, local people, Dalits, persons with training in special education, Janajati, persons with experience in teaching special needs children, conflict 'victim' persons and persons with long teaching experience for working and/ or appointing them as teachers of inclusive education.
- Teachers' recruitment should be based on qualification, training, commitment, and subject wise expertise and provision of teacher aides be there to cater the needs of students especially in pre-primary and primary grades.
- Teachers' management for inclusive education can be made more effective by rewarding effective teachers, managing leave facilities for teachers and administrative staff, and managing extra-facilities or allowances to teachers for conducting classes for weak and disadvantaged students and ensuring a system to pay the teachers based on the completion of tasks.
- Include IE component in all teacher training packages prepared by the DOE, NCED and other relevant organizations.
- Needed are support services, teacher aides, project managing personnel, substitute/ alternate teacher to each resource class school, separate resource rooms for special needs children for tuition and other support activities and adequate number of care takers, adequate classroom facilities, in the school for the successful management of teachers in inclusive education.

- Monitoring and evaluation of teachers' performance should be linked to students' learning out come, thus making them accountable to students' progress.
- An assistant resource teacher should be deployed in the resource class of inclusive school and the teachers should be assigned the job of teaching both the disabled and non-disabled children in general classes.
- The DEO is suggested to treat special schools as aided community schools by providing educational materials, sports materials, and stationery expenses, at least, at par with other community schools
- Suggested are increment of allowance and facilities based on the performance and extra responsibility of the teachers and arrangement of pension, gratuity and medical facilities for them at par with their civil service counterparts.
- Develop a continuous supportive mechanism in the DEO office/ RC with necessary materials and aids to motivate and encourage both the HT and inclusive teacher to work towards the realization of inclusive education.
- To motivate and sustain the interest of resource teachers toward inclusive education, they should be given extra-consideration for their promotion and tenure.

The Effectiveness of the School level scholarship programs of the Government of Nepal
2007

Summary of findings and recommendations

Summary of findings

The following are the summary of findings of this report.

Effect: It is found that the scholarship program had academic financial, and psychological and behavioral effects. They are:

Academic effect, it was evident that a large, positive effect on the school enrollment, attendance, achievement, grade promotion, minimizing the drop out and repetition rates and promoting the school cycle completion rate of scholarship recipients. Similarly, academic effect was another progress observed among the scholarship recipients as student, teachers, and parents said that they were able to study more because they were less worried, they reduced hour of household chore, and even paid work hours. The effect of the scholarship program appears to have been largest among girls, poor and Dalit with the lowest socioeconomic status at baseline.

Financial effect, it was observed that students were able to found educational and living expenses they otherwise could not afford. Due to financial assistance, parents, students and community members have been sending their children to school. However, no significant financial progress has been evident only because of scholarship.

Psychological and emotional effect, it can also bee termed as and nonacademic effects of scholarship. Several interesting and successful story have shed lights on that the scholarship program had empowered children from various aspects such as health and cleanliness, good discipline and morale, timeliness, interactive and communicative. However, due to the lack of disaggregated data on scholarship holders and non scholarship holders' progress, it became impossible to present the quantitative status

Planning: The provision of scholarship has opened the doors of education to children who are striving through poverty, gender discrimination, caste discrimination, and ethnic discrimination. However, the analysis of SWOT indicated that the scholarship program has strength, weakness, opportunities and threats. These revealed that scholarship program do have its advantages. We could do better, strengthen its strength and

opportunities and minimize weakness and encounter threats through strategic planning. Importantly, this planning would follow the systemic approach i.e. identifying problems (through analyzing external and internal factors); collecting data and managing it in a systematic way; prioritizing the areas; setting realistic goals; developing action plan; and establishing monitoring and evaluation system.

Obstacles and barriers: Summing up the obstacles and barriers to scholarship and incentive program the following are the major identified obstacle and barriers:

Socio-cultural practices of early child marriage, son-preference, untouchability, and compulsory provision of Madarsa in the case of Muslim children are lessening the school enrolment of the targeted groups of people. Those have direct and indirect effects in scholarship management

Socio-economic status of the targeted groups of people is appeared as a major obstacle in education as well as in distributing scholarship Deficiency in planning such as

- a) Use of blanket approach
- b) Scattered in nature
- c) Nominal amount of scholarship
- d) Mismatch between the need and the Quota distributed
- e) Inconsistency in allocating resources based on the quota decided
- f) Delayed in budget and quota distribution
- g) Lacked awareness and supportive programs along with the scholarship
- h) Problematic data management system
- i) lessattention towards accountability and transparency are the major obstacles related to planning

Bottlenecks: Variation in criteria of distribution, lack the uniformity in distributing the scholarship, rare supervision and monitoring, chances of misuse, lack of data management system and lack of assessment of the effect of scholarship are the major bottlenecks related to the distribution of scholarship at the grassroots level.

Utilization: It was appeared that the scholarship money was both utilized and miss utilized.

Feasibility Study on Restructuring of School Education System
2006

Findings, Recommendations And Action Steps

This chapter presents the major findings, recommendations and action steps based on the discussion of the results in the previous chapter. In the previous chapter data and information collected from the field as well as through the related literature were analyzed and interpreted to address the issue of feasibility of restructuring school education system. Analysis and interpretation of the data was related to various key components of the proposed restructuring of school education system. What follows are major findings derived from the discussion of results and recommendations followed by an outline of action steps to facilitate the process of implementation of the new (proposed) structure of school education system.

Findings of the Study

The major findings are derived form the analysis and interpretation of the data and information done in the preceding chapter. The major findings are outlined under the respective key components of the study.

Existing contributory practices

- Given the average number of class rooms (6.6) and the average classrooms size (20.20 sq. m.) based on the number of students (241) at primary level, two rooms each with 26.25 sq. m. space were found to be needed to accommodate an ideal number of 35 students in a class.
- As indicated by the workshop participants, the distribution of the classroom space per student at secondary level was found to be 1.0 sq. m. which is also agreed by the participants of the dissemination workshop.
- Of the 15 schools surveyed, eight (53.3%) were found without library facilities and one out of the ten schools (secondary and higher secondary) was without science laboratory facility. Even those with library and laboratory facilities they were found without essential related materials.
- Strength of the existing secondary school system appeared in the form of providing access to school age children including the disadvantaged groups (DAG), provision of level wise final examination, readability of the textbooks and comprehensive evaluation system as the supportive measures for implementation of the proposed structure. Similarly, application of academic

- calendar, shared expense by the community, increased quality of education and systematic and regular evaluation system were the strengths of higher secondary education as supportive measures for the implementation of the proposed structure.

- Inadequacy of qualified and trained teachers, decreasing quality of school graduates and lack of practical activities in the delivery of instruction were found to be the weaknesses of the existing secondary education system. Similarly, poor vertical linkage of secondary education with Higher Secondary Education system, lack of practical knowledge and vocational skills, lack of job security of teachers, inaccessible education to extremely poor and inadequate budget were found to be the weaknesses of higher secondary education system.

- Motivation of preparation for examination, ease of measuring the level of knowledge, convenience in preparing the test items, uniformity in examination system and easy to evaluate students' performance were found as the strong aspects of existing assessment system.

- Little objectivity in evaluation, formality driven examination, examination phobia, lack of regular periodic terminal examinations and faulty promotion practices were found to be the weak aspects of the existing assessment practices.

- Majority of the teachers and head teachers (55.6%) were found to state that training/workshop/orientation was the major support available from the resource persons followed by organization of meetings (37.8%) and preparation of instructional materials (31.1%).

- According to majority of the teachers and Head teachers (52.7%), the major sources of funding were the government followed by students (admission fee/student fee, 46.67%) local community (grants), clubs (donation), land (leasing), VDC/DDC/municipality and local people (donation, endowment).

- As reported by Head teachers, existing curricula of primary to higher secondary levels have, more or less, addressed basic life skills as group work (cooperative skill), social skill (maintaining relationship), respect for elders, discipline, character, solving daily life problems like letter writing, health related skills, learning and earning skills, office management skills, communication skills, decision making skills and the skill related to civility.

- In all the three levels of primary, secondary and higher secondary schools, there were community supported teachers. The presence of community supported teachers in the schools has created ground for garnering community support in implementing the new structure.

- Majority of secondary school teachers (54.54%) with 1-10 grades were

found to have been teaching at more than one level and more than 33 percent of them were found teaching at both the secondary and higher secondary levels.

- Enrolment of students at primary level was found to be fluctuating every year in the selected primary schools. Moreover, there was less number of students enrolled in primary level than five years back in 2058 B.S. This fluctuation and decrease in enrolment in primary level might be due to the escalating conflict, discontinuation of student support program like Tiffin, uniform, scholarship, and growing attraction of parents toward private school. Unlike the primary level, the trend of student enrolment at lower secondary level was found to be steadily increasing.

- Transition rate from grade five to six (from primary to lower secondary) was found between 78 to 80 (80 being in the year 2059). Similarly, transition from grade eight to nine (from lower secondary to secondary level) was 77 in the year 2061 B.S. A sharp decline in transition rate was found from grade 10 to 11 as compared to the rates of five to six and eight to nine.

- All the selected schools were found to have served more than 60 percent of school age population of the catchments area. However, 40 percent of these selected schools were found to have served 95 percent students of the catchments area.

- Majority of the Head teachers and teachers were found to state that the existing provision of students support program was inadequate for attracting from DAG children for enrolment in the school.

Restructuring feasibility

- A large majority of the Head teachers and teachers (91%) and district education officials (80%) stated the need and possibility of restructuring the school education system from grades 1-10 to 1-12 with major reasons as to bring school education at par with the school system of SAARC countries, to prepare students with necessary knowledge and skills to cope with the challenges of the 21st century and to maintain quality of education.

- Majority (53.33%) of the Head teachers and teachers were found to be in favour of changing all existing 1-10 schools into the proposed structure 1-12 immediately whereas more than two thirds of the District education officials favoured the change of all the existing schools into the new structure not immediately.

- Majority of the Head teachers and teachers (60%) at secondary level as well as SMC/Community members expressed their readiness to run higher

secondary level education (11-12) within a period of three years. However, 40 percent of them were found in favour of having immediate transition to new structure. More than two thirds of the respondents were found to state that their schools would be ready to run the proposed structure approximately within a period of five years.

- Majority of the Head teachers and teachers as well as district education officials indicated that the proposed structure would increase motivation of teachers to upgrade their qualification and training, provide more experience and expertise, balance the work load of teachers at different levels and provide opportunity to teach at higher grades for primary teachers and lower grades for secondary teachers.

- Majority of the district education officials (86.67%), SMC members and community people (86.67%) and Head teachers and teachers (51.11%) attached the advantage of a large school system with the proposed school structure.

- A large majority (around 90%) of the Head teachers, District education officials and FGD groups of SMC members and community people were found to be hopeful about the contribution of the proposed school structure (1-12) to improve internal efficiency of the schools, the reasons being addition of qualified and trained teachers in the schools, increased funding from government, increased access to enrolment particularly in grade 6 and 11, and opportunity for continuation of rural children including girls and DAG children to grade 12.

- Most of the FGD participants (12 out of 15) expressed their views that the proposed structure could minimize the gap between community and institutional schools.

- Majority of the Head teachers/teachers, District education officials and SMC members and community people were found to be of the opinion that the local people would take initiative in sending their children to schools, mobilizing resources for the school development and supporting school activities as the members of SMC and PTA as well as supporting the parents of disadvantaged children to send their children to school under the new structure.

- Since government's contribution was found to have barely met the salary expenses of the teachers, there was little possibility to meet the other expenditures on students support and school development programs indicating that government has to make a thorough financial preparation to implement the proposed structure.

- With respect to the income and expenditure of higher secondary schools, a

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significant part of expenses is found to have been met through the local sources indicating that the proposed structure can be supported by the local community.

- Majority of the primary Head teachers/teachers (80%) and secondary Head teachers/teachers (73.3%) stated that they had no required resources to upgrade their qualification needed for the proposed structure.

- Head teachers/teachers and district education officials suggested different types of potential local resources ranging from school income (through different income generating schemes of the school), local products of the community, local taxes, collection of local donations, local government grant to students' fee that can be gainfully employed to uplift the educational status of the schools. The same can be expected for the implementation of the proposed structure.

Risks and challenges

- According to the majority of the district education officials (73.33%), potential problems that can be associated with running 1-12 or 9-12 grades in place of the existing system are physical facilities followed by qualified teachers and other human resource (60.0%) and financial situation (53.3%). Participants of central level workshop also raised this as a potential risk in accommodating the students under the new structure.

- As indicated by the majority of district education officials, if the proposed structure is implemented, the school and the community would get qualified and trained teachers (66.7%), they would be able to lower illiteracy rate (60.0%), students could study up to upper grades in their locality in familiar environment (53.3%) and the locality will get improved educational status (46.7%).

- As pointed out by Head teachers and teachers, shortage of funding (60.0%), shortage of trained subject teachers (46.7%), and shortage of physical facilities (35.6%) were found to be the potential risks and challenges in initiating the new structure of primary education. Similar risks and challenges were pointed out by them for initiating the new structure of secondary education.

- Participants of the central level workshop outlined financial resources in school management, management transfer, management of unified structure covering one through twelve grades, upgrading the quality of SMC and PTA, extension of free education and updating base line information as the major risks and challenges in initiating the new structure of school education.

- As pointed out by Head teachers and teachers, local support to SIP (60.0%),

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encouragement as well as provision for teachers' upgradation (53.3%), empowered SMC to make local rules (51.1%), phase wise implementation (46.7%) of the new structure and provision for voluntary retirement of teachers (42.2%) were the common ways to immediately address the risks and challenges associated with the implementation of the new structure of education.

- Additional ways to address the risks and challenges associated with the implementation of the new secondary structure (9-12), as reported by the teachers and Head teachers, were management of financial resources which could come from the government, support and commitment from the concerned (46.7%), revision of students' fees (48.9%) and involvement of local organizations such as NGOs and CBOs (40.0%).
- Policy and institutional requirements
- Community people and SMC members were found to identify the following areas of facilities that could be managed by local institutions:
- SMC members could visit the school regularly for monitoring purpose, provide financial support to the school as well as extend support to organize training and symposium to make the teachers accountable to their responsibilities towards the schools.
- Community people could help the school by visiting and providing feedback regularly, sending their children to the school, managing financial support as well as public land and property to the school and collecting donation.
- NGOs and CBOs could manage fund for the school and support school development programs such as health care and extra curricular activities.
- Local bodies of the government (VDC/Municipality and DDC) could become the main source of funding for the school, they can plan and execute collaborative work with INGOs/NGOs and CBOs, manage educational tax for the school and supervise school activities.
- As suggested by the SMC members and community people, the policy measures to be adopted are: to increase financial support from local communities, raise and manage school improvement fund, motivate VDC/ Municipality o be proactive in school improvement, mobilize donation from rich families, fix students' fees at secondary level, authorize the school to lease its land and other resources as well as allowing school to construct shops at its boundary.
- A considerable number of teachers and Head teachers were found to suggest the preparation of rules that allow the members of the SMC to be its chairperson, to form advisory committee to assist SMC and to have more representation form PTA on it. District education officials in this respect

were found to suggest inclusion of social workers, local intellectuals, former teachers and existing students in the SMC and to make SMC members more responsible and accountable towards their defined duties and roles by developing schools into interactive institutions.

- Head teachers / teachers and district education officials were found to state that clearly and specifically spelt out roles and responsibilities, provision of regular meetings, PTA's freedom to make its own rules and working procedures, workshop and interaction programs for PTA members, coordination between SMC and PTA are some practical measures to make PTA more functional and responsible.

- Majority of Head teachers and teachers were found to mention Intermediate degree (75.6%) with B.Ed. degree for Math, English Science teachers for primary (1-8) and Master's degree (68.9%) for secondary (9-12) school teachers the required qualification for some subjects such as. SMC members and community people's response was found similar to Head teachers' and teachers' with respect to the expected qualification of the teachers for the proposed structure. However, majority of district education officials were found to suggest Bachelor's degree (86.7%) for the proposed primary structure (1-8) and Master's degree (93.3%) for the proposed secondary level (9-12) as the required qualification of the teachers.

- The respondents: Head teachers and teachers, community people and SMC members and district education officials identified basic infrastructure of the school, school finance, supply of trained subject teachers, accountable administration responsible to the SMC, student support programs and regular monitoring and supervision of the schools as areas in need of government support to facilitate the implementation of the new structure.

- Majority of Head teachers and teachers and district education officials were found to indicate construction of building or rooms and furniture, supply of trained teachers, community awareness program, increased financial support for free primary education, child friendly learning environment, income generation activities for poor parents, proper implementation of CAS and regular monitoring and supervision as the major additional facilities of the immediate need to be added to the existing school facilities for both implementing the proposed primary structure (1-8) and ensuring completion of primary education.

- Head teachers and teachers and district education officials were found to state that government commitment should be focused on the areas like regular and adequate financial support to the schools, teacher support and teacher development programs, regular monitoring and supervision programs and

- adequate physical facilities to the schools.
- Head teachers/teachers and district education officials were found to opine that government's commitment to the management of trained and qualified teachers, scholarship to poor, deprived and disadvantaged, curricular adjustment for addressing the basic learning needs of the children, especially the disadvantaged, adequate budget to the schools, education awareness programs and supply of adequate materials would help promote equitable access to quality education.
- Majority of Head teachers and teachers (75.6%) were found to state SMC as a major institution to govern the primary schools while DEO was considered the same for secondary schools (62.2%). However, majority of district education officials were found to be in favour of SMC for the governance of primary, secondary and higher secondary educational institutions.
- All the respondents proposed decentralization strategy with delegation of authority to Head teachers and SMC for effective school administration and monitoring of the school activities.
- All the respondents suggested implementation of CAS at primary level and formative evaluation at secondary level. Likewise, terminal examination was proposed at three grade levels: at grade five (school), grade eight (district) and grade twelve (national).
- Majority of the students in the focus group discussions suggested the need of scholarship, supply of qualified and trained teachers, educational materials, setting of physical environment of the schools to make it conducive to learning as desirable measures for continuing their education up to grade twelve in their own schools.

Framework for implementation

Most of the Head teachers and teachers were found to have stated the following school structure:

Primary structure (1-8)
Three years of basic education (1-3)
Five years of basic primary education (1-5)
Eight years of primary education (1-8)
Secondary structure (9-12)
Junior secondary education (9-10)
Senior secondary education (11-12)

It was also found that removing primary grades from existing schools would be difficult

in terms of administrative and socio-political challenges. None of the respondents (head teachers/teachers and SMC/community people) was found in favour of reducing the grades of the school from 10 to 8 and to divide the school structure between grades. As the majority of existing schools have either grades 1-5 or grade 1-10 structure, these schools can first be transformed into the new structures as per the need, demand and capacity of the local community.

To promote the enrolment of DAG children, door to door campaign, school dress distribution, NGOs/INGOs participation for sharing the cost of school expenses and initiation of income generating projects for the poor parents were the major strategies suggested.

As indicated by community people and SMC members, major areas of parental support were found to be (in order of priority) regular visit to school and on the spot suggestions, managing teachers at the time of need, participation in awareness program and different school activities, persuasion to NGOs for fund raising to school, participation in school construction works, and sending children to school regularly.

All the Head teachers/teachers and District education officials stated that final examinations should be conducted at the end of grade 12 at national level. In the same way, twelve focus groups (out of 15) were found to have the same opinion. The 8th grade was recommended for final examination at primary level. The same grade was also recommended for district level examination.

Majority of all the respondents stated that external examination be conducted at the end of grade 8 at district level, grade 10 at regional level and grade 12 at national level. They also preferred uniformity of examination at the national level.

Majority of the teachers and head teachers (71.1%) and SMC members and community people (46.7%) supported higher secondary education as appropriate level to prepare students for the world of work.

Overseas employment, agriculture and farming, teaching/accountancy, self employment, business, skilled labour work, secretarial/clerical job and industrial work were found to be the areas for the world of work as reported by SMC members and community people. The SMC members and community people in the FGD stated that household management skill was the major area of expected knowledge and skills.

Regarding the contents to be added to the existing curriculum, the teachers and head teachers stated that the major areas to be included were moral education, health education, language and mathematics for primary level whereas vocational trade and earning skills,

agriculture, health, computer skills, technology, communication skills, accountancy/ education, local contents and household management were the areas for secondary level.

Head teachers, Teachers, community people and students in FGD were found to state that the proposed structure should be very much accommodative because the suggested contents are expected to prepare the students to enter into the world of work.

Regarding the role of resource persons, the head teachers and teachers stated that the RPs should be more qualified and trained than the Head teachers and that proper coordination with schools was needed.

Music and dance, debate, yoga, physical fitness and library work were reported as the major activities to be included in the new structure. The students and community people indicted that the existing school system has not addressed these activities.

The major measures to minimize the weaknesses of the existing structure as reported by all the respondents were provision of subject wise teachers, promotional scheme for teachers, promotion of tutorial classes, programmes for DAG children, adequate physical facility, government commitment, regular inspection of schools, cost recovery, monitoring and supervision, empowerment of the SMC, continuation of CAS and formative evaluation at the secondary level.

Recommendations of the Study

The following recommendations are suggested based on the findings drawn from the study. The recommendations are of both long term and short term nature. They are grouped and presented under the key components of the study:

Existing contributory practices

- As the need for two more rooms was pointed out to be added to the existing primary schools (1-5) with an average number of 35 students in a class, it is recommended that both the space and number of rooms need to be increased for the implementation of the new structure with 0.75 sq.m. per student at primary level and 1.0 sq.m at secondary level.
- To implement the proposed new structure in school education system, the strategies of the existing secondary and higher secondary education system such as access of education to DAG children, regular level wise comprehensive examination, application of academic calendar, community shared expenses and increasing concern for quality education should be continued on a renewed form. Prior to the implementation of the new structure, issues related to availability / supply of qualified and trained

teachers, use of practical activities for the delivery of curriculum and instruction, linkage of secondary education with higher secondary education, objectivity in evaluation, formality-driven examination, school finance should be addressed by the Ministry of Education and Sports and the Department of Education.

- As the existing assessment system is linked with faulty promotion practices, examination phobia and disintegrated examination practices, the proposed structure has to do away with these ills by switching to letter grading system at the end of secondary level (grade 12) with each of the letter grade defined and the learning outcomes specified. Moreover, as the finding indicates, formative assessment system has to be introduced from the later primary grades so as to build it into secondary grades to avoid disintegration of the existing examination practices.

- Regular, periodic terminal examinations should be introduced as part of formative evaluation for secondary level under the new structure in order to facilitate objective assessment of students' performance based on which students are to be promoted to upper grade and level.

- As the contribution of resource person has been recorded mainly in the form of providing training to the teachers and head teachers, the RPs are to be made more contributory in the new structure with their upgraded qualification (at least M.Ed.) and training.

- As the government continues to be the major source of school finance, government's grant should be more directed to bring quality in education based on cost sharing principle for secondary level through the application of public private partnership initiative.

- Though the existing curricula have, more or less, been found addressing the basic life skills, more life skills are to be included in the curriculum with a focus on survival skills, civic skills and pre-vocational skills at the primary (1-8) and vocational skills, economic skills self employment skills and technical education at secondary level.

- As community support in the implementation of the proposed school education structure is inevitable and as it is evidenced by the existence of community supported teachers mainly at the secondary and higher secondary levels, the Department has to devise a mechanism to enlist more cooperation and involvement of the community in garnering support beyond the recruitment of teachers.

- The finding that more than 33 percent teachers are teaching at both the secondary and higher secondary levels suggests the possibility of restructuring the school system at two levels: 1-8 primary and 9-12 secondary from the

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perspective of placing the teachers at the designated level with the existing teaching force on one hand and recruiting new teachers with a concentration on their qualification, on the other.

- Implementation of the new structure is also recommended on the ground that it will help avert the decline in transition rate from grade 10 to 11 once the new structure is put in place by accommodating 9-12 grades in secondary structure.
- As existing schools are serving more than 60 percent school age population in the cathments area, implementation of the new structure is recommended to accommodate and retain the students at least at the primary level (1-8 grades).
- To promote the enrolment of DAG children under the new structure and retain them at least through the primary level, door to door enrolment campaign, increased incentive, involvement of local CBOs in sharing the cost of schooling of these children and initiation of income generating projects for the parents of these children are strongly recommended as the strategic measures.
- As parental support is vital to acceptance and implementation of the new structure, it is recommended that community ownership of the school be increased by encouraging parents to visit school regularly, provide on the spot suggestions to teachers, Head teachers and SMC members, manage the teachers at the time of need and involve them in fund raising drive and invite them to participate in school activities by organizing them regularly.

Restructuring feasibility

- As the new structure is expected to bring school education at par with the school system of SAARC countries by preparing the students to cope with the challenges of 21st century, it is recommended that unified integrated curriculum framework be developed right through pre-primary to twelve grades to avoid the fragmentation of school education into different unwanted levels and structure.
- The proposed structure should be implemented on phase-wise basis spanning a period of five years starting first with potential schools that demonstrate readiness, centrality of location with
- satellite schools, adequacy of physical facilities and teachers with more than required qualification for the existing level and gradually moving to other schools allowing them preparation time for the intended transition.
- Introduce a system to allow teachers with the required qualification and training to move between levels i.e. primary and secondary, under the new structure so that primary teachers can teach at higher grades and secondary

teachers at lower grades.

- As the proposed structure is expected to have the benefit of a large school system, the potential schools under the new structure should be allowed to develop themselves into large schools in different regions where possible.

- It is no doubt that the new structure will be demanding from several perspectives: from students support system to teacher development mainly related to quality education initiative. It is therefore recommended that the government has to make a thorough financial preparation embodying the partnership approach in its effort to address the educational needs of the people.

- Teacher development should be considered as one of the key components of the new school structure. It is therefore recommended that the ministry has to make enough provision for the development of the school faculty be that in the form of in-service, pre-service, recurrent training and education of the teachers

- To enlist continuous support from the local community people in connection with the implementation of the proposed structure, areas where such cooperation is needed should be identified and interactive communication with the local community people should be the focus of the school management mainly through the SMC and PTA.

C. Risks and challenges

- As physical facilities, human resources and financial situation of the schools were reported as being inadequate and as the risks for implementing the new structure, cost-free education for primary grades (1-8) and cost sharing education for secondary grades (9-12) should be clear cut funding policy of the government.

- The existing system of school education has created limited opportunity for the students to study up to upper grades under one structure in their locality in familiar environment. To overcome this challenge, potential schools should be identified to upgrade them into the new structure.

- As local support to SIP, encouragement for teachers' upgradation and empowerment of SMC to make local rules appeared to be the potential risks and challenges for quality improvement of school education, policies should be made to empower local authorities to work out programs for phase wise implementation of the new structure of school education and address these challenges systematically.

- In order to address the risks and challenges associated with the implementation of the new structure, a plan should be developed to manage financial resources from the government, local bodies and community people

and revise students' fees based on cost-free and cost sharing policy of school education system.

- To address the risk and challenges related to management transfer, management of unified structure, upgradation of the quality of SMC and PTA, extension of free education and updating baseline information, regular fund flow to school, job security of the teachers, formation of an academic advisory body to the school, regular awareness training to SMC and PTA members, definition of the elements of free education and installation of SMIS in the school should be initiated according to the need of the new structure.

Policy and institutional requirements

- In order to mobilize local institutions for the implementation of the new structure of school education, amendment should be made to the Education Regulations to incorporate the following aspects associated with local institutions.

SMC:

- Monitoring the school activities regularly
- Mobilizing peoples' participation in raising fund
- Extending support to organize training and symposium to the teachers
- Identifying potential areas of income generation to encourage the concerned agencies for their investment to motivate the community people to send their children to the school empowering pta to observe the school and provide feed back regularly
- Developing schemes for managing financial support to the school
- Developing schemes for managing public land and property of the school
- Fixing students' fees at the secondary level
- Ensuring more representation from pta on smc
- Local government bodies (vdc/municipality/ddc):
- Identifying sources of fund for the school
- Allocating defined amount of budget to support school development
- Managing education tax for the school
- Monitoring and supervising school development activities with immediate feedback
- Planning and executing collaborative work with ngos/cbos
- Authorizing the school to lease its land and other resources

Ngo/cbos:

- Identifying and collecting resources for school development
- Supporting implementation of school development program
- Coordinating institutional efforts for the school in health care and extra curricular activities
- In case of small schools with less teacher-student ratio and multi-grade setting, two teachers with intermediate degree for 1-5 grade schools.

With respect to forming the smc, the following recommendations are made: Allow the members of the smc to be its chairperson
- Include social workers, local intellectuals, former teachers and existing students in the smc
- Form an advisory committee to assist the smc to be functional
- Ensure more representation from pta on smc
- Make smc members more responsible and accountable towards their defined duties and roles

In order to make PTA more functional and responsible, the following changes should be made in the Education Regulations:
1. state clearly and specifically the roles and responsibilities of the PTA
2. authorize PTA to make its own rules and working procedures
3. make the provision of regular meeting
4. organize workshop and interaction programs for the PTA members
5. work in coordination with the SMC for school development

With respect to minimum qualification, training, number of teachers and student-teacher ratio, the following provisions should be made:
Primary level (1-8)
- Minimum qualification: Intermediate degree Training: Ten months duration
- Number: In addition to the teachers with Intermediate degree (four persons), three persons with B.Ed./B.A. for English, Maths and Science and one B.Ed. degree with school management training for Head teacher
- Student-teacher ratio: Mountain 30:1, Hill 35:1, Tarai 40:1
- In case of small schools with less teacher-student ratio and multi-grade setting, two teachers with Intermediate degree for 1-5 grades school

Secondary level (9-12)
- Minimum qualification: Bachelor's degree
- Training: Ten months duration

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- Number: In addition to teachers with Bachelor's degree (four persons), four persons with Master's degree, and one Master's degree with school management training for Head teacher
- Student-teacher ratio: Mountain 35:1, Hill 40:1, Tarai 45:1

It is recommended that government should support the schools in areas like infrastructure of the school, finance, supply of trained subject teachers, student support program and regular monitoring and supervision of the schools in order to facilitate the implementation of the new structure.

The following major strategies should be developed and implemented in order to ensure regularity of attendance and completion of primary education:
- Community awareness program
- Child friendly learning environment
- Income generating programs for poor parents
- Increased fund
- Effective implementation of CAS

Policy statements of the government should reflect its commitment in relation to regular adequate financial support to the schools, teacher support and teacher development programmes, strict monitoring and supervision programmes and required physical facilities to the schools in order to implement the new structure efficiently.

Scholarship to poor, deprived and disadvantaged children, curricular adjustment for addressing the basic learning needs of the children, management of trained and qualified teachers and special programmes for parental awareness should be reflected in education policy documents as government's commitment to help the school promote equitable access to quality education under the new structure.

SMC should be empowered to make it a major governing institution of school education.

Policy should be declared to implement decentralization strategy with delegation of authority to Head teachers and SMC for effective school administration and monitoring the school activities.

With respect to the implementation of new structure of school education, the following alternatives are suggested:
- Three years basic education (1-3)
- Five years basic primary education (1-5)
- Eight years primary education
- Secondary education (9-12)
- Junior secondary (9-10)
- Secondary (11-12)

Assessment system should be restructured as:
- Continuous assessment system (cas) up to grade 5
- School level exam: grade 5, 6, 7, 9, 11
- Resource centre/district level based examination at grade 8
- Regional level exam at grade 10
- National level exam at grade 12

Internal assessment should further be based on implementation of CAS at primary level and formative evaluation at secondary level.

Basic education should be redefined to include human rights, peace, preliminary information on communication technology, dignity of labour, gender equality and equity, emphasis on inclusion, socialization, cultural beliefs, national values and expectations, essential life skills, preparation for preliminary occupation, child friendly environment and 7 Rs (reading, writing, arithmetic, rights, responsibilities, relationships and recreation).

Preparation for continuous education, respect to traditional occupation and its promotion, motivation to live and learn together, socialization in global context, competitiveness, preparation for occupation, life skills, and preservation of human and cultural values should be addressed while redefining goals of primary and secondary education.

Framework for implementation

Since majority of Head teachers/teachers, district education officials, SMC members and students were in favour of 1-8 structure for primary level, the selected primary schools should be converted into new structure (1-8) as per the need, demand and capacity of the local community.

Since the proposed structure has implications for different types of linkages, the following provisions should be made in this connection:

- Subject wise linkage should be there with horizontal connection to ensure parity among different contents of the same subject as well as balance of breadth and depth of different subjects on one hand and vertical connection to establish spiral linkage between primary and secondary education and between grades on the other.
- Psychological linkage should be established not only between age and grade level of the students but also between age and instructional delivery as to be addressed through teachers' guides and learner support materials.
- Linkage should also be established at the implementation level (school level) between the goals of school education and their translation into class room practices.

- Existing gap between general education and vocational education should be bridged by addressing vocational and life skills education in general education and vice versa.

In order to prepare the school graduates for the world of work, overseas employment, farming skill, moral education, health education, language and mathematics, computer skills, and science and information technology are to be included as the new areas in the schools curriculum through the revision of the existing curriculum.

The role of resource persons should be made more effective by raising their qualification and training in order to facilitate the implementation of the proposed structure.

Since the existing structure has not duly addressed the needs of the students, the new system should be implemented in order to minimize the gap between community and institutional schools. For its effective implementation, provision of tutorial classes, programme for DAG children, adequate facilities, regular inspection and monitoring, and empowerment of the SMC should be properly managed at local levels.

To further up the task of restructuring process more systematically at a wider scale, it is strongly recommended that task force committees be set up in areas as management, access, equity, quality, teacher development and finance of the proposed school education system.

A study on Effectiveness of Primary Teacher Training in Nepal
2006

Conclusions and Recommendations

Nepal government has been investing significant amount of money in education. The government has given preference to quality service delivery in education. Therefore, it has been investing big amount of money in teachers training from last five decades. The budget allocated for teachers' training in 2062/63 is Rs.345 million (ref: NCED). There are 9 primary teachers training centers (ETC) and 25 secondary teachers training centers (ETCB) allocated around the country.

Teacher training is getting high preference from the government as well as from donor agencies. However, effectiveness of teacher training is always in question. Last three nat achievement assessment study of teacher training could not show the positive relationship between children achievement and teacher training. Similarly, it has been mentioned about low transfer of training by different study. (Ref: Dr. Min Bahadur Bista, *Effectiveness of Teacher Training*, Education for Development, CERID, 2002).

This study is one more attempt to identity effectiveness of primary teacher training after three years (there was a study: Effectiveness Study of Teacher Training, 2003). Study detail is already discussed in preceding chapters. There were ten different questionnaires, checklists, and interview guidelines used by the research team. All those research outcomes are compiled, analyzed and discussed in-depth in chapter two. On the basis of finding mentioned in chapter two, the research team draws following conclusions and recommendations.

CONCLUSIONS

- The transfer rate of primary teacher training is 50%.
- Training can only solve the problem of lack of knowledge, skill and attitude. Only these three components are not enough to perform better. Basically, a trained teacher needs support from management to deliver quality service.
- The primary teacher training has a standard curriculum. It is structured and helps trainers to conduct training effectively. However, Nepal is a diversified country. The training curriculum does not address this situation. Many teachers said that they have problem in teaching because of different mother tongue of students. There is only one type of curriculum for primary teacher training for the entire country. The curriculum has overlooked the different

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working conditions, available resources and environment in different places.

- Trainers' performance in education training centre (ETC) was found only at moderate level. They are competent in handling trainees, communicating information, and managing classroom environment. Major problems in those trainers were found in using training resources and using evaluation tools and techniques. The study team got the impression that those trainers' classes were more theoretical rather than practical.
- Trainers, Trainees and Head teachers perform most of their roles during the training. Major problems lie in before- and after-training activities. Trainees do not perform before training activities and trainers less performs after the training activities. Head teachers' role is not prominent before, during and after the training. This is one of the major problems in the transfer of training.
- Overall impression of classroom observation of trained teacher is just moderate. That is teachers are following criteria as mentioned in the evaluation sheet. However, there are rooms for improvement in many criteria. Trained teachers' performance is better than that of untrained teachers
- As trainers are not effective and efficient in using resources, teachers are also less
- Competent in this area. Most of them did not show creativity in using teaching aids.
- The content of primary teacher training is found relevant. However, there are rooms for improvement.
- Students are happy with their teachers and they express their satisfaction to their teachers' performance. Corporal punishment still exists in school which is not encouraging children to come to school.
- All the teachers preferred face to face training rather than distance learning.
- Parents and SMCs are happy with trained teachers.
- The concept behind extending primary education from 1-5 to 1-8 is reasonably good. However, in context of Nepal, it requires enough exercises to materialize in relation to infrastructure, human resources and financial supports.

Recommendations

On the basis of discussion in previous chapters, the research team came to following recommendation:

Training Management

School management needs to be committed to increase transfer of training.

Teacher training should be integrated with total human resource management of teachers. Training policy should promote concept of clinical supervision.

- Curriculum needs to include existing diverse context of Nepal as well as school environment and use of local resources.
- CDC and NCED need to work together to design curriculum, trainers' guide, teaching material as well as training program to upsurge effectiveness of training**.**

Training Delivery of Trainers

- Conduct separate short-term training for trainers in developing training delivery resources. Include enough exercises in TDC (Training Development Course) developed by NCED for
- Trainers so that the training brings change in behavior in trainers.
- Conduct separate short-term refresher training for trainers in evaluation.
- Emphasize oral questioning as a strong teaching method in TOT of trainers as well as in primary teacher training.
- Provide enough practice time to trainees to learn a skill, knowledge and attitude in training. Trainers need to be creative to provide noble ideas on the topic.
- A trainer must be a role model for trainees.

Transfer of Training

Suggestions for head teacher
- It is believed that, who is ready to learn, learns quickly. Therefore, before coming into training, trainees need to be oriented on training. A head teacher needs to perform following activities to make a teacher ready to take primary teacher training.
  - Build transfer of training into supervisory performance standards
  - Arrange meetings with previous trainees
  - Collect baseline performance data
  - Provide a positive environment (timing, location, facilities)
  - Involve in needs analysis
  - Encourage trainee to attend all sessions
  - Involve trainees in program planning
  - Develop a supervisor-trainee contract
  - Brief trainees about the importance of the training and its application
  - Select trainees carefully
  - Be familiar with training contents
- Head teacher plays the vital role in school to transfer knowledge, skill and attitude from a training center to a school. Without the support from school management, a teacher will not be able to transfer training in to a skill. Here are the points a head teacher needs to follow to support trained teachers.
  - Plan trainee's entry

- Psychologically support transfer of training Provide a 'reality check'
- Provide opportunities to practice new skills
- Provide and support the use of job aids
- Support trainee reunions
- Publicize successes
- Give promotional preferences
- Some other responsibilities of head teacher to increase transfer of training
  - Use own training skills to enrich teachers' professional development.
  - Utilize trained teaches' skills for school effectiveness.
  - Involve trained teachers in SIP.
  - Receive support from trained teachers in identifying and mobilizing local resources.
  - Conduct professional meeting of trained teachers to improve educational management.

Suggestions to trainers

- Trainers need to play vital role during training. Specially, trainers need to help trainees to prepare action plan to implement learned skill and knowledge in school. Trainers need to make sure that they do following activities.
  - Develop application-oriented objectives
  - Manage the unlearning process
  - Answer the 'What Is In It For Me (WIIFM)' questions
  - Provide realistic work-related tasks
  - Provide visualization experiences
  - Give individualized feedback
  - Provide job performance aids
  - Provide 'Ideas and Applications' notebooks
  - Create opportunities for support groups
  - Help trainees prepare group action plans
  - Have trainees create individual action plans
  - Design and conduct relapse prevention sessions
  - Help trainees negotiate a contract for change with their supervisors
- Involve trainers in to follow-up activities of a training program. Trainers need to give on the job feedback to trained teachers.
- Involve trainees in following training preparation activities.
- Provide inputs to the ETC chief for training planning
- Assist ETC to explore alternative training activities.
- Participate in managing training activities.
- Emphasize and reinforce following activity to trainees.

- Practice self-management
- Review training content and learned skills
- Develop a mentoring relationship
- Maintain contact with training budies
- Use provided training resources material.

Trained Teachers

- Provide teaching material development training to teachers separately as refresher training program.
- Make lesson plan obligatory to teachers for both practical and theoretical classes.
- School needs to adopt clinical supervision to support teacher in quality service delivery.
- Teachers need to realize his/her professional ethics and perform a job creatively as well as enthusiastically.
- Teachers need to use verities of teaching method that match with classroom objective.
- Strictly prohibit corporal punishment to students.
- Teachers need to plan for individual guidance to needy students.
- Organize parental education in school to educate parents on learning at home and how to nourish them in healthy environment.
- Orient SMCs in school activities and involve them in school development as well.
- Teachers need to be a role model for students.

Action Steps For Key Actors To Maximise The Effect Of Training In Classroom Practice

Transfer of training is not sole responsibility of any actor of training cycle. All the actors have their role to play to increase transfer of training rate. In primary teacher training context, the major actors of the program are as follows.

1. NCED
2. Trainers
3. Teacher
4. Head teacher
4. SMCs
5. Parents

Action steps for NCED

NCED is the apex body of Nepal Government to organise teacher training. Roles in transfer of training start from NCED. The study result reveals a big gap between training environment and school environment which has been hindering transfer of training. Following are the action steps to carry out by NCED to increase transfer of training.

- Re-visit training modality
- Conduct school base training
- Emphasize microelement of teaching in school. Specially, environmental aspects, socio-cultural aspects and economical aspects
- Introduce school base training internship to trainers.
- Place a trainer in school for a month per year. During his/her stay in school he/she need to do following activities,
- Identify teachers' problems
- Get school teaching experience
- Provide on the job feedback to teachers o Follow-up of training implementation
- Help management in school development
- Create teachers forum (networking among teachers and trainers for learning purpose)

Action steps for teachers

Teachers are the major role player in transfer of training. Training can never be transferred without commitment of trained teachers. Here are the action steps supposed to be followed by teachers to increase transfer of training.

- Be honest to the profession.
- Adopt the existing condition of school.
- Share training experience with other teachers.
- Implement training skill whatever feasible in classroom.
- Identify and use local resources as much as possible.
- Organize professional meeting in close contact with head teacher.
- Organize peer group discussion and coaching
- Work as mentor for newly recruited teacher.
- Find ways for more pastoral care for needy students.
- Use provided material efficiently.

Action steps for head teachers

Without the support of management, training can never likely be transferred. Head teachers' role in transfer of training starts from inception and goes up to the evaluation of the training. Here are the actions need to perform by head teacher to increase transfer of training.

- Prepare human resource management plan for school and reflect them in SIP.
- Be familiar with training provided to teachers, SMCs, PTA and management.

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- Get teachers commitment before and after the training.
- Plan for orienting parents about school activities through PTA and SMCs.
- Encourage parents to visit trained teachers' class through PTA and SMCs.
- Focus on clinical supervision.
- Monitor training implementation and assess the gap in training skill and their implementation.
- Support teachers to use nobel ideas in school through professional meeting.

Action steps for SMCs

SMCs has vital role in school development as well as in management. SMCs support is also required to increase transfer of training. Here are the actions need to be perform by SMCs to increase transfer of training.

- Support head teacher to prepare human resource management as well as development plan.
- Be familiar with school activities including teachers training.
- Have interaction program with teachers, parents and community.
- Work as a liaison between teaches and ETS to manage follow-up support for trained teachers as part of teachers' professional development.
- Advocate the school in community.
- Bring issues of supporting trained teachers in SMC meetings for the implementation of their training skills.
- Establish direct link with ETC for further support to trained teacher.
- Include professional support activities for teacher in SIP.

Action steps for parents

Parents also have role in transfer of training. Their supportive and safe guard role is required in transfer of training. Here are the actions need to be perform by parents to increase transfer of training.
- Take interest on child's learning.
- Visit school time to time.
- Get feedback from teachers about child and follow them.
- Support in school activities.
- Organize parents through PTA.
- Support PTA by providing children's information about their learning.
- Suggest remedial ways to minimise learning difficulties of their children.
- Involve oneself in SIP through PTA.
- Report SMC of any grievances of the school through PTA

Government of Nepal

Ministry of Education

Department of Education

Sanothimi, Bhaktapur