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The Government of Nepal



Japan International
Cooperation Agency

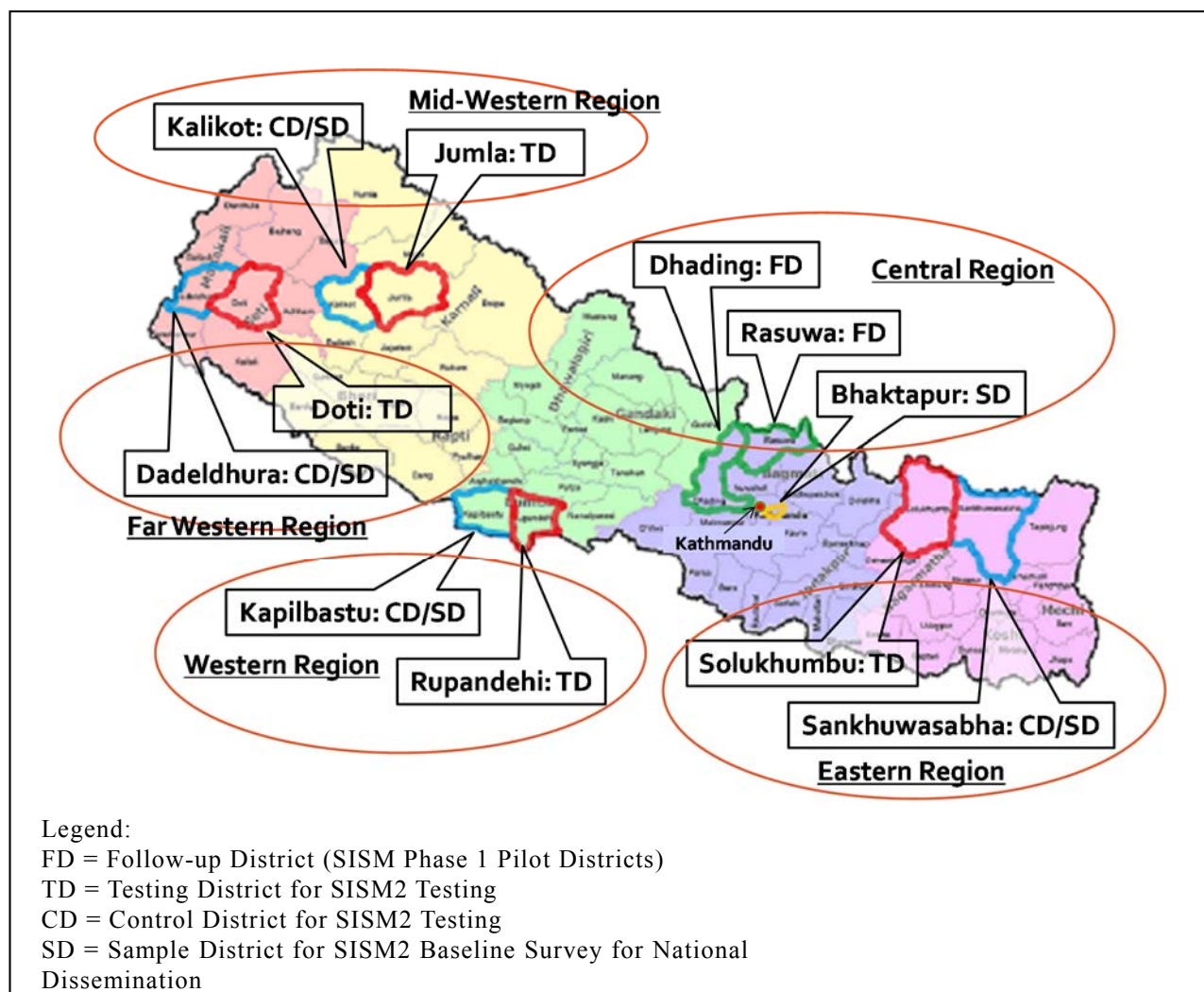
THE PROJECT FOR SUPPORT FOR IMPROVEMENT OF SCHOOL MANAGEMENT PHASE-II (SISM2) IN NEPAL

1st Project Year Completion Report



JULY 2014

INTERNATIONAL DEVELOPMENT CENTER
OF JAPAN INC. (IDCJ)



(Source: Prepared by SISM2)

Project Location Map

PHOTOS OF THE 1ST PROJECT YEAR (JULY 2013 – JULY 2014)



Photo-1: 1st CC Meeting (MoE, July 2013)



Photo-2: Parents-teachers meeting for the SISM2 Baseline Survey (Kapilbastu, September 2013)



Photo-3: Central-level ToT (NCED, December 2013)



Photo-4: District-level ToT (Doti, January 2014)



Photo-5: School-level Workshop (Rupandehi, February 2014)



Photo-6: School-level Workshop (Solukhumbu, February 2014)



Photo-7: Follow-up Meeting (Rasuwa, March 2014)



Photo-8: Follow-up Meeting (Dhading, March 2014)



Photo-9: School Visit at Wrap-up Workshop (Jumla, April 2014)



Photo-10: TV Conference during CP Training in Japan (Tokyo, June 2014)



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Photo-12: Best Practice School Awarding Ceremony at Testing Result Sharing and Networking Workshop (July 2014)

Executive Summary

1. Background

As one of the key strategies to improve the basic education, through implementing School Sector Reform Plan (SSRP), the Government of Nepal (GoN) has intended to delegate education planning and management responsibility to the local body and communities for school-based management based on local needs and environment with enhanced community participation, in accordance with the spirit of decentralization and as stipulated in the Local Self Governance Act (LSGA). In order to enhance school-based management, GoN has developed a capacity development plan for schools focusing on areas like planning, programming and budgeting, resource mobilization, program implementation and monitoring, managing information, building and managing strong and cooperative linkage and relationships with the community.

To promote GoN strategies, “The Support for Improvement for School Management (SISM Phase 1)” was conducted by the Department of Education (DoE) in collaboration with Japan International Cooperation Agency (JICA) from February 2008 to February 2011. After 3-year piloting in Dhading and Rasuwa districts, SISM Phase 1 created “SISM Model” for improving school-based management by capacity development of school management committee (SMC)/PTA with school improvement plan (SIP) process revitalized. After various good practices were reported from community schools during the SISM piloting, institutional strengthening and capacity development for improving school-based management have been given higher priority and various efforts have been made. GoN has conducted “The Project for Support for Improvement of School Management Phase 2 (SISM2)” since June 2013 with the technical assistance of JICA.

2. Objective and Target Area

SISM2 aims to improve the school-based management through verifying, updating and disseminating SISM Model and ultimately to contribute to the improvement of the access to quality basic education. SISM2 covers all of the 75 districts, while the Testing of its 1st Project Year covered four (4) testing districts (TDs): namely, Solukhumbu, Rupandehi, Jumla and Doti.

3. Operation Structure

The Coordination Committee (CC) chaired by Joint Secretary, Planning Department of Ministry of Education (MoE) is formed, as the decision-making body of SISM2. Under the supervision of CC, the Technical Taskforce Team (TTT) was established in DoE. TTT consisted of the representatives from the DoE, National Center for Educational Development (NCED) and Curriculum Development Center (CDC). TTT was responsible for designing and monitoring the SISM2 activities. The Technical Taskforce Team for Training of Trainers (T5) was formed under TTT, for designing, implementing and

monitoring training and workshops at the central, district, Resource Center (RC), and school levels and updating training programmes/manuals etc.

4. Overview of the 1st Project Year

During the first five (5) months from July 2013 to November 2013, data collection, Baseline Survey of the Testing, refining SISM Model (basic principles, cascade training, training programme, training manuals/materials etc.) and designing/preparing the Testing of SISM Model were carried out.

For eight (8) month from December 2013 to July 2014, the Testing through conducting SISM Model cascade training from the central-level training of Trainers (C-ToT); the district-level ToT (D-ToT); the RC-level ToT (RC-ToT); and to the school-level workshop (SLW) were implemented in the four TDs; Simultaneously, the follow-up activities with the 2 pilot districts, Dhading and Rasuwa, of SISM Phase 1 were conducted.

For the three (3) months from May to July 2014, SISM2 conducted the wrap-up workshops with TDs, End-line Survey of the Testing; Baseline Survey of the Regional/National Dissemination; and Testing Result Sharing and Networking Workshop. Based on the findings, “SISM2 Recommendation: Programme for Capacity Development for Enhancing School-based Management” was prepared and submitted. “The Action Plan of the Regional/National Dissemination of the SIP/Capacity Development Model in School Management”, as shown in Chapter 6, was discussed and approved by CC on July 25, 2014.

“Testing Achievement Report”, “Baseline Survey Report of the Regional/National Dissemination of SISM Model”, and “The 1st Project Year Completion Report” were also created and submitted by SISM2 to GoN and JICA.

5. Baseline and End-line Survey of the Testing

The Baseline and the End-line Surveys of the Testing were conducted through the questionnaire survey of SMCs, HTs, guardians, students, and RPs in TD and the Control Districts (CD), which are the TD-nearby district to assess the changes in TD by comparing before/after data.

The results of the End-line Survey show the Testing has produced the various positive changes among head teachers (HTs), teachers, students, SMCs, and guardians in 4 TDs.

For example, according to the results of the 1-5 Likert scale questionnaire survey, the guardians’ understanding and participating in SIP formulation were improved after SISM2 activities. The school-level workshop made HTs, SMC members and guardians understand the SIP formulation process and their roles more clearly in TDs. The results also tell that before SISM2 many HTs had tendency not to share students and teachers’ attendance records with SMCs, but that SISM2’s RC-level training and school-level workshop provided a good opportunity for HTs to further understand their roles and responsibilities for information sharing and school management.

In the sample schools in TDs, teacher's attitude toward students starts changing. The teacher's change in actively discussing classroom problems with other teachers was observed in TDs. Better communication among teachers provides benefit for teachers regarding teaching skills and classroom management. They also exchange information of students. Thus, teaching atmosphere and environment at school might be being improved, which may lead to the improvement in teachers' teaching.

There are 80 sample schools in total, chosen for the Baseline and the End-line Surveys in TDs. Based on the End-line Survey data, there are 59 schools identified, whose students are coming from poor families, while 21 schools, whose students are coming from non-poor families. The changes of HTs of the schools with non-poor family background are statistically significant compared to the HTs of the schools with poor family background. From the data, in general, HTs of the schools of non-poor family background made more improvement in SIP formulation than the other groups. From this inference, it is possible to say that poor parents still have difficulties in participating in SIP formulation process, which needs further consideration by SISM2

Out of the 80 sample schools, 47 schools are categorized as a group of schools with better guardians' literacy rate, and 33 schools as a group with poor guardians' literacy rate. From the analysis of the End-line Survey findings, the SISM2's trainings and workshops functioned well for schools with more literate guardians. It could be said that literate parents have more concern about education, and their involvement in SIP formulation is higher than illiterate parents. Having said that, the changes of the schools with less literate guardians are not marginal. Although their changes are less than the other group, they show positive changes in all questions. It might be possible to set up a hypothesis that SISM2 approach could be effective for less literate guardians.

6. Baseline Survey of Regional/National Dissemination

The Baseline Survey (BLS) of the Regional/National Dissemination was conducted together with the End-line Survey of the Testing SISM Model, whose main findings were discussed in the previous section. To rationalize the survey procedures the four CDs of the survey of the Testing were made "sample districts (SDs)" of the BLS of the Regional/National Dissemination. As there was no district selected from the Central Region for the Model Testing, Bhaktapur was added as an SD for BLS. The five (5) SDs for BLS are Sankhuwasabha, Bhaktapur, Kapilbastu, Kalikot, and Dadeldhura.

Kapilbastu, which has the largest population among the 5 SDs, has 586 schools, the largest number among the 5 districts. Dadeldhura with relatively small population has 272 schools, the smallest number among the SDs. In Kalikot, Sankhuwasabha, Dadeldhura and Kapilbastu the majority of schools are community schools accounting for 98%, 92%, 92% and 78%, respectively.

Bhaktapur shows a quite different picture; 63% of schools are private and only 37% are

community schools. It is also worth noting that Kapilbastu, being situated in Terai with some Muslim population, have a fair number of religious schools, accounting for 13% of all schools. Comparing the current education data among the 5 SDs, Bhaktapur shows the best figures in most indicators while Sankhuwasabha, Kalikot and Dadeldhura show somewhat similar level of unsatisfactory figures in several indicators.

The following are some findings that may influence the effectiveness of regional/national dissemination and therefore it is important to find ways to address each point within SISM Model itself or in the process of dissemination.

- (1) For the regional/national dissemination of SISM Model to be effective, it is important for schools to see the SIP as a tool to improve school management and to address real challenges the school is facing. For this to happen, School-level Workshop should include a simple situation analysis of the school focusing on students' well-being and learning environment and a session on how to set targets and to plan non- or low-budgetary activities to meet the target.
- (2) For the dissemination of SISM Model to be effective, SS/RPs should be given a necessary training (D-ToT)), so that they would understand clearly about the objectives of SIP and the process of SIP formulation/updating as well as SIP appraisal and monitoring. In order to make the cascade system work effectively, understanding and capacity of SS/RPs need to be fully developed.
- (3) Community participation, especially guardians' participation, is the key to SISM Model. In order to enhance community participation it may be important to share more school information with the community through different means.
- (4) To make the SIP a meaning tool for better school management and better learning environment for students, formulation of realistic plan based on schools' real needs is very important but equally important is to shift the focus from formulation to implementation of the plan. As many schools are now conducting Social Audit (SA), it is also important and effective to link SA for SIP implementation.

7. SISM Model Refinement

The objective of the refinement is to make SISM Model more practical, user-friendly, and implementable, so that it is main-streamed in the nation-wide SIP promotion and that it will be continued after SISM2 is over.

For the purpose of SISM Model refinement, the key approaches below were followed:

- ♦ The trainings are conducted in cascade model, so that the multiple stakeholders from the central to the local levels can be targeted in large number, with uniformed and standardized minimum framework.
- ♦ The ultimate purpose of the cascade training is the capacity development of local stakeholders who are directly and daily involved in school management.
- ♦ SISM2 can help with intense and extensive cascade trainings and produce the impact, which will remain in the existing mechanism and system in the later years.

- ♦ Reaching to the school level is the “must”.

In the 1st project year of SISM2, the major efforts were made for conducting cascade training in the four testing districts. The training contents and manual were revised many times by taking in the suggestions and feedbacks of various trainers from the central to the local levels. In addition to the activities regarding the training, the search was conducted for the methods to integrate SISM Model into the existing system including RPs and HTs in-service training conducted by NCED.

Since the School-level Workshop Manual is the key document of SISM Model, it has been revised carefully and repeatedly. It will be published by DoE and used for national distribution as the key document for SISM Model. The 1st year of SISM2 was a testing period, and in all the training, comments and feedbacks for improving the training contents and package were collected. Following is the samples of the comments collected. Most of the recommendations that are valid have already been reflected in the revised versions.

SIP Formulation Guidebook was published in 2069 (AY2011/12) by DoE, with financial and technical support of JICA. It was delivered to every school. In SISM2, the Guidebook was used as one of the key textbook of the training, and a large portion of time (2-5 sessions) was spent for studying the contents and practicing the data tables in the Guidebook. The recommendations for the revision in some parts of the Guidebook were reported to TTT. TTT discussed the possibility and came to the conclusion that the revision of the Guidebook has to be very carefully done, and should not be done soon, so as not to cause any confusions on the sides of the users. It was decided that the revision may be done in FY2014/15.

8. The Testing: Cascade Training

In the Testing, three-layer cascade ToTs of SISM Model were conducted; namely, 1) C-ToT; 2) D-ToT; and 3) RC-ToT. After these three steps ToTs, there is the ultimate and most important school-level workshops conducted.

SISM2 conducted the 5-days C-ToT from December 1 to 5, 2013, in NCED Training Hall. The main facilitators were from the T5 members and DoE experts who have expertise on subject matters on the particular session or topic. The training program was successful to make participants fully understand the objectives of SISM2 and the expected outputs of the C-ToT. The participants from SISM2 TDs were ready to conduct cascade training in their concerned districts. In addition, participants critically analyzed the current situation regarding SIP policy and process and recommend the practical ways to improve the SIP related training program.

Soon after the C-ToT, the D-ToT was conducted during the period from Doti and Rupandehi in December and January. Due to school's winter vacation in Solukhumbu and Jumla districts, the Training was conducted in February 2014. The C-ToT participants were the main facilitators for the D-ToT. A total of 21 C-ToT participants (including 14 persons

from TDs and FDs) out of 31 were engaged in the D-ToT as facilitators for four (4) TDs. The T5 members and SISM2 team members have provided backstopping support during the Training. The participants of the D-ToT were Under Secretary (US), SSs, RPs, and selected HTs or teachers from DEOs and some members from NGOs. Altogether, 88 district-level stakeholders participated in the D-ToT.

Following the action plan prepared during D-ToT, the SISM2 supported testing DEOs to organize a total of 110 batches of the 3-day RC-ToT during February to May 2014. The number of the batches per district and per RC was decided based on the number of the schools and the geographic conditions. The RPs, who received D-ToT, was the main facilitator for the RC-ToT who was responsible for the co-ordination, preparation and delivery of training. One SS or at least one staff of DEO or HT, teacher who participated in D-ToT, supported for the delivery of training.

After the three steps of the cascade training mentioned above, SLW was conducted. SISM2 supported the DEOs to conduct 2-day SLW at 1,182 community schools of four TDs. Those two (2) persons who receive 3-day RC-ToT were the main facilitators of the SLW. At least one RP, SS, and/or other D-ToT participants monitored the workshop and provided backstopping support to school-level trainer's team. The participants of the SLW were from SIP writing committee, SMC members and PTA, representatives from teachers, representatives from student's preferably members of Child Club and/or other children's organizations of the school, selected guardians and community leaders /education devotees. A total of 32,889 key stakeholders participated in the SLW at the 1,182 community schools in TDs.

The four-layer cascade training, from the central to the school level, was instrumental to improve the SIP updating and formulation processes. Through reflections of all cascade training, it is observed that capacity development for school management through cascade training from the central-level to school-level and practicing monitoring and guidance have yield a more feasible model to reactivate SIP as effective tool for quality of basic education. Based on preliminary findings during field visits and voices of the project participants, it was found that the SMC members and parents were aware on the concept, importance and procedures of SIP preparation and updating after the cascade training.

The community people were also found motivated for active participation in the SIP preparation. They shared the experiences that SIP is for the benefit of their children. The head teachers reported that after the training parents started to visit their children's schools regularly to know the children's attendance and learning achievement.

9. Capacity Development for School Management

SISM2 prepared the result framework (Table 5-1) to build common understanding of the expected outcome and the cause-effect relationship from SISM2 inputs/activities to project goals of “enhancing capacity development in school-based management” and then of

“improvement in access to and quality of basic education in Nepal,” based on SISM2 PDM version-0.

As mentioned above, capacity development of the stakeholders in school management was promoted in the 1st project year mainly through designing, implementing and monitoring the Testing and refining SISM Model.

Knowledge and expertise exchange have been done among TTT, T5, the central-level trainers’ group and SISM2 team through the learning (from each other) by doing approach. The members of TTT, T5, and the central-level trainers’ group are from DoE, NCED, CDC and MoE. Through the learning by doing knowledge and expertise exchange, in total, the capacity of the 21 persons of TTT, T5 and the central-level trainers’ group from DoE, NCED, CDC, and MoE were further developed in organizing capacity development trainings and updating training programmes and manuals/materials.

The capacity of the district-education officers, including a chief of DEO, assistant DEO, SO, and SSs; and RPs, have been developed also through the learning (from each other) by doing approach. 14 district-level trainers from TD and FD (3 persons from each TD and 1 person from FD) were trained at the C-ToT held in the beginning of December 2014 in training/facilitation knowledge and skills as well as monitoring/reporting knowledge and skills. They also prepared the D-ToT plans during the C-ToT sessions. After they returned to their own districts, they prepared a more detailed training programme and budget plan for D-ToT, mobilized the participants and prepared the training sessions. In collaboration with the central-level trainers and SISM2, they conducted 5-day D-ToT for training SS/RPs as RC-level trainers. In Rupandehi, 22 RC-level trainers were trained in December 2013; 27 trainers in Doti in January 2014; 19 trainers in Solukhumbu and 20 trainers in Jumla in February 2014.

After the D-ToT, the SS/RPs, who were trained at the D-ToT as RC-level trainers, prepared a RC-ToT plan for the schools of their own RC catchment area. They planned and conducted 2-3 batches of RC-ToT depending the number of the schools they covered to train 2 representatives from each school to organize an SLW. They made a monitoring school visit to check the progress of SLW and SIP formulation process after completing the RC-ToTs.

The capacity of the SMCs and PTAs have been developed through planning and conducting a school-level workshop (SLW). The two representatives trained at the RC-level ToT prepare a plan of SLW for their own school; mobilize guardians and community members; and conduct an SLW. During the 1st year, the SLWs were conducted at 1,182 schools in the 4 TDs. After the SLWs, each school prepared the annual school plan (updating of annual SIP). According to the results of the End-line Survey, 100% of the sample schools of the End-line Survey in Solukhumbu, Doti, and Jumla districts completed the annual school plans. In Rupandehi, one school has not yet completed; therefore, 95% of the sample schools completed.

10. Overall Achievement

The achievement of the SISM2 1st project year are to be summarized as below:

- (1) The Testing of SISM Model was completed through the cascade ToT and school-level workshops in the 4 target districts; namely Solukhumbu, Rupandehi, Jumla and Doti and through the baseline/end-line survey to verify the effectiveness of SISM Model.
- (2) Through designing, implementing and monitoring the cascade ToT, the capacity from the central, district, RC and school-levels has been developed including 13 central-level trainers, 14 district-level trainers and 88 RC-level trainers trained.
- (3) Follow-up activities were done with the 2 follow-up districts (pilot districts of SISM Phase 1), Dhading and Rasuwa, to share their experiences and to improve SISM Model.
- (4) 1,182 schools conducted a school-level workshop with community participation, to update SIP and to improve their awareness and understanding of their roles and responsibilities in school management, led by SMCs. Some schools have already started SIP activities to improve teaching/learning environment.
- (5) Based on the lessons learnt from the Testing, SISM Model has been refined with the training programmes, manuals and materials updated and “*SISM2 Recommendation: Programme for Capacity Development for Enhancing School-based Management*” was prepared and submitted.

11. 2nd Project Year Action Plan

Based the discussion with MoE/DoE/NCED/CDC counterparts and JICA, the basic principles of the SISM2 2nd project planning are created as below:

- (1) Further promotion in capacity development in school management at school level and in supporting system (technical/financial support; monitoring, training materials provision etc.) by the central/local education government; and
- (2) Setting a taskforce team for the regional/national dissemination to strengthen the collaborative planning, implementing and monitoring for the regional/national dissemination to cover 75 districts using SSRP budget and SISM2 budget).

The major activities of the 2nd project year are: 1) updating and printing Training materials; 2) set-up of a taskforce team for the dissemination, 3) central-level orientation; 4) regional-level ToT in the five (5) regional HQs; 5) D-ToT in the 69 districts which are not yet covered by SISM Phase 1 or SISM2; 6) RC-level ToT and SLW in 75 districts; 7) RP’s monitoring; 8) joint field monitoring; and 9) improvement of SIP/capacity development session of RP/HT training. “The Action Plan of the Regional/National Dissemination of the SIP/Capacity Development Model in School Management”, including the Action Plan of the SISM2 2nd project year, was discussed and approved by the 2nd CC meeting held on July 25, 2014 (Figure 6-1).

ABBREVIATIONS

ADB:	Asian Development Bank
AIN:	Association of International NGOs Nepal
ASIP:	Annual Strategic Implementation Plan
AusAID:	Australian Agency for International Development
AWPB:	Annual Work Plan and Budget
AY:	(Nepalese) Academic Year (from middle of April to middle of April in next year)
BLS:	Baseline Survey
BS:	Bikram Sambat
CAS:	Continuous Assessment System
CBO:	Community Based Organization
CC:	Coordination Committee (for SISM2)
CD:	Control District (of SISM2 Testing)
CDC:	Curriculum Development Center
CP:	Counterpart
C-ToT:	Central-level Training of Trainers
DDC:	District Development Committee
DEC:	District Education Committee
DEO:	District Education Office
DEP:	District Education Plan
DFID:	Department of International Development
DoE:	Department of Education
DP:	Development Partners
D-ToT:	District-level Training of Trainers
EFA:	Education for All
EMIS:	Education Management Information System
ERO:	Education Review Office
ETC:	Education Training Center
EU:	European Union
FBC:	Full Bright Consultancy
FD:	Follow-up District (for Pilot Districts of SISM Phase 1)
FP:	Focal Person (for SISM2)
FY:	(Government of Nepal) Fiscal Year (from middle of July to middle of July in next year)
GER:	Gross Enrolment Rate
GIR:	Gross Intake Rate
GoJ:	Government of Japan
GoN:	Government of Nepal

HID:	Human Development Index
HQ:	Headquarters
HT:	Head Teacher
IDCJ:	International Development Center of Japan
I/NGO:	International Non-Government Organization
JAR:	Joint Annual Review
JCM:	Joint Consultative Meeting
JFA:	Joint Funding Agreement
JICA:	Japan International Cooperation Agency
LSGA:	Local Self Governance Act
LDTA:	Local Development Training Academy
MDG:	Millennium Development Goal
MEC:	Minimum Enabling Condition
MoE:	Ministry of Education
MoU:	Memorandum of Understanding
NCED:	National Center for Education Development
NER:	Net Enrolment Rate
NIR:	Net Intake Rate
NGO:	Non-Government Organization
NPCS:	National Planning Commission Secretariat
NPR:	Nepalese Rupee
OOSC:	Out-of-school Children
PCF:	Per Child Funding
PDM:	Project Design Matrix
PIM:	Programme Implementation Manual
PMEC:	Priority Minimum Enabling Conditions
PRSP:	Poverty Reduction Strategy Paper
PTA:	Parent Teacher Association
RC:	Resource Center
RC-ToT:	Resource Center Level Training of Trainers
R/D:	Record of Discussions
RED:	Regional Education Directorate
RP:	Resource Person
SA:	Social Audit
SC:	Save the Children
SD:	Sample District (of SISM2 Baseline Survey of National Dissemination)
SDP:	School Development Plan
SIP:	School Improvement Plan
SISM:	The Project for Support for Improvement of School Management
SLC:	School Leaving Certificate

SLW:	School-level Workshop
SLW-M:	School-level Workshop Manual
SMC:	School Management Committee
SMES2:	The Project for the Strengthening Monitoring and Evaluation System in Nepal Phase II
SO:	Section Officer
SS:	School Supervisor
SSA:	School Self-Assessment
SSRP:	School Sector Reform Plan
T5:	Technical Taskforce Team for Trainers' Training (of SISM2)
TD:	Testing District (of SISM2 Testing)
ToR:	Terms of Reference
ToT:	Training of Trainers
TPD:	Teachers Professional Development
TTT:	Technical Taskforce Team (of SISM2)
TYIP:	Three Year Interim Plan
USAID:	United States Agency for International Development
UNICEF:	United Nations Children's Fund
VEC:	Village Education Committee
VEP:	Village Education Plan
VDC:	Village Development Committee
WFP:	World Food Programme

Exchange Rate (As of July 2014)

USD1.00 = ¥103.41

NPR1.00 = ¥1.069

**THE PROJECT FOR SUPPORT FOR IMPROVEMENT
OF SCHOOL MANAGEMENT PHASE-II IN NEPAL (SISM2)
1st Project Year Completion Report**

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CHAPTER 1: OVERVIEW

1.1 Background

School governance and management at the local level is the shared responsibility between central government, local government body and the school. As one of the key strategies to improve the basic education, through implementing School Sector Reform Plan (SSRP), the Government of Nepal (GoN) has intended to delegate education planning and management responsibility to the local body and communities for school-based management based on local needs and environment with enhanced community participation, in accordance with the spirit of decentralization and as stipulated in the Local Self Governance Act (LSGA).

Each school is responsible for preparing and implementing school improvement plan (SIP), with improvement actions clearly described and budgeted, which aims at ensuring that the school meets basic minimum quality standards by 2015. School management committee (SMC), in collaboration with head teachers (HT), takes the leadership role in mobilizing community and parental support to and participation in school and in preparing SIP, resource generation, implementation and monitoring of SIP activities.

For strengthening school-based management to produce tangible improvement, capacity development of the key persons of SMC and HT is essential. At the same time, the awareness and the capacity of teachers, guardians, students and education-related community bodies need be raised. In order to enhance school-based management, GoN has developed a capacity development plan for schools focusing on areas like planning, programming and budgeting, resource mobilization, program implementation and monitoring, managing information, building and managing strong and cooperative linkage and relationships with the community.

To promote GoN strategies, “The Support for Improvement for School Management (SISM Phase 1)” was conducted by the Department of Education (DoE) in collaboration with Japan International Cooperation Agency (JICA) from February 2008 to February 2011. After 3-year piloting in Dhading and Rasuwa districts, SISM Phase 1 created “SISM Model” for improving school-based management by capacity development of SMC/PTA with SIP process revitalized. After various good practices were reported from community schools during the SISM piloting, institutional strengthening and capacity development for improving school-based management have been given higher priority and various efforts have been made.

As one of such efforts, GoN has conducted “The Project for Support for Improvement of School Management Phase 2 (SISM2)” since June 2013 with the technical assistance of JICA. In the end of the 1st project year, “The 1st Project Year Completion Report (the Report)” is

prepared and submitted to GoN and JICA to report the progress, achievement and lessons learnt from the 1st project year activities and to share the action plan of the following years.

1.2 Objectives and Project Outline

1.2.1 Objectives

Based on the output and outcome of SISM Phase 1, SISM2 aims to improve the school-based management through verifying, updating and disseminating SISM Model and ultimately to contribute to the improvement of the access to quality basic education.

The overall goal, project purpose, and expected outputs of SISM2 Project Design Matrix (PDM) is shown in Table 1-1 and the SISM PDM Version-0 (put in Appendix-1), which was agreed at the time of signing the record of discussions (R/D) on March 11, 2013, is included in Appendix-1 of the Report.

Table 1-1: Overall Goal, Project Purpose and Expected Outputs of SISM2 PDM

Project Summary of SISM2 PDM	
Overall Goal	Access to and quality of school education is improved.
Project Purpose	Schools are managed through SIP process nationwide for improving access to and quality of basic education.
Expected Outputs	<p>Output 1: Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.</p> <p>Output 2: Effective and practical model for training and monitoring mechanism/contents is validated in target area.</p> <p>Output 3: Capacity of central and local education authorities to support school management through SIP process is strengthened.</p>

(Source: Extract from SISM2 PDM Version-0)

1.2.2 Target Sub-Sector

The target sub-sector of SISM2 is the basic education sub-sector, covering the formal school education from Grade 1 to Grade 8.

1.2.3 Target Area

SISM2 covers all of the 75 districts in Nepal.

(1) Testing, Control and Follow-up Districts

As for how to choose the target districts of the 1st project year (for the Testing of SISM Model (hereinafter, the Testing) and the 2nd and 3rd project years, the following four (4) points were agreed at the 1st Coordination Committee (CC) meeting of SISM2 (July 9, 2013):

- 1) One district from each of the four development regions, including Eastern, Western, Mid-Western and Far Western regions (four districts in total), would be chosen as a

target district for the Testing (testing district (TD)) with one nearby district of each TD as a control district (CD) for the baseline and end-line survey.

- 2) No district would be chosen from Central region, because the two pilot districts, Dhading and Rasuwa, of SISM Phase 1 were chosen from Central region. SISM2 regards these two districts as follow-up districts (FD) and has conducted some follow-up activities with them.
- 3) TDs and CDs would be chosen by the SISM2 Technical Taskforce Team (TTT) according to the following selection criteria:
 - a. Geographical conditions (mountain, hill, Terai);
 - b. Educational achievement (literacy, net intake rate (NIR), repetition, and student-teacher ratio (STR));
 - c. Less opportunities to be supported by DP programmes/projects;
 - d. Accessibility;
 - e. Security; and
 - f. Total number of community schools in a district is not more than 1,600 schools due to technical and financial difficulties.
- 4) As for the target districts of the 2nd and the 3rd project years and how to conduct SISM2 activities and the regional/national dissemination of SISM2 Model would be discussed based on the experiences and lessons learnt from the Testing.

At the 1st meeting of TTT on July 26, 2013, the districts, which SISM2 would work with during the 1st project year, were selected and agreed on is shown in Table 1-2:

Table 1-2: Testing, Control and Follow-up Districts

	Testing Districts	Control Districts	Follow-up Districts
Eastern Region	Solukhumbu	Sankhuwasabha	none
Central Region	none	none	Dhading, Rasuwa
Western Region	Rupandehi	Kapilbastu	none
Mid-Western Region	Jumla	Kalikot	none
Far Western Region	Doti	Dadeldhura	none

(Source: Prepared by SISM2)

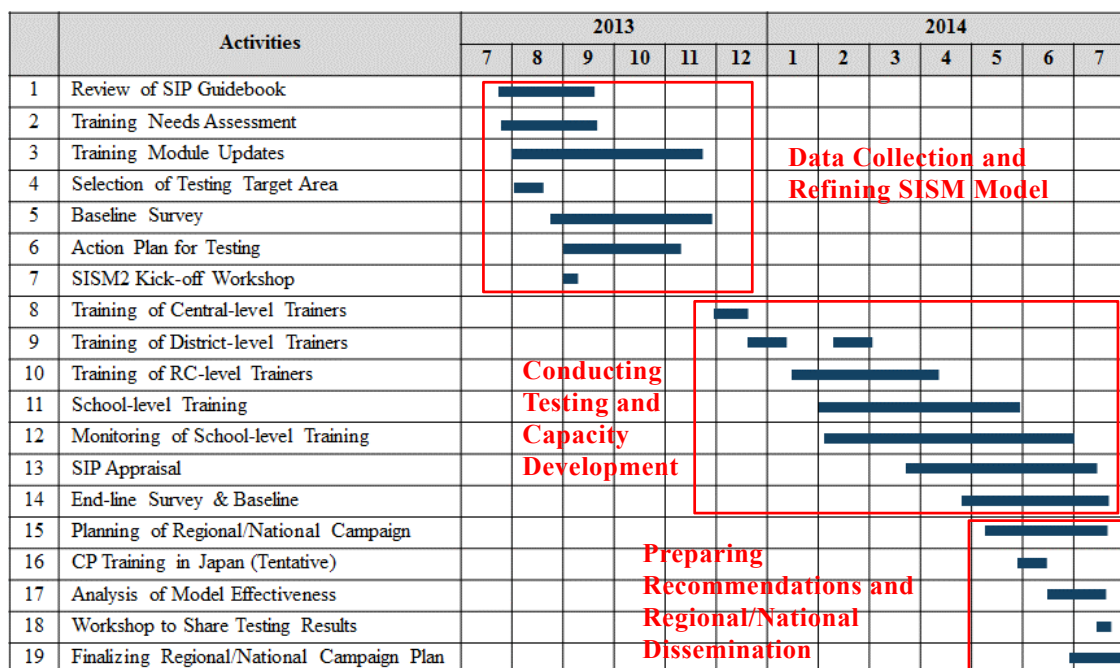
The locations of TDs, CDs and FDs are shown in “Project Location Map” in the beginning of the Report.

(2) Target Districts of Regional/National Dissemination in 2nd and 3rd Years

The regional/national training will cover all of the 75 districts through the collaboration of MoE/DoE/NCED/CDC and SISM2 by using the SSRP capacity development budget and SISM2 budget.

1.3 Overall Progress of 1st Project Year

The major activities conducted by SISM2 are shown in Figure 1-1.



(Source: Prepared by SISM2)

Figure 1-1: Operation Schedule of SISM2 1st Year

During the first five (5) months from July 2013 to November 2013, data collection, refining SISM Model (basic principles, cascade training, training programme, training manuals/materials etc.) and designing/preparing the Testing of SISM Model were carried out.

For eight (8) month from December 2013 to July 2014, the Testing through conducting SISM Model cascade training from the central-level training of Trainers (ToT); the district-level ToT; the RC-level ToT; and to the school-level workshop were implemented in the four (4) testing districts (TDs); and simultaneously, the follow-up activities with the SISM Phase 1 pilot districts were conducted. During the Testing period, capacity development activities for the central and local level officers in designing and conducting the cascade training for improving school management was carried out by taking a “learning by doing” approach.

For the three (3) months from May to July 2014, SISM2 conducted the wrap-up workshops with TDs, End-line Survey of the Testing; Baseline Survey of the Regional/National Dissemination; and Testing Result Sharing and Networking Workshop. Based on the findings, “SISM2 Recommendation: Programme for Capacity Development for Enhancing School-based Management” including the action plan of the regional/national dissemination of SISM Model was prepared. “Testing Achievement Report”, “Baseline Survey Report of the Regional/National Dissemination of SISM Model”, and “The 1st Project Year Completion

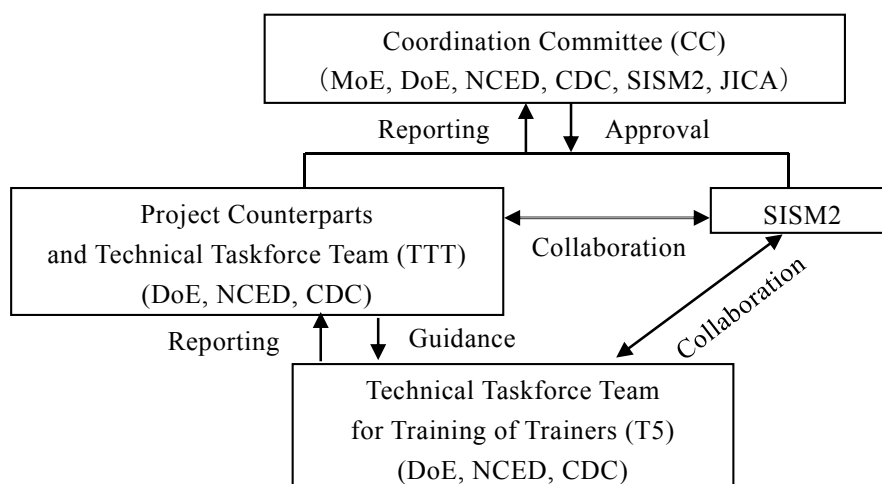
Report” were also created and submitted by SISM2 to GoN and JICA.

1.4 Project Operation Structure

The Coordination Committee (CC) chaired by Joint Secretary, Planning Department of Ministry of Education (MoE) is formed, as the decision-making body of SISM2. A CC meeting is held at least once a year to monitor and discuss progress and a plan of operation.

Under the supervision of CC, the Technical Taskforce Team (TTT) was established in the DoE. TTT consisted of the representatives from DoE, National Center for Educational Development (NCED) and Curriculum Development Center (CDC). TTT was responsible for designing and monitoring the SISM2 activities. The Technical Taskforce Team for Training of Trainers (T5) was formed under TTT, for designing, implementing and monitoring training and workshops at the central, district, Resource Center (RC), and school levels and updating training programmes/manuals etc.

The operation structure of SISM2 is shown in Figure 1-2 and the member lists of CC, TTT, T5 and SISM2 members are in Appendix-2.



(Source: Prepared by SISM2)

Figure 1-2: SISM2 Operation Structure

Besides the CC, TTT and T5 meetings, the Kick-off Meeting was conducted to introduce the project to all stakeholders in the beginning of the 1st project year. The Testing Result Sharing Workshop to share the experiences and lessons learnt from the Testing was organized in the end of the 1st year, July 25, 2014; the outline and outcome from the Workshop are described in Chapter 7. The major meetings and workshops held during the 1st project year are as shown in Table 1-3; the minutes of the meetings are in Appendix-3.

Table 1-3: Overview of Major Meetings/Workshops in SISM2 1st Project Year

Title	Date (Venue)	Objective
Internal Kick-off Meeting	June 28, 2013 (DoE)	- Preliminary discussion on a plan of operation, operation structure, selection of target districts and how to organize the 1 st CC meeting
1 st CC Meeting	July 9, 2013 (MoE)	- Plan of operation of the 1 st year - How to choose ad selection criteria of the target districts of the Testing - Operation structure
1 st TTT Meeting	July 26, 2013 (DoE)	- Defining the roles of TTT - Selection of the testing districts - Decision making on 1 st year action plan
2 nd TTT Meeting	August 2, 2013 (DoE)	- Cascade training program and contents - VDC selection criteria for the Baseline Survey of the Testing
Kick-off Meeting	August 30, 2013 (MoE)	- Outline of SISM Phase 1 and SISM2 - Experience sharing with AIN - Action plan of SISM2 capacity development
3 rd TTT Meeting	October 2, 2013 (Dhokaima Café)	- Training programme and contents - Preparation of the central-level training of trainers (ToT)
T5 Meeting to Wrap-up Cascade Training	March 26, 2014 (DoE)	- Reflection of cascade training - Feedbacks and areas of improvement
4 th TTT Meeting	April 16, 2014 (NCED)	- Progress of the Testing - Findings of the End-line Survey of the Testing and the Baseline Survey of the regional/national dissemination
Internal CC Meeting	April 23, 2014 (Hotel Kido)	- Reporting SISM2 progress - Information sharing among stakeholders
2 nd CC Meeting	July 25, 2014 (LDTA*)	- Reporting SISM 2 progress and achievement - Findings of Baseline/End-line Survey of the Testing and Baseline Survey of regional/national dissemination - Discussing 2 nd year action plan
Testing Result Sharing Workshop	July 25, 2014 (LDTA*)	- Outline and achievements of SISM2 - Experience sharing of Testing districts - Awarding good practice schools - Experience sharing with other projects - Discussing 2 nd year action plan

Note: LDTA = Local Development Training Academy

(Source: Prepared by SISM2)

1.5 Coordination and Collaboration with Related Organizations

1.5.1 The Project for Basic Education Improvement in Support of the School Sector Reform in Nepal under Japan's Grant Aid for Community Empowerment

“The Project for Basic Education Improvement” has been conducted since May 2012 by DoE in collaboration with JICA under Japan's Grant Aid for Community Empowerment. The Project consists of the two major components: namely, i) classroom construction (JICA

provides financial/technical assistance in procuring materials for construction, while each beneficiary school constructs classrooms with community participation); and ii) capacity development of schools, SMCs, PTAs, School Supervisors (SSs) and RPs in school management.

The component ii) for capacity development has been operated by the Save the Children Japan (SCJ) team. Since it has close linkage with SISM2, SISM2 has shared the views and information through attending regular meetings, occasional discussions, and sharing documents/reports etc. related to school management, especially with a focus on SIP, SA, and continuous assessment system (CAS) with the SCJ team.

1.5.2 The Project for the Strengthening Monitoring and Evaluation System in Nepal Phase II (SMES2)

SMES2 is a capacity development project for national/local officers in monitoring and evaluation conducted by National Planning Commission Secretariat (NPCS) with the technical assistance from JICA. MoE is one of the five (5) partner ministries of SMES2; therefore, when SISM2 designs and conducts training sessions on monitoring and evaluation for its cascade training, the Monitoring and Evaluation Department of MoE provides technical assistance in collaboration with the SMES2 team. To share the knowledge and practical experiences of setting educational indicators and designing/conducting monitoring and evaluation at the central and the local level is beneficial for both of SISM2 and SMES counterpart officials and team members.

1.5.3 Collaboration with UNICEF and International/National NGOs

Information Sharing

There are various international development partners including UNICEF, Save the Children, Plan International, World Education etc. SISM2 team members occasionally have a meeting and share information about the strategies, approaches, activities (including training) and documents mainly in the areas of school management, CFS, SIP and SA.

Sharing Manuals/Materials

When SISM2 update SISM Model, the training manuals/materials prepared by UNICEF and/or the international NGOs are very helpful. At the same time, the manuals/materials prepared by SISM2 were given to them.

Providing SISM2 School-level Workshop Manual and SSA Checklist

The School-level Workshop Manual and the SSA Checklist (A0-size Sheet, placed in Appendix-6) prepared by SISM2 are regarded as simple and attractive to be used in the training/workshop with community members; and they are popular among the district-level

and school-level stakeholders. SISM2 received some requests from international/national NGOs to provide some hard copies and/or soft copies, including Child Fund Japan (Japanese NGO), Children and Women in Social Service and Human Rights (Nepalese NGO) etc.

SISM2 Proposal to DoE and International NGOs

SISM2 members also have had an occasional meeting with the Association of International NGOs Nepal (AIN) to discuss how to collaborate in the basic education sector. SISM2 has proposed DoE i) to make it a mandate to include SIP in the Memorandum of Understanding (MoU) between international NGOs and DoE; and ii) to request international NGOs to check if the activities are included in SIP when supporting any school.

1.6 Public Relations

In order to disseminate SISM2 information to market SISM Model to the relevant stakeholders, public relations activities in Table 1-4 have been carried out in the 1st year:

Table 1-4: SISM2 Public Relations Achievements in the 1st Year

Title	Type	Target	Achievement/Progress
DoE Newsletter	Existing DoE bulletin in Nepalese	Educational officers	- One article to introduce SISM2 prepared by SISM2 team placed in February 2014 issue.
SISM2 Update	A4-size 4-page newsletter English version and Nepalese version prepared	SISM2 stakeholders at central and districts	- 1 st issue (March 2014) and 2 nd issue (June 2014) created (placed in Appendix-9). - For each issue, 300 copies in English and 330 copies in Nepalese distributed.
SISM2 Brochure	Three-fold of A4-size paper written both in English and Nepalese	SISM2 stakeholders at central and districts	- 1,000 copies prepared and distributed in the beginning of the 1 st year
SISM2 Website	SISM2 Site in English (and in Nepalese) in DoE Website	To anyone interested in education	- As of July 25, 2014, DoE Website is being updated. - SISM2 has discussed with the Website designer/developer to set “SISM2 site” unique to and accessible by SISM2 - May start in September 2014.
Radio Programme	15-minute regular education radio programme in Nepalese prepared by NCED/Radio Nepal	To the public (listener of Radio Nepal programme)	- Recording for the programmes done in Doti district, Dhading district and Rupandehi district. - 4 programmes already broadcasted. - The reaction from the stakeholders not yet collected (programme contents in English put in Appendix-10)

Title	Type	Target	Achievement/Progress
Article in “Education Today”	Article in Nepalese on the weekly education newspaper widely subscribed and distributed	To the subscribers of the central and district-level agencies and schools	- Article about SISM2 progress and achievement introduced in double-page spread of the weekly education newspaper with the message from DoE (translation in English put in Appendix-11)
SISM2 Calendar	6-month (one side) and 6-month (other side) calendar of the year 2071 (A3 size coated paper)	SISM2 stakeholders at central and districts	- 1,000 copies prepared and distributed in the middle of April 2014 (in the beginning of the year 2071)

(Source: Prepared by SISM2)

1.7 Preparatory Survey for Further Promotion of Public Relations

To design more efficient and sustainable way (including targets, events/media, contents etc.) of public relations to improve guardians and community members’ awareness of and interest in school and make them participate in SIP formulation and activities, data collection survey was conducted through interviewing the public relations staff of the relevant agencies and discussing with HTs, teachers, guardians and students at schools.

With a more focus on “children’s’ viewpoints” to bring more guardians to school, in the 2nd project year, some event at the school-level and/or using other media including Website etc. will be designed and implemented by SISM2 to disseminate SISM Model.

1.8 JICA Headquarters’ Mission for Management and Guidance Survey

A mission team for the management and guidance survey on SISM2 progress were dispatched from JICA Headquarters (HQ) from April 18 to 26, 2014. The JICA HQ mission consisted of two members: a Senior Advisor and an Officer from JICA Human Development Department. The mission aimed at sharing the progress and achievement of SISM2 with SISM2 team and with DoE and MoE; visiting the DEOs and schools to observe the activities in the project site; and discussing how to design and carry out the regional/national dissemination.

The major activities during their stay in Nepal are: i) the field visit and interactions with DEO officers, HTs, teachers, SMC/PTA, and students of community schools in Rupandehi district (April 19-21); ii) meeting with DEO counterpart officers and SISM2 members (April 22); iii) internal CC meeting (April 23); and iv) meetings with JICA Nepal Office and SISM2 (April 24 and 25).

1.9 Counterpart Information Exchange and Training in Japan

SISM2 designed and conducted “The Information Exchange and Training in Japan” from

May 31 to June 8, 2014. It aimed to share the view and information about school management in public schools with the relevant agencies/schools; to report the progress and experiences of the Testing to JICA; and to discuss how to conduct the regional/national dissemination in the 2nd project year with JICA.

The 11 education officers from MoE, DoE, NCED, CDC and the related DEOs visited Tokyo and participated in the training, attended by the Japanese and Nepalese experts of SISM Team. The participant lists, itinerary and training programme, output and lessons learnt from the training are summarized in the report of “The Information Exchange and Training in Japan”, which is placed in Appendix-7.

1.10 Submission and Updating of SISM2 Recommendation

Based on the progress, achievement and lessons learnt from the 1st year Testing, “SISM2 Recommendation: Programme for Capacity Development for Enhancing School-based Management” was prepared and submitted to DoE and JICA, as one of the outputs of the 1st project year.

After discussing the 2nd Year Action Plan with the DoE counterparts and JICA, the strategies and schedule of the regional/national dissemination of the 2nd year was further clarified. Following the discussions. “The Action Plan of the Regional/National Dissemination of the SIP/Capacity Development Model in School Management (including SISM2 2nd project year Action Plan)” was updated; which was discussed and approved by the 2nd CC Meeting held on July 25, 2014.

By reflecting the clarified strategies, schedule and budget plan, “SISM2 Recommendation: Programme for Capacity Development for Enhancing School-based Management” was updated and the updated version of SISM2 Recommendation is placed in Appendix-8.

1.11 Expenses Used by SISM2 for the 1st Year Activities in Nepal

Table 1-5 shows the tentative calculation of the budget and the predicted actual expenses used for the SISM2 1st year activities in Nepal. As reported at the 1st CC meeting held on July 9, 2013, the initial budget for the 1st year activities in Nepal was estimated at NPR41,450,000. Due to some cost saving in conducting the Baseline/End-line Survey of the Testing, the actual expenses used by SISM2 for the 1st year activities are tentatively predicted as NPR40,500,000 as of July 20, 2013.

**Table 1-5: Budget and Predicted Actual Expenses Used by SISM2 for the 1st Year
Activities in Nepal**

Items	Budget (NPR)	Performance (NPR)
Office Operation (Personnel, Fuel, Car Renting, Maintenance, Telecommunication, Utility etc.)	11,110,000	10,900,000
Expenses for Training/Monitoring (Technical Fee, Per Diem, Transportation etc.)	6,840,000	6,400,000
Stationery, Equipment and Printing Expenses for Training/Monitoring	5,130,000	5,500,000
Workshops/Training Logistics/Refreshment, Public Relations	8,120,000	9,100,000
Baseline/End-line Survey of Testing and Baseline Survey of Campaign	10,250,000	8,600,000
Total	NPR41,450,000	NPR 40,500,000
CP Training in Japan	NA	NA
Vehicle	NA	NA

(Source: Prepared by SISM2)

CHAPTER 2: Data Collection Survey

2.1 Objectives and Methodologies of Data Collection Survey

In the beginning of the 1st year of SISM2, prior to and simultaneously with the reviewing and updating of SISM Model, SISM2 carried out a series of data collection surveys including the followings; the outlines are summarized in Table 2-1:

- 1) Data collection/analysis on the government policies and strategies in basic education; especially, related to school management;
- 2) Data collection/analysis on the development partners (DPs) intervention in basic education; especially, related to school management;
- 3) Baseline and End-line Surveys of the Testing of SISM Model; and
- 4) Baseline Survey of the Regional/National Dissemination of SISM Model.

Table 2-1: Objectives and Methodologies of the SISM2 Surveys

Survey Title (Period)	Objectives	Methodologies
	Reports	
1) Data collection/analysis of GoN policies and strategies in basic education; especially, in school management (July – September 2014)	To collect information for updating SISM Model	<ul style="list-style-type: none"> - Literature review - Hearing from the relevant officers of MoE, DoE, NCED, CDC, DEOs etc.
	<i>Appendix-4 of the Report “Report on GoN Policies and Strategies related to Strengthen School Management”</i>	
2) Data collection/analysis on the DPs’ interventions in basic education; especially, in school management (July – September 2014)	To collect information for updating SISM Model	<ul style="list-style-type: none"> - Literature review - Hearing from the relevant officers of MoE, DoE, relevant donor agencies, international/national NGOs
	<i>Appendix-5 of the Report “Report on DPs’ Intervention to Strengthen School Management”</i>	
3) Baseline and End-line Surveys of the Testing of SISM Model (Baseline: August – November 2013, End-line: March – June 2014)	To assess effectiveness of SISM Model and to obtain lessons learnt from the Testing for updating SISM Model and preparing a regional/national dissemination plan	<ul style="list-style-type: none"> - Data collection through questionnaire surveys from testing districts (TD) and control districts (CD) for before/after and with/without analysis - Data collection done by a Nepalese consulting company - The final report prepared by SISM2 Team
	<i>“Testing Achievement Report” July 2014</i>	
4) Baseline Survey of the Regional/National Dissemination of SISM Model (March – June 2014)	To collect the baseline data of the sample districts for monitoring and terminal evaluation of SISM2	<ul style="list-style-type: none"> - Data collection through questionnaire surveys from sample districts (SD). - Data collection done by a Nepalese consulting company - The final report prepared by SISM2 Team
	<i>“Baseline Survey Report of the Regional/National Dissemination” July 2014</i>	

(Source: Prepared by SISM2)

As shown in Table 2-1, the report on the government policies and strategies to strengthen school management is included in Appendix-4; and the report on the development partners' intervention to strengthen school arrangement is in Appendix-5 of the Report.

The results of the baseline and end-line survey of the Testing of SISM Model are reported in "Testing Achievement Report"; and the results of the baseline survey of the national/regional dissemination of SISM Model are in "Baseline Survey Report for the Regional/National Dissemination of SISM Model", which are prepared by SISM2.

The summaries of the data collection surveys are given in the following sub-sections:

2.2 Government Policies and Strategies to Strengthen School Management

2.2.1 SMC, VEC and DEC Operation Structure and Roles in the Education Act

National policies of basic education are stipulated by the Education Act (the Seventh Amendment in 2001) and the Education Ordinance as a national legal framework, the National Three Year Interim Plan as a national development plan, and School Sector Reform Plan (SSRP) as a sector plan. The latest version of Education Act is now under the national legislative process for approval.

The Education Act describes a framework for partnerships between local governments (District Development Committees (DDC) and Village Development Committees (VDC)), sub-national administration (district level line ministries), and the central government. The Education Act also reclassifies public schools as "community" schools to be managed by SMC with government financial support, and "institutional" schools without regular grants from government.

SMC's organization and duty in school operation, supervision, and management are clearly stipulated in the Education Act. Clauses regarding empowerment of SMC are added at the Seventh Amendment of the Education Act.

SMC members of community schools consists of nine (9) persons: namely, chairperson (from parents), three parents including one female, a ward president in the VDC or municipality, one person among local intellectuals or educationists, one person among the school founders or donors, one selected teacher, and HT, who acts as member. SMC members of institutional schools consists of seven (7) persons: including chairperson, who is nominated by the chief of District Education Office (DEO) based on the recommendation of school founders or investors, one parent, a ward president in the VDC or municipality, one school supervisor, and HT.

The SMC function and duties of community schools are: to mobilize the resources for school operation, to keep the school property records, to keep school record of academic and

physical status, to sanction school budget, to prevent different elements from polluting the environment of the school on the grounds of politics, religion, communality in order to maintain the academic environment of the school conducive, to appoint teachers with DEO, to appoint candidate teachers with certification, to get the auditing of the annual budget, to take necessary action in accordance with the auditor's report, and to form PTA to support the school to meet the academic standards.

District Education Committee (DEC) consists of the 12 members including DDC president, DDC chief officer, SMC representative and the chief of DEO. Village Education Committee (VEC) is supposed to be formed in order to supervise and manage the schools within the VDC. VEC consists of the seven (7) members including VDC president, SMC representative, educationist, and HT representative.

The each term of both DEC and VEC is for two (2) years. Both DEC and VEC are required to function to develop education plan, District Education Plan (DEP) and Village Education Plan (VEP), respectively. They provide fund or resources for school management, support quality improvement of schools, coordinate with DDC and VDC to improve school management, and organize inter-school activities. Both DEC and VEC are expected to be proactive to provide financial support, suggestions, and programs to support schools in their areas.

2.2.2 The National Three Year Interim Plan (FY2013/14 – FY2015/16)

The current National Three Year Interim Plan (TYIP) has the following four objectives for education development:

- 1) To expand equal access to education of all levels and types (general, vocational, and technical);
- 2) To improve the quality and relevance of education at all levels, ensuring that it promotes life skills and is employment-oriented;
- 3) To make the education system creative, pragmatic, inclusive, and equitable; and
- 4) To enhance the efficiency, effectiveness, and accountability of the education system as a whole.

The Interim Plan sets the following expected outcome for the education sector:

- ♦ Adult literacy rate of over 15 years: 75%
- ♦ Rate of enrollment in Grade 1 with early childhood development experience: 64%
- ♦ Net enrollment rate (NER) of primary education: 100%
- ♦ NER of basic education: 90%
- ♦ NER of secondary education: 40%
- ♦ Clear policies and an over-arching Higher Education Act is to be introduced

- ♦ The percentage of students at community schools who pass school leaving certificate (SLC) examination is to be improved

Major strategies to achieve the objectives and the outcomes are: i) provision of free and compulsory basic education; ii) support for the poor and marginalized community and persons with disabilities to access to education; iii) quality improvement; iv) accountability system development; v) alternative education program design; vi) better teacher deployment based on student-teacher ratios; vii) provision of multilingual education; viii) specific scholarships for girls, ethnic communities, and people with special needs; ix) child-friendly school environment enhancement; x) student-centered learning; xi) inter-school partnership; xii) teacher professional development (TPD); xiii) result-oriented monitoring system; xiv) good financial governance with a public expenditure-tracking survey (PETS); xv) strengthening the education management information system (EMIS), and so on.

While improving access and quality of basic education, GoN will implement strategy to ensure equitable access to secondary without any discrimination among all communities.

2.2.3 School Sector Reform Plan (SSRP)

SSRP was planned to be a final program in the 15 year Education for All – National Program of Action (EFA-NPA). The Government had focused on the education sector since the early 1990's through a series of national programs such as the Basic Primary Education Projects (BPEP I, 1992-1998 and BPEP II, 1999-2004), Community School Support Program (CSSP, 2003-2008), Secondary Education Support Program (SESP, 2003-2009), and Education For All Program (EFA, 2004-2009). The SSRP was planned to complete the series and cover the period between FY2009/2010 and FY2014/2015. The two-year extension plan of SSRP has been determined by both GoN and the development partners.

Key reforms carried out under SSRP are i) restructuring of education into basic (Grade 1-8) and secondary (Grade 9-12); ii) introducing vocational/soft skills in selected secondary schools; iii) free and compulsory basic education; iv) expansion of access to early childhood education; v) identifying out of school children (OOSC); vi) interventions to provide quality education in formal and non formal settings; vii) introduction of norms and standards for quality through implementation of guidelines on minimum enabling conditions (MEC) and priority MEC (PMEC) in schools; viii) enhancing teacher management; ix) increasing representation of women and disadvantaged groups; x) continued decentralized administration; and xi) strengthening education financing and management.

SSRP emphasizes ensuring equitable access to quality basic education for all children in 5-12 age group. The free basic education provides cost-free services such as admission, textbooks, tuition, and examinations. Community is expected to also mobilize additional

resources required for quality enhancement. Special provisions to meet the needs of community school students in Karnali Zone, students from the Dalit communities, students with disabilities across the country, and with emphasis on girls.

SSRP is also promoting community management of schools and devolved financing supports communities to: construct and renovate classrooms, water and sanitation facilities, employ more teachers, procure textbooks and teaching and learning materials, provide scholarships to enable poor and disadvantaged children to attend and stay in school.

DoE has been applying minimum enabling conditions (MEC) as the national minimum standard of school sector, especially for schools of basic education. MEC is consisting of 25 areas of school status such as facility, sanitation, textbooks, student's attendance, education personnel, community involvement, and finance. In addition, DoE developed simplified minimum standard to apply to school assessment. 5 conditions out of the 25 areas of the MEC have been selected and titled as Prioritized Minimum Enabling Conditions (PMEC) (see Appendix 4).

As noted above, MEC and PMEC are mostly quantity-oriented indicators. There was a counter proposal to MoE to conduct qualitative assessment of the SSRP impact of learning outcomes. In this way, National Assessment of Students Achievement (NASA) has been introduced to measure outcomes of student achievement. Education Review Office (ERO) is responsible for NASA assessment. The first NASA was conducted in 2012 for Grade 8. The tests for Grades 3 and 5 will be developed in following years. The results of NASA will probably be used as the baseline for any program following on from SSRP since there was no baseline for SSRP in terms of student achievement.

Besides MEC and PMEC, National Framework of Child-Friendly School (CFS) and Social Audit (SA) have also been practiced at school level planning and assessment. CFS applies Minimum and Expected Indicators (around 150 indicators) in effectiveness, inclusiveness, gender perspective, children-family-community, health-security-protection, infrastructure, teaching-learning process, in mother tongue, and school management. While, SA requires 12 items regarding facility equipment and 31 items regarding administrative information and school operation.

SISM Phase 1 adjusted and reduced the check items of the existing School Self-Assessment (SSA), and currently, SISM2 promoted the simplified version of SSA for schools and communities to discuss their school and to prepare SIP with local needs reflected.

2.2.4 Education Budget

In Nepal, according to the budget speech of the Minister of Finance on July 13, 2014, an economic growth of 5.2% is expected in FY2013/14, which is the highest in the past six (6)

years, and the inflation remained at 9% in FY2013/14. To promote the investment climate and confidence among the investors, GoN announced the national budget of NPR618.10 billion in FY2014/15, which increased by 19.5% from the last fiscal year.

GoN allocated the largest percentage of the budget to the education sector: NPR86.03 billion, 13.92% of the total budget. When talking about the amount, this is an increase of NPR5.08 billion from the last fiscal year's NPR80.95 billion. However, the share of the education budget of the national budget declined by 1.73% from the last fiscal year.

The shares of education budget to the national budget has been continuously declining from 17.20% in FY2011/12, 16.60% in FY2012/13, 15.65% in FY2013/14 and to 13.92% in 2014/15 budget. Since it was announced that the teachers' salary would increase by 10% this fiscal year, the budget to pay salaries might occupy around 80% of the total budget of the education sector.

2.2.5 Trainings in School Management

In the Baseline Survey of the Testing, the information about the current training courses related to school management was collected. The results are shown in Table 2-2.

Table 2-2: Top Five Trainings in FY2012/13

Target Group		HTs and Teachers			SMCs	PTAs
Training Type		School Management Training	TPD Training	SIP Training	SMC Training	PTA Training
Testing/Control Districts						
Testing Districts	Solukhumbu	5	7	-	-	-
	Doti	14	2	-	2	-
	Jumla	1	3	1	1	-
	Rupandehi	12	1	-	-	-
Control Districts	Sankhuwasabha	27	8	2	5	5
	Dadeldhura	9	5	6	2	-
	Kalikot	7	19	1	2	1
	Kapilbastu	11	2	5	-	1
Total		96	49	15	12	7

Note: Testing Districts = Solukhumbu, Rupandehi, Jumla and Doti

Control Districts = Sankhuwasabha, Kapilbastu, Kalikot and Dadeldhura

(Source: SISM2 Baseline Survey, 2014)

As shown in Table 2-2, 179 training sessions were provided in total in the four (4) Testing Districts (TD) and the four (4) Control Districts (CD) in FY2012/13. Among 179 trainings, 160 trainings (89.4% of the total) were conducted for HTs and teachers, while 19 trainings (10.6%) were for SMCs and PTAs. As for the training themes, 96 training (53.6%) were about "school management" and 49 (27.4%) were Teachers Professional Development (TPD). The data about the training contents and quality was not collected through the Baseline Survey.

The sample numbers are limited; however, based on the Baseline Survey findings (Table 2-2), the number of the SIP trainings for HTs and teachers is limited. And the key stakeholders of school management with community participation, SMCs and PTAs have been provided few training opportunities.

According to the Training Section of Human Resources Development Division, NCED, as of June 2014, they are conducting Training Needs Assessment Survey by interviewing HTs and DEO/ETC officers in the sample districts to update HT training package. The results of the survey will be helpful for updating SISM Model as well as for discussing how to collaborate with NCED for improving HTs' training.

2.3 Development Partners' Intervention to Improve School Management

2.3.1 Development Partners' Assistance to SSRP

GoN, in collaboration with development partners (DPs), developed the SSRP applying comprehensive approach to school education development. The goal of SSRP is increasing access to and improving quality of school education, particularly in basic education (Grade 1-8) with emphasis on inclusion of children from marginalized groups.

The SSRP has been jointly funded by GoN and nine (9) pooling DPs; who are Asian Development Bank (ADB), the Australian Agency for International Development (AusAID), Denmark, European Union (EU)/the Department for International Development (DFID), Finland, Norway, United Nations Children's Fund (UNICEF), World Bank, and Catalytic Funds from Global Partnership for Education (GPE).

DPs' shares in pooling budget for SSRP were in the range between around 20 to 24 % over past four (4) years. As of June 2014, DPs' financial share in SSRP is predicted to decrease to around 12% in FY 2014/15 (according to tentative estimation by DoE team). The financial gap of SSRP has been an issue particularly for SSRP Extension Plan. JICA will join the pooling donors of the SSRP Extension Plan (FY2014/15 – FY2015/16).

Various pooling/non-pooling DPs have been also assisting its implementation through programme/projects basis technical/financial assistance. Those DPs include United States Agency for international (USAID), UNICEF, World Food Programme (WFP), JICA, and World Bank in FY 2013/14.

2.3.2 Intervention to Strengthen School Management by UNICEF and World Education

UNICEF has developed and been promoting Child Friendly School (CFS) approach over a decade. UNICEF implemented UNICEF's Country Program (2008-2012). Capacity development support for schools targeted 3 districts: Banke, Chitwan, and Morang. 30-50

schools in the least developed VDCs (in category D) were selected in each district as the target for the program.

School management program consists of SIP, SSA, and CFS. UNICEF developed the training modules and conducted the training programs in the partnership with World Education. A program review on CFS program has been conducted to obtain findings for the effectiveness of following training program. The education team members of UNICEF consider items related to child protection need to be added or enhanced in the current CFS framework.

UNICEF's new country program (2013-2017) is planned to target 15 districts: Mugu, Humla, Bajura, Acham, Saptari, Dolpa, Jumla, Kalikot, Dhanusa, Baitadi, Doti, Bajhang, Rautahat, Mahottari, and Parsa. Low performing districts according to UNICEF composite indicators (8 indicators including NER and GPI) were selected for the program. One of the main focuses of the new country program is CFS. UNICEF is scaling up the partnership with international NGOs (I/NGOs) in the program implementation.

2.3.3 Intervention to Strengthen School Management by Save the Children

Save the Children is implementing 21 programs to support school management empowerment in collaboration with 29 national/local NGOs. School management support programs target Resource Persons (RPs), SMCs, and HTs. The SIP guidebook of 2001 version has been used for the training programs.

Save the Children also promotes forming community-based Child Clubs since school-based Child Club involves only students at the school and excludes OOSC. Child Clubs conduct various types of campaigning or sensitization to promote schooling and to prevent young marriage, drugs, child trafficking, and so on.

An education officer of Save the Children pointed out that there are significant number of schools without SMC, and even PTA, are recognized in Terai region. A special approach needs to be considered to provide technical support of school management to such community schools without SMC and PTA.

2.4 Findings of the Baseline and the End-line Surveys of the Testing

The Baseline and the End-line Surveys were conducted through the questionnaire survey of SMCs, HTs, guardians, students, and RPs in the Testing Districts (TD), where the Testing cascade training was conducted; and the Control Districts (CD), which are the TD-nearby district to assess the changes in TD by comparing before/after data. The socio-economic and education data of the TDs and CDs are shown in Tables 2-3, 2-4 and 2-5 respectively

Table 2-3: Basic Information of Testing and Control Districts

Region	TD/ CD	District	Geography	Area (sq.km)	Population (2011)	No. of VDCs	HPI** (2011)	Adult Illiteracy Rate** (2011)
Eastern	TD	Solukhumbu	Mountain	3,312	105,886	34	32.48	42.49%
	CD	Sankhuwasabha		3,480	158,742	34	33.64	36.84%
Western	TD	Rupandehi	Terai	1,360	880,196	71	26.15	35.61%
	CD	Kapilbastu		1,738	571,936	78	38.26	52.90%
Mid- Western	TD	Jumla	Mountain	2,531	108,921	30	42.09	55.57%
	CD	Kalikot		1,741	136,948	30	45.20	54.70%
Far Western	TD	Doti	Hill	2,205	211,746	46	43.57	52.32%
	CD	Dadeldhura		1,538	142,094	21	35.80	42.74%
National				147,181	26,494,504	3,915	31.12	40.43%

Note: TD = Testing District, CD = Control District

(Source: District & VDC Profile of Nepal-2013 and UNDP Nepal Human Development Report 2014 (where indicated with*))

Table 2-4: Number of Schools in Testing and Control Districts

Region	TD/ CD	District	Community School	Private Schools	Religious Schools	Total
Eastern	TD	Solukhumbu	286 (98%)	4 (1%)	1 (0%)	291 (100%)
	CD	Sankhuwasabha	389 (92%)	29 (7%)	4 (1%)	422 (100%)
Western	TD	Rupandehi	394 (57%)	203 (30%)	91 (13%)	688 (100%)
	CD	Kapilbasru	458 (78%)	53 (9%)	75 (13%)	586 (100%)
Mid- Western	TD	Jumla	149 (96%)	6 (4%)	0 (0%)	155 (100%)
	CD	Kalikot	283 (98%)	5 (2%)	0 (0%)	288 (100%)
Far Western	TD	Doti	389 (97%)	10 (3%)	0 (0%)	399 (100%)
	CD	Dadeldhura	250 (92%)	22 (8%)	0 (0%)	272 (100%)
National			29,272 (82%)	5,510 (15%)	818 (2%)	35,600 (100%)

Note: TD = Testing District, CD = Control District

(Source: District & VDC Profile of Nepal-2013 and UNDP Nepal Human Development Report 2014 (where indicated with*))

Table 2-5: Key Education Data of Survey Districts

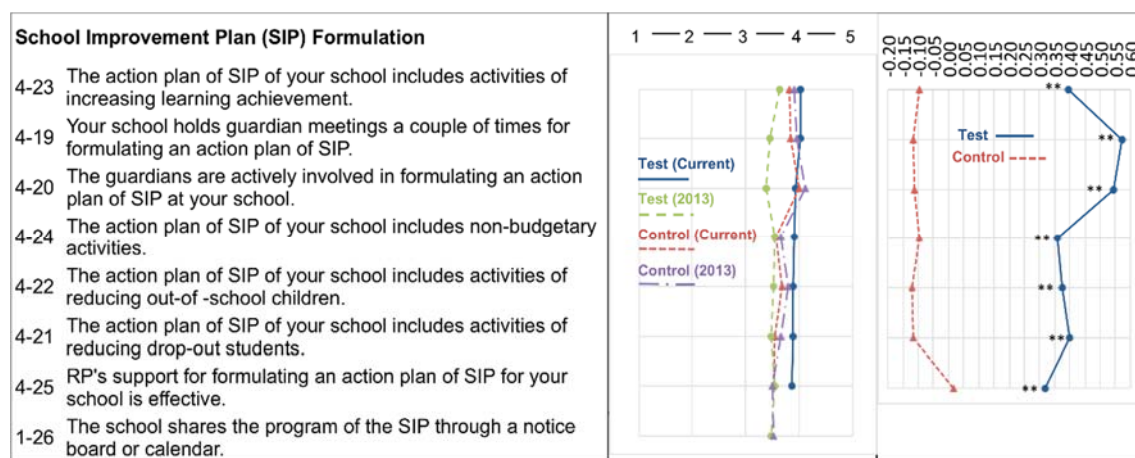
Region	TD/ CD	District	NER		Promotion Rate		Repetition Rate		Drop-out Rate	
			G1-5	G6-8	G1-5	G6-8	G1-5	G6-8	G1-5	G6-8
Eastern	TD	Solukhumbu	93.8	76.8	81.6	86.6	12.4	6.9	6.0	6.5
	CD	Sankhuwasabha	94.7	71.8	78.8	84.0	14.8	9.9	6.5	6.1
Western	TD	Rupandehi	93.1	71.7	87.5	89.2	8.5	5.1	4.0	5.7
	CD	Kapilbasru	93.7	57.9	84.9	90.0	11.2	3.8	3.9	6.2
Mid- Western	TD	Jumla	97.0	60.8	81.7	87.1	12.7	7.3	5.7	5.6
	CD	Kalikot	96.6	76.2	77.9	86.0	16.1	7.7	5.9	6.3
Far Western	TD	Doti	95.6	63.5	76.6	85.8	17.2	8.5	6.2	5.7
	CD	Dadeldhura	98.3	80.4	78.5	84.8	16.2	9.1	5.3	6.1
National			95.3	72.2	84.2	88.7	10.6	5.2	5.2	6.1

(Source: Flash I Report AY2012/13)

The following subsections describe major findings and achievements of the Testing through comparing the data between “before (baseline)” and “after (end-line)” as well as between “with (TD)” and “without (CD)” the Testing intervention.

2.4.1 About SIP Formulation

The SISM Model school-level workshop with the simplified and practical SIP Formulation Guidebook and the School-level Workshop Training Manual made HTs, SMC members and guardians understand the SIP formulation process and their roles more clearly in TDs. Figure 2-1 shows the clear positive change of the guardians in understanding and participating in SIP formulation after SISM2 activities, which is prepared based on the results of the 1-5 Likert scale¹ questionnaire survey. The blue line shows the current 1-5 rating of TDs, while the green line shows the rating about 2013 situation. The mark of “**” means that it is statistically significant in one percent.



Note: The order of the questions is rearranged from the highest to the lowest value of 1-5 Likert scale of the Testing Districts.

(Source: SISM2 End-line Survey, 2014)

Figure 2-1: Guardian's Perspectives on SIP Formulation

Guardians in TDs made remarkable increment on the questions of SIP formulation. It shows that more guardians in TDs participated in the SIP formulation process after the SISM2's cascade training. The data supports SISM2 approach of capacity development for guardians. For the guardians of the sample schools of TDs, SIP is a good tool for improving guardians' awareness of SIP and their roles.

Table 2-6 shows one part of the questionnaire to RPs in TDs and CDs regarding SIP formulation and implementation. RPs answered these questions with Likert scale (Low: 1 – High: 5).

¹ A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research.

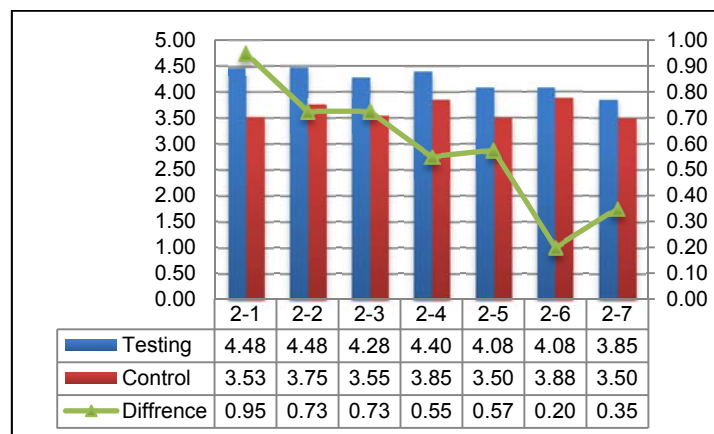
Table 2-6: Questionnaire to RPs regarding SIP Formulation and Implementation

SIP Formulation and Implementation		Significance
2-1	I understand School-level Workshop Manual properly	*
2-2	I have skills and knowledge to train in SIP formulation and updating	*
2-3	I have skills of facilitating SSA checking	*
2-4	I have skills and knowledge to train in SIP implementation and monitoring	-
2-5	I do community mobilization for SIP update	*
2-6	I facilitate school management with community participation	-
2-7	I have skills and knowledge of how to assist schools in fund raising for SIP implementation	-

Note: “*” means it is statistically significant in five percent.

(Source: SISM2 End-line Survey, 2014)

As shown in Figure 2-2, the RP’s answers of TDs are higher than those of CDs in all the questions. Statistically, the differences on Question 2-1, 2-2, 2-3 and 2-5 are significant. However, RPs of TDs are not yet confident in training/facilitating community members.



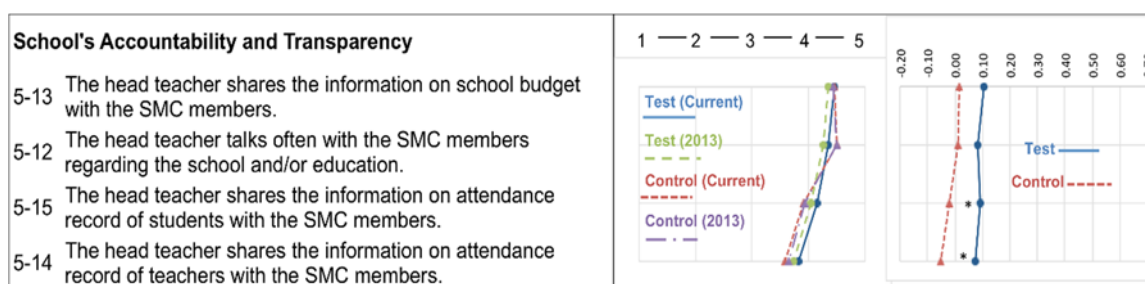
(Source: SISM2 End-line Survey, 2014)

Figure 2-2: RP’s Changes in relation to SIP Formulation and Implementation

The SISM2 Wrap-up Meeting with RPs gave some reasons of the differences on the figures above. The School-level Workshop Manual developed by SISM2 is designed comprehensively with many exercises with group works. The manual also promotes to develop a more simplified SIP. In addition, SISM2 simplified the School Self-Assessment (SSA) checklist. This simplified SSA checklist got the most favorable reception by RPs. RPs also put high value on inserting real school data practices in the manual. These must be the main factors that RPs in TDs have confidence on SIP formulation and implementation.

2.4.2 SMC and Guardians’ Involvement in School Management

Figure 2-3 shows SMC member’s changes in understanding of school accountability and transparency. The mark of “*” means it is statistically significant in five percent.



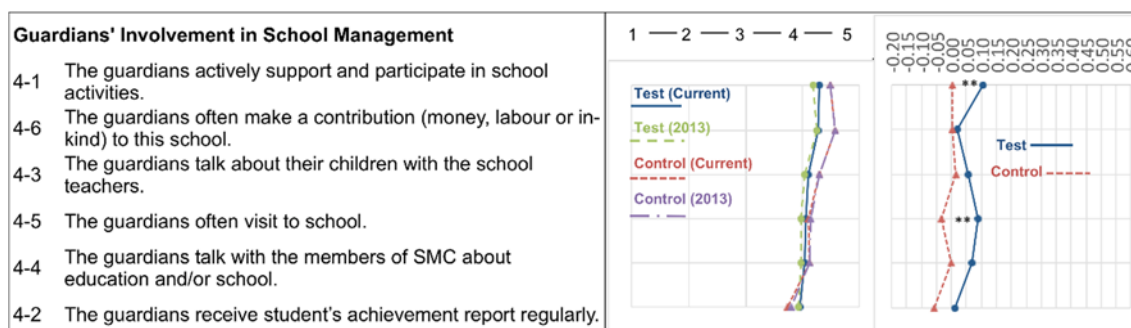
Note: The order of the questions is rearranged from the highest to the lowest value of 1-5 Likert scale of the Testing Districts.

(Source: SISM2 End-line Survey, 2014)

Figure-2-3: SMC's Perspectives on Accountability and Transparency

Questions 5-14 and 5-15 give one picture how HTs share more school information with SMCs. Many HTs have tendency not to share students and teachers' attendance records with SMCs, because these information is sensitive and directly relates to the HT's management responsibility. SISM2's RC-level training and school-level workshop provided a positive impact to make schools more accountable and transparent in TD as seen in Figure 2-3. This result proved that the SISM2 approach has a positive effect on improving HTs' awareness of their roles and their attitude towards school management.

Figure 2-4 shows guardian's involvement in school management. The mark of “**” means that it is statistically significant in one percent.



Note: The order of the questions is rearranged from the highest to the lowest value of 1-5 Likert scale of the Testing Districts.

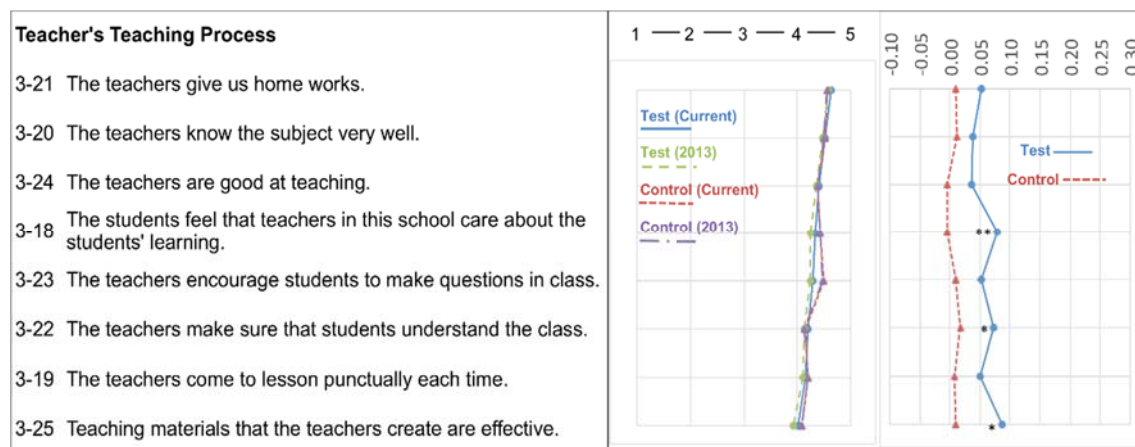
(Source: SISM2 End-line Survey, 2014)

Figure 2-4: Guardian's Involvement in School Management

One of SISM2's important aims is to bring guardians to school. Figure 2-4 shows that SISM2 has been successful in achieving that mission. The SISM2's practical and concrete training and workshop approach imprinted on their minds. Based on the result, the SISM2 School-level Workshop Manual can be regarded as an effective tool to make guardians more interested in schools and school management activities.

2.4.3 Teaching Improvement

Figure 2-5 shows student's observation on teacher's teaching process. The mark of "*" means that it is statistically significant in five percent. The mark of "**" means it is statistically significant in one percent.



Note: The order of the questions above is rearranged from the highest to the lowest value of 1-5 Likert scale of the Testing Districts.

(Source: SISM2 End-line Survey, 2014)

Figure 2-5: Student's Perspective on Teachers' Teaching

In TDs, teacher's attitude toward students starts changing. Questions 3-18, 3-22 and 3-25 show significant changes after SISM2 intervention. The teacher's significant change in actively discussing classroom problems with other teachers was observed in TDs. Better communication among teachers provides benefit for teachers regarding teaching skills and classroom management. They also exchange information of students. Thus, teaching atmosphere and environment at school might be being improved, which may lead to the improvement in teachers' teaching.

2.4.4 Comparison of TDs

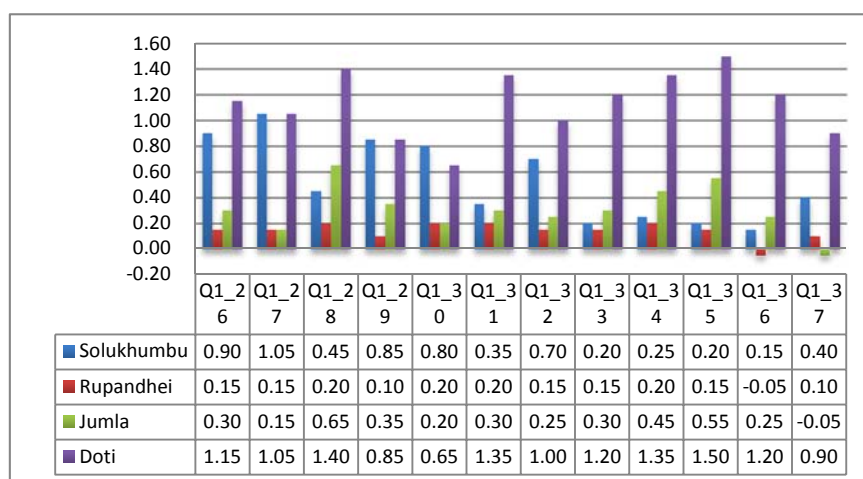
Among the four testing districts, Doti District gives the biggest contribution to each question on the SIP formulation questions to HTs, SMC members and guardians. Table 2-7 shows a part of questionnaires to HTs.

Table 2-7: Questions to Head Teacher on SIP Formulation

SIP Formulation	
1-26	Your school holds SMC meetings a couple of times for formulating an action plan of SIP.
1-27	Your school holds guardian meetings a couple of times for formulating an action plan of SIP.
1-28	The action plan of SIP is formulated (or is being formulated) based on the SIP Formulation Guidebook.
1-29	The SMC members are actively involved in formulating an action plan of SIP at your school.
1-30	The guardians are actively involved in formulating an action plan of SIP at your school.
1-31	The teachers are actively involved in formulating an action plan of SIP at your school.
1-32	The students are actively involved in formulating an action plan of SIP at your school.
1-33	The action plan of SIP of your school includes activities of reducing drop-out students.
1-34	The action plan of SIP of your school includes activities of reducing out-of -school children.
1-35	The action plan of SIP of your school includes activities of increasing learning achievement.
1-36	The action plan of SIP of your school includes non-budgetary activities.
1-37	RP's support for formulating an action plan of SIP for your school is effective.

(Source: SISM2 End-line Survey, 2014)

Figure 2-6 summarizes the changes of each TD on the questions in Table 2-4 and shows significant changes as TDs.



(Source: SISM2 End-line Survey, 2014)

Figure 2-6: Degree of Each District's Change on SIP Formulation by Head Teacher

Doti District shows the remarkable contribution as TD to all of the question in Figure 2-6. Among the four TDs, Doti has the second biggest number of community schools (389 schools) after Rupandehi (394 schools). Because of this circumstance, it is not easy for DEO to conduct trainings for all of the schools equally, regularly and effectively. DEO must have found that SISM2's RC-level training for HTs and SMC chairpersons as well as the school-level workshop were helpful to provide systematic, comprehensive, practical, consistent, and easy-to-handle training for schools.

What is the meaning of a big proportion of Grade 1-5 schools? It means the school catchment area is smaller. Thus, it is rather easy for them to mobilize community members to schools. The community may tend to take care of the schools, because they are attached to the school

in their village. Therefore, if these community people receive a proper training, their improved awareness and consciousness might produce a big movement.

Another point is that the progress of five-year SIP development and the school's annual action plan development of Doti was far behind of the others. Under these circumstances, the SISM2's SIP development training must have been very fresh and all-inclusive for community people. It might have been the first time for community people to join the school management training and caused biggest improvement among the four TDs.

2.4.5 Household Economical Condition

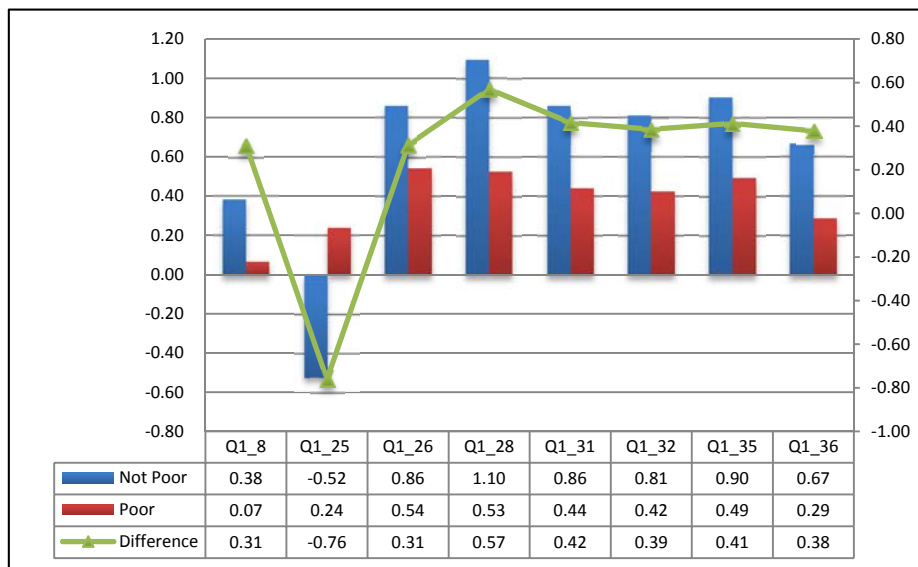
There are 80 sample schools in total, chosen for the Baseline and the End-line Surveys in TDs. Based on the End-line Survey data, there are 59 schools identified, whose students are coming from poor families, while 21 schools, whose students are coming from non-poor families. The questions in Table 2-8 are asked to HTs. These questions are all statistically significant between the schools with the students of poor family background and the schools with the students of non-poor family background.

Table 2-8: Questions to Head Teacher on School Management and SIP

Questions to HTs		Significance
1-8	Teachers often talk to you about problems on teaching and classroom management.	*
1-25	Your school carries out an analysis of understanding the school problems for SIP formulation without difficulties.	**
1-26	Your school holds SMC meetings a couple of times for formulating an action plan of SIP.	*
1-28	The action plan of SIP is formulated (or is being formulated) based on the SIP Formulation Guidebook.	**
1-31	The teachers are actively involved in formulating an action plan of SIP at your school.	*
1-32	The students are actively involved in formulating an action plan of SIP at your school.	*
1-35	The action plan of SIP of your school includes activities of increasing learning achievement.	*
1-36	The action plan of SIP of your school includes non-budgetary activities.	*

Note: “*” means it is statistically significant in five percent and “**” means it is statistically significant in one percent”.

(Source: SISM2 End-line Survey, 2014)



(Source: SISM2 End-line Survey, 2014)

Figure 2-7: Changes of Head Teachers of Schools with Poor and Non-Poor Family Background

As shown in Figure 2-7, the changes of HTs of the schools with non-poor family background are statistically significant compared to the HTs of the schools with poor family background. The changes were measured before and after SISM2 intervention. Most of the questions are related to SIP formulation. From the data, it can be said, in general, that HTs of the schools of non-poor family background could make more improvement in SIP formulation, which shows that the SISM2's RC-level training and the school-level workshop produce a good effect on the HTs of the schools with non-poor family background. It further indicates that guardians and SMC members are surmised to be cooperative. For SIP formulation, HTs need these school stakeholders' supports. From this inference, it is possible to say that poor parents still have difficulties in participating in SIP formulation process.

2.4.6 Guardians' Literacy

Out of the 80 sample schools of the Baseline and the End-line Surveys in TDs, 47 schools are categorized as a group of schools with better guardians' literacy rate, and 33 schools as a group with poor guardians' literacy rate. The questions of Table 2-9 are questioned to HTs, teachers, guardians and SMC members, and these have statistically significant results by comparing the two group's changes of before and after the SISM2's technical intervention.

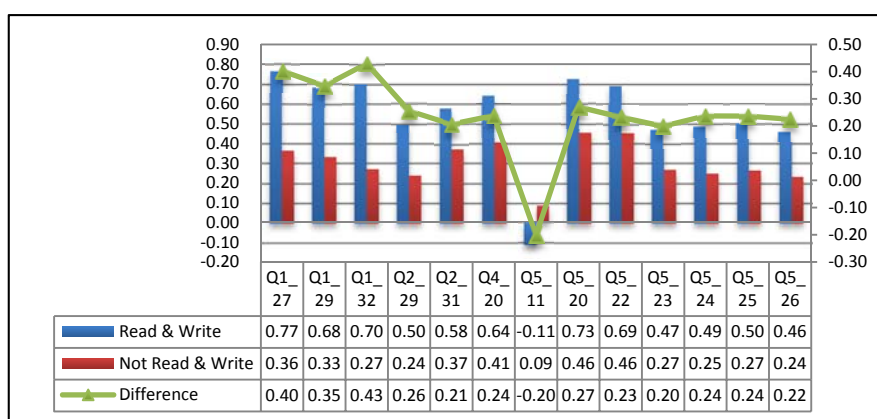
Table 2-9: Questions to School Stakeholders for Parent's Literacy Analysis

Questions to HT		Significance
1-27	Your school holds guardian meetings a couple of times for formulating an action plan of SIP.	*
1-29	The SMC members are actively involved in formulating an action plan of SIP at your school.	*
1-32	The students are actively involved in formulating an action plan of SIP at your school.	**
Questions to Teacher		Significance
2-29	The action plan of SIP of your school includes activities of reducing drop-out students.	*
2-31	The action plan of SIP of your school includes activities of increasing learning achievement.	*
Questions to Guardians		Significance
4-20	The guardians are actively involved in formulating an action plan of SIP at your school.	*
Questions to SMC Members		Significance
5-11	The school building and facilities are not serious problems in your school.	**
5-20	Your school holds SMC meetings a couple of times for formulating an action plan of SIP.	*
5-22	The SMC members are actively involved in formulating an action plan of SIP at your school.	*
5-23	The action plan of SIP of your school includes activities of reducing drop-out students.	*
5-24	The action plan of SIP of your school includes activities of reducing out-of-school children.	*
5-25	The action plan of SIP of your school includes activities of increasing learning achievement.	*
5-26	The action plan of SIP of your school includes non-budgetary activities.	*

Note: “*” means it is statistically significant in five percent and “**” means it is statistically significant in one percent”

(Source: SISM2 End-line Survey, 2014)

Figure 2-8 shows the changes of before and after SISM2 intervention in the schools with more literate guardians and with less literate guardians. Figure 2-8 shows the difference of these two groups' numerical values on each question. The changes are observed among HTs, teachers, guardians and SMC members for all SIP related questions. The group of the schools with more literate guardians have more significant changes than the other group except Question 5-11.



(Source: SISM2 End-line Survey, 2014)

Figure 2-8: Changes of School Stakeholders between the Schools with More Literate and with Less Literate Guardians

Considering the above, the SISM2's trainings and workshops functioned well for schools with more literate guardians. It could be said that literate parents have more concern about

education, and their involvement in SIP formulation is higher than illiterate parents. This idea is generally accepted. Having said that, the changes of the schools with less literate guardians are not marginal. Although their changes are less than the other group, they show positive changes in all questions. It might be possible to set up a hypothesis that SISM2 approach could be effective for less literate guardians.

2.5 Findings of the Baseline Survey of Regional/National Dissemination

The Baseline Survey (BLS) of the Regional/National Dissemination was conducted together with the End-line Survey of the Testing SISM Model, whose main findings were discussed in the previous section. To rationalize the survey procedures the four CDs of the survey of the Testing were made “sample districts (SDs)” of the BLS of the Regional/National Dissemination. As there was no district selected from the Central Region for the Model Testing, Bhaktapur was added as an SD for BLS. Five SDs for BLS are:

Region	Eastern	Central	Western	Mid-Western	Far Western
Sample Districts	Sankhuwasabha	Bhaktapur	Kapilbastu	Kalikot	Dadeldhura

(Source: SISM2 Baseline Survey of the Regional/National Dissemination, 2014)

The main objective of BLS is to collect information regarding the capacity of concerned institutions as well as different levels of stakeholders, current training provision, and current practice of school management, especially SIP.

In the third year of the project, the End-line Survey of Regional/National Dissemination will be conducted and the results will be compared to the baseline data in order to measure and analyze the contribution of SISM Model to quality improvement of basic education.

2.5.1 Overview of SDs

Table 2-10 shows the basic data of SDs.

Table 2-10: Sample Districts

Districts	Nationwide	Sankhuwasabha	Bhaktapur	Kapilbastu	Kalikot	Dadeldhura
Region	-	Eastern	Central	Western	Mid-Western	Far Western
Geography	-	Mountain	Valley	Terai	Mountain	Hill
Area (sq.km)	147,181	3,480	119	1,738	1,741	1,538
Population	26,494,504	158,742	304,651	571,936	136,948	142,094
Population Density (/km ²)	180.0	45.6	2,560.1	329.1	78.7	92.4
No. of Municipality & VDC	58 3,915	1 33	2 16	1 77	0 30	2 19
Adult Illiteracy Rate (2011)*	40.43%	36.84%	21.87%	52.90%	54.70%	42.74%
HDI (2011)**	0.490	0.488	0.573	0.432	0.374	0.442

(Source: District & VDC Profile of Nepal-2013 and UNDP Nepal Human Development Report 2014 (where indicated with*))

The five (5) SDs are quite different in terms of geography, population density and social indicators.

Bhaktapur is the only sample district which has better Human Development Indicator (HDI) than the national average. Kalikot is the worst among five sample districts.

Adult illiteracy rate, which is one of the indicators used to calculate HDI, shows the similar picture of the sample districts. Illiteracy rates of Bhaktapur and Sankhuwasabha are 21.87% and 36.84%, respectively, which are lower than the national average of 40.43%. Kalikot and Kapilbastu have high illiteracy rates of 54.70% and 52.90%, respectively.

2.5.2 Educational Information of SDs

The number of schools in the five SDs varies from district to district as shown in Table 2-11. The figures are taken from Flash I Report 2069 (AY2012/13).

Table 2-11: Number of Schools by School Type

Region	District	Community School	Private Schools	Religious Schools	Total
Eastern	Sankhuwasabha	389 (92%)	29 (7%)	4 (1%)	422 (100%)
Central	Bhaktapur	133 (37%)	222 (63%)	0 (0%)	355 (100%)
Western	Kapilbastu	458 (78%)	53 (9%)	75 (13%)	586 (100%)
Mid-Western	Kalikot	283 (98%)	5 (2%)	0 (0%)	288 (100%)
Far Western	Dadeldhura	250 (92%)	22 (8%)	0 (0%)	272 (100%)
Nation-wide		29,272 (82%)	5,510 (15%)	818 (2%)	35,600 (100%)

(Source: Flash I Report 2069 (AY2012/13))

Kapilbastu, which has the largest population among the 5 SDs, has 586 schools, the largest number among the 5 districts. Dadeldhura with relatively small population has 272 schools, the smallest number among the SDs.

In Kalikot, Sankhuwasabha, Dadeldhura and Kapilbastu the majority of schools are community schools accounting for 98%, 92%, 92% and 78%, respectively. Bhaktapur shows a quite different picture; 63% of schools are private and only 37% are community schools. It is also worth noting that Kapilbastu, being situated in Terai with some Muslim population, have a fair number of religious schools, accounting for 13% of all schools.

Table 2-12 shows the net enrolment rate (NER), promotion rate, repetition rate and drop-out rate of primary education level (Grades 1-5) and lower secondary education level (Grades 6-8) of the SDs based on Flash I Report 2069 (AY2012/13). The shaded parts show the rates better than the national average.

Table 2-12: Key Education Data of Sample Districts

Region	District	NIR for G1 and NER for other*			Promotion Rate			Repetition Rate			Drop-out Rate		
		G1	G1-5	G6-8	G1-2	G1-5	G6-8	G1-2	G1-5	G6-8	G1	G1-5	G6-8
Eastern	Sankhuwasabha	96.2	94.7	71.8	69.6	78.8	84.0	21.2	14.8	9.9	9.2	6.5	6.1
Central	Bhaktapur	95.4	98.0	87.8	85.6	91.8	92.5	5.2	2.2	1.3	9.2	5.9	6.2
Western	Kapilbastu	90.8	93.7	57.9	77.3	84.9	90.0	20.1	11.2	3.8	2.6	3.9	6.2
Mid-Western	Kalikot	87.6	96.6	76.2	68.3	77.9	86.0	23.4	16.1	7.7	8.3	5.9	6.3
Far Western	Dadeldhura	94.5	98.3	80.4	69.2	78.5	84.8	22.6	16.2	9.1	8.2	5.3	6.1
Nation-wide		91.2	95.3	72.2	72.5	84.2	88.7	19.9	10.6	5.2	7.7	5.2	6.1

*NIR for Net Intake Rate and NER for Net Enrolment Rate

(Source: Flash 1 Report 2069 (AY2012/13))

Net intake rate (NIR) and NER are the indicators showing access to schools. NIRs of Kapilbastu and Kalikot are lower than the national average. For Sankhuwasabha and Kapilbastu, NERs both at primary level (Grade1-5) and lower secondary level (Grade 6-8) are lower than the national average. Lower secondary level NER of Kapilbastu is particularly low.

Promotion rate, repetition rate and drop-out rate are the indicators relating to both quality of education and internal efficiency of education. Promotion rate of Bhaktapur and Kapilbastu are higher than the national average. For Bhaktapur also Repetition Rate is considerably lower than the national average. For all SDs except Kapilbastu, the primary-level drop-out rates are higher than the national average.

Comparing among the 5 SDs, Bhaktapur shows the best figures in most indicators while Sankhuwasabha, Kalikot and Dadeldhura show somewhat similar level of unsatisfactory figures in several indicators.

2.5.3 Findings and Implications to the Regional/National Dissemination:

The survey results are summarized in the separate Baseline Survey Report. The following are some findings that may influence the effectiveness of regional/national dissemination and therefore it is important to find ways to address each point within SISM Model itself or in the process of dissemination.

(1) Objective of SIP Formulation/Updating

From the questions of SS/RPs' perception on SIP it is found that generally schools do not recognize the importance of SIP. Many SS/RPs think that SIP is not utilized at school. From the school-level surveys it is also found that many schools have not prepared annual action plan of SIP for many years. Another important finding is that school analysis seems not well carried out during the SIP formulation according to SMC members. Also it is found that SIP often does not contain activities which relate to quality of education such as reducing drop-

out or increasing students' learning achievements.

For the regional/national dissemination of SISM Model to be effective, it is important for schools to see the SIP as a tool to improve school management and to address real challenges the school is facing. For this to happen, School-level Workshop should include a simple situation analysis of the school focusing on students' well-being and learning environment and a session on how to set targets and to plan non- or low-budgetary activities to meet the target.

(2) Understanding and Capacity of SS/RPs

From SS and RPs' self-evaluation of SIP and other school management issues, it is found that not all SS/RPs are confident in their understanding and capacity on different school management issues. There are SS/RPs who are not sure about the objectives of the SIP and the process of SIP formulation/updating, therefore several of them expressed that they are not confident to give training on SIP formulation/updating.

For the dissemination of SISM Model to be effective, SS/RPs should be given a necessary training (District-level Training of Trainers (ToT)), so that they would understand clearly about the objectives of SIP and the process of SIP formulation/updating as well as SIP appraisal and monitoring. In order to make the cascade system work effectively, understanding and capacity of SS/RPs need to be fully developed.

(3) Community Participation

From school-level stakeholders' responses it is found that among districts there are significant differences in guardians' participation in school activities. In some districts guardians' involvement is rather low not only in SIP formation/updating and implementation but also other aspects of school life. At the same time, it is found that there is equally big difference how much the HT shares information to the guardians. Some HTs do not even share school budget with the guardians while another HT is more open in sharing information with not only SMC members but also the guardians.

Community participation, especially guardians' participation, is the key to SISM Model. In order to enhance community participation it may be important to share more school information with the community through different means.

(4) Implementation of SIP

From the school level survey it is found that about 40% of schools receive funds from the VDC for implementation of activities from SIP. It is also found that guardians' participation in SIP implementation is not satisfactory in some districts. Implementation of not only budgetary but also non-budgetary activities is low also in some districts.

To make the SIP a meaning tool for better school management and better learning environment for students, formulation of realistic plan based on schools' real needs is very important but equally important is to shift the focus from formulation to implementation of the plan. School-level Workshop should emphasize this aspect more and discuss how to monitor the implementation of SIP. As many schools are now conducting Social Audit (SA), it is also important and effective to link SA for SIP implementation. This aspect should be further discussed with the DoE counterparts.

CHAPTER 3: PROGRESS AND ACHIEVEMENT OF OUTPUT 1

3.1 Objectives and Approaches of SISM Model Refinement

The Output 1 is “Refined model to make effective use of SIP process for improving access to and quality of basic education is developed.”

SIP is referred to as “an enabling reform-tool for achieving most of the goals set by SSRP.” (Page iv, in “Forward” by Director General of DoE), in SIP Formulation Guidebook, published by DoE and delivered to all community schools in Nepal in 2069 (AY2011/12). The strategic importance of SIP under the SSRP is very clear, and from the policy perspective, SIP has already been main-streamed in SSRP. However, when it comes to its practical effect, as often pointed out, it has not produced the aimed effects well.

The challenge of SISM is to find ways to make SIP work better in the existing system, without much changes in various levels of policy matters or mechanism. SISM Phase 1 piloted SISM Model, and SISM2 are working on the refinement of the Model.

The objective of the refinement is to make SISM Model more practical, user-friendly, and implementable, so that it is main-streamed in the nation-wide SIP promotion and that it will be continued after SISM2 is over.

3.1.1 Clarification of SISM Model

“What SISM Model is” has to be clear for the refinement work. The principles on which the Model bases on are as follows:

- ♦ SISM approach is dictated by the SSRP policies and plans.
- ♦ SISM Model can be integrated in the existing system without bringing in any new concept that may divert or complicate the simplicity of SIP.
- ♦ SISM Model helps revitalize SIP as a useful and most important tool for achieving the improvement of school management by creating the enabling condition for all stakeholders to discuss and work together for the improvement of quality of education.
- ♦ The capacity development of the local stakeholders, especially at school level, is essential.
- ♦ SISM Model has to be practical, user-friendly, needs-based, sustainable, and cost-effective.

For the purpose of SISM Model refinement, the key approaches below were followed:

- ♦ The trainings are conducted in cascade model, so that the multiple stakeholders from the central to the local levels can be targeted in large number, with uniformed and standardized minimum framework.

- ♦ The ultimate purpose of the cascade training is the capacity development of local stakeholders who are directly and daily involved in school management.
- ♦ SISM2 can help with intense and extensive cascade trainings and produce the impact, which will remain in the existing mechanism and system in the later years.
- ♦ Reaching to the school level is the “must”.

For SISM Model to be continued in the system, the integration into the existing institutions and program, in a flexible and adoptable way, is required. For SISM Model, the training is the key means to achieve the goal. Since SISM Phase 1 time, trainers team, including trainers of the central government, DEO, SS/RPs and NGOs worked together to develop a training package which covers the training of the central to the school levels. The package represents the key principles and approaches stated above, and it has the following features.

- ♦ The training package includes trainer’s/facilitator’s manuals, with detail descriptions of activities, training material, visual aids, tips for facilitation, illustrations, with standardized and uniformed message and information extracted from government document (refer to Box-3-1).
- ♦ The training is designed using the participatory methods, with the use of various tools and visual aids for facilitation.
- ♦ The workshop process is designed in the way the participants come to the realization of their own responsibilities through learning the reality of school, analyzing the situation and find out what they can do, without being told what to do.
- ♦ The manuals are made user-friendly, practical and simple.
- ♦ Some of the activities are conducted using such tools as SSA-Checklist, illustrations, attendance analysis, and roll-plays. These activities are of the types that can be taken out of the package and used independently as facilitation tools in other trainings and workshops.
- ♦ The important policies and document regarding school management, such as Child-Friendly-School, Social Audit and program policy and budget are included.

Based on SISM Phase 1 piloting and the Model refinement in the 1st project year of SISM2, the outline of SISM Model can be summarized as in Box-1 (in the next page).

3.1.2 Activities for the Model Refinement

In the first year of SISM2, the major efforts were made for conducting cascade training in the four testing districts. The training contents and manual were revised many times by taking in the suggestions and feedbacks of various trainers from the central to the local levels.

In addition to the activities regarding the training, the search was conducted for the methods to integrate SISM Model into the existing system, as explained later in this Chapter.

Box 3-1: Outline of “SISM Model”

School governance and management at the local level is the shared responsibility between central government, local government body and the school, as described in SSRP.

For promoting GoN strategies for capacity development in improving school-based management, SISM Model, by using SIP as key “learning by doing” instrument, aims to discuss and clarify existing structure and roles and responsibilities of relevant stakeholder groups; and to raise awareness and to develop capacity needed to implement SIP/capacity development activities to produce tangible improvements. In order to accomplish what is mentioned above, SISM Model has the following 4 components:



**SIP is a key to empower
unity of stakeholders**

Component 1: Training Workshop at the School-level

A training workshop is to be conducted following “SISM2 Facilitator’s Manual: School-level Workshop for Updating of SIP” at the School-level with SMC, HT, teachers, students, guardians etc. for raising their awareness and ownership of school and SIP, for understanding their roles, and for encouraging them to participate and implement SIP/capacity development activities.

Component 2: Cascade Type Trainers’ Training

At the central/regional level, three representatives from each DEO are trained as trainers for the district-level trainers’ training, where all the SSs and RPs from DEO are trained in facilitating RC-level training and in monitoring SIP formulation and implementation at the school-level. At RC-level training, two representatives from each community school are trained as facilitator of the School-level Workshop for Updating of SIP.

Component 3: Monitoring by SMC/PTA and Monitoring by Local Education Officers and RPs

SMC/PTA are to be trained in and to practice monitoring SIP/capacity development progress and output and use of resources of their own school. SS/RPs are to monitor and provide guidance for school-level workshop and SIP formulation/implementation process.

Component 4: Practical and User-friendly Training Documents and Materials

- DoE: SIP Formulation Guidebook, Supplemental Documents including MEC Indicators, Social Audit Guidelines, Child Friendly School (CFS) Framework, Program Implementation Manual (PIM) Summary
- SISM: School-level Workshop Manual, School Self-Assessment (SSA) Checklist
- School: Current SIP, School Data, Attendance Register Book

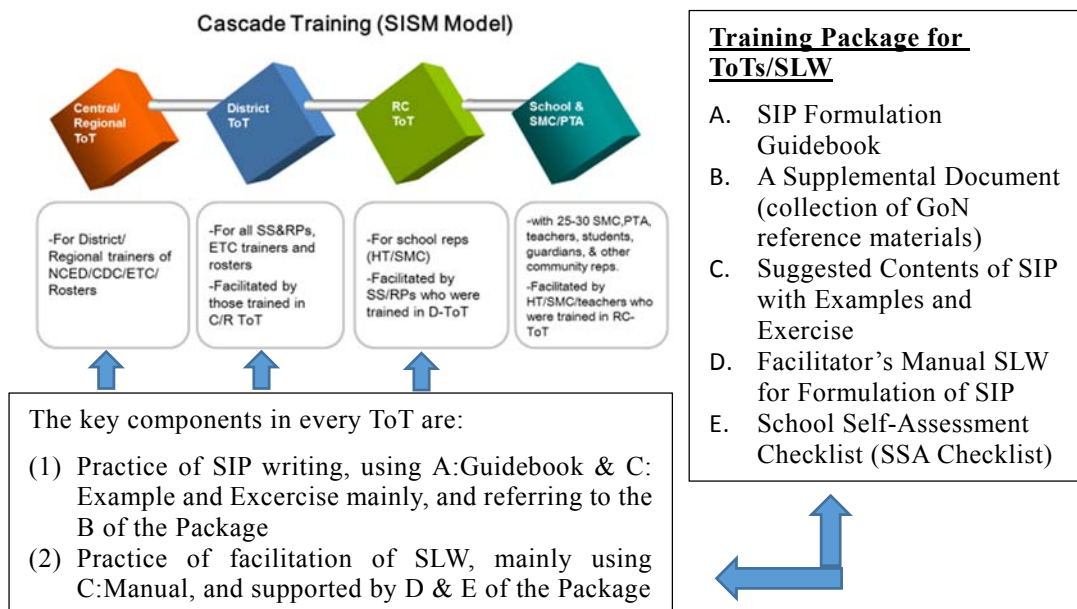
Through implementing SISM Model, for example, the following outcomes are expected.

- ♦ Improved awareness of and interest in school from guardians and community members.
- ♦ More input and resources from guardians and community members (in cash or in kind).
- ♦ By using more practical SIPs, no- and/or less-budgetary activities implemented and opportunities to get DDC/VDC funds as well as international/local NGOs supports increased.
- ♦ Central/local officers’ understanding of schools and their confidence in duties improved.
- ♦ Information sharing among officers from different agencies, between officers and schools, and among schools promoted.

3.2 Review and Updating SISM Training Package

3.2.1 Cascade Training Package

As in Box-1, in SISM Model, the cascade training packages are designed as follows:



(Source: Prepared by SISM2)

Figure 3-1: SISM Model Cascade Training and Training Package

In addition to the basic package, which are used at the School-level Workshop (SLW) as well as at every level of ToT, SISM2 has been preparing the following guides for ToT as well:

- 1) Trainers Guides for RC-ToT
- 2) Trainers Guide for Central/Regional/District ToTs

For the Manual and Guidebooks, see the tables and outlines in the following pages.

3.2.2 Facilitator's Manual for School-Level Workshop

Since the School-level Workshop Manual (SLW-M = Facilitator's Manual for SLW) is the key document of SISM Model, it has been revised carefully and repeatedly. It will be published by DoE and used for national distribution as the key document for SISM Model.

Main components of SLW-M are:

- ♦ Forward by Director General of DoE
- ♦ Introduction (Background & Use of SLW-M)
- ♦ Outline of Workshop
- ♦ Preparation of the Workshop
- ♦ Session Plan
- ♦ Annex (Some Ice-Breakers & Stories to Tell)

The draft of the workshop time-table is quoted below.

Table 3-1: Time-Table for School-Level Workshop (2-day)

Day	Subject	Minimum time period and Workshop Materials
DAY 1	Session 1: Opening and Introduction: 1. Opening 2. Introduction 3. Objectives of the workshop 4. Assigning roles of manager & reporter 5. Schedule of Day 1	40 minutes ➤ Banner ➤ Meta-cards of Workshop Objectives ➤ Role-play
	Session 2: Sharing an image of “a good school” 1. Exercise using pictures of two different schools 2. Exercise using CFS poster	50 minutes ➤ Picture of different schools ➤ CFS poster
	Session 3: Presentation of the school data by HT 1. Presentation of the key data and information of school by a HT.	40 minutes ➤ Tables of basic data of the school
	Session 4: Attendance Analysis 1. Analysis of the present and absenteeism of the students 2. Discussion on the ways to improve the attendance	70 minutes ➤ Attendance registers of Class 2-5. ➤ The attendance register data analysis table ➤ Table for listing the ways to help students improve attendance
	Session 5: School observation 1. All the participants walk around the school compound and check all the facilities, including toilets and class-room 2. Discuss what they have observed.	30 minutes ➤ A tour of the school compound and facilities. ➤ Checklist for observation to help participants think what they can do.
	Session 6: Stakeholder analysis 1. Stakeholder analysis 2. Analysis of support structure	60 minutes ➤ Newsprint with a blank multi-circles ➤ Meta-cards ➤ Pictures of school structure
	Review of the day’s workshop and closing 1. Ask participant one key learning points from the workshop or workshop achieved by participants. 2. Closing of the day’s workshop by the Manager.	10 minutes
DAY 2	Review of Day 1 and orientation for Day 2	20 minutes
	Session 7 : Identification of Local Resources and Non/low Budgetary Activities 1. Listing of types of supports/contributions 2. Listing of low & Non-budgetary activities	40 minutes ➤ Table for listing types of supports
	Session 8: School Self-Assessment exercise, prioritization, and Action Plan 1. Exercise of the SSA checklist 2. Prioritization 3. Making Action Plan	150 minutes ➤ SSA checklist ➤ Prioritization Table ➤ Action Plan Table
	Session 9: Plan for SIP Preparation 1. Prepare a plan and process for SIP writing and approval.	30 minutes ➤ Planning table
	Session 10: Social Audit 1. Role Play	30 minutes ➤ Role-play
	Wrap-up and Closing	30 minutes

(Source: Draft of “Facilitators Manual: School Level Workshop for SIP Formulation”, prepared by SISM2)

3.2.3 Trainers Guide for RC-ToT

In SISM Model, RC-ToT ranks the second important and unique part of the cascade, since the participants of the RC-ToT are the HTs and SMC representatives of school, who are the key players for the improvement of the school management. Following is the outline of the RC-ToT:

Table 3-2: Outline of RC-ToT

<p>1. Facilitators: Concerned SS and RP from DEO</p> <ul style="list-style-type: none">♦ RP, who received District-ToT (D-ToT), will be responsible for the coordinating, preparing, and facilitating the training.♦ SS or at least one staff of DEO, who participated in D-ToT, can support and/or monitor. <p>2. Participants: (approximately 20-30)</p> <ul style="list-style-type: none">♦ Two representatives from each school, one of either HT or teacher, and one representative from SMC♦ Terms of Reference for the representatives from the school who participate in the RC-ToT are:<ul style="list-style-type: none">- To contribute in updating the SIP- To perform/conduct School Level Workshop(SLW) in their respective school- To contribute in writing and monitoring of SIP after the SLW voluntarily <p>3. Overall Objective:</p> <ul style="list-style-type: none">♦ To improve the school management through the community participation and capacity development of concerned stakeholders through the use of SIP. <p>4. Specific Objectives:</p> <ul style="list-style-type: none">♦ To train the participants on the skills for the updating, implementing, and monitoring SIP♦ To train the participants on the skills for conducting SLW♦ To make the plan of SLW for each school. <p>5. Main Contents/Activities:</p> <p>Part I:</p> <ol style="list-style-type: none">(1) Opening, Orientation, and Introduction, etc.(2) Review of the key factors of the SIP and SIP updating process.(3) Close study of SIP Formulation Guidebook(4) Practice of writing SIP <p>Part II:</p> <ol style="list-style-type: none">(1) Study of the SLW Manual(2) Practice of SLW <p>6. Expected Outcomes</p> <ol style="list-style-type: none">(1) Every participant is familiar with the process of SIP updating and monitoring.(2) Every participant is better equipped with skills and knowledge about SIP(3) Every participant is ready to conduct the SLW <p>7. Essential Material</p> <ol style="list-style-type: none">(1) Trainer's Guide: RC Level ToT for the SIP Updating and Monitoring(2) SIP Formulation Guidebook(3) SLW-MI: School-level Workshop for the SIP Updating and Monitoring(4) Booklet of Supplemental Document(5) SIP Format and Exercise Sheets(6) Others

(Source: Draft of Trainers Guide: RC-ToT, prepared by SISM2)

3.2.4 Trainers Guides for ToTs of Central/Regional/District

The contents of the ToTs at the Central/Regional/District-level could be the same. The outline is quoted below.

Table 3-3: Outline of Central/Regional/District-level ToTs

<ol style="list-style-type: none">1. Facilitators:<ul style="list-style-type: none">♦ Trainees of the upper-level ToT2. Participants: (25-30 persons)<ul style="list-style-type: none">♦ RED trainers, SS, RP, ETC trainers, I/NGOs, who will be the regional/district trainers3. Overall Objective:<ul style="list-style-type: none">♦ To improve the school management through the community participation and capacity development of concerned stakeholders through the use of SIP.4. Specific Objectives:<ul style="list-style-type: none">♦ To make the participants ready for the RC-ToT and any other trainings on school management and SIP♦ To develop the capacity of the participants as trainers/facilitators on school management and SIP♦ To strengthen the capacity of the participants to help the process of development of SIP, implement, and monitor at school level.♦ To analyze the situation, share the experience and learn from each other.5. Major Contents/Activities:<ol style="list-style-type: none">(1) Opening, Orientation and Introduction(2) Study of SIP Formulation Guidebook(3) Practice for writing SIP(4) Study for the major issues and areas for SLW<ul style="list-style-type: none">- Exercise on school data for SIP- Envisioning a good school (Child Friendly School)- Attendance analysis- Roles and responsibilities of stakeholders- SSA checklist, prioritization, and planning for drafting process- DoE/DEO's current year's budget and program- Social audit(5) School Monitoring(6) Visit to schools to practice SLW on SIP(7) Preparation for the RC-ToT6. Expected Outcomes:<ul style="list-style-type: none">♦ Every participant has refreshed the knowledge and skills for preparing, implementing, and monitoring SIP.♦ Every participant is ready to conduct the next level of ToT.♦ Every participant has made the schedules for the next level of ToT.7. Essential Material<ol style="list-style-type: none">(1) Trainer's Guide: Central/Regional/District-level ToT for the SIP Updating and Monitoring(2) SIP Formulation Guidebook(3) Facilitator's Manual: School-level Workshop for the SIP Updating and Monitoring(4) Booklet of Supplemental Document(5) SIP Format and Exercise Sheets(6) Others
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(Source: Draft of Trainers Guide: Central/Regional/District-level ToT, prepared by SISM2)

3.2.5 Feedbacks and Comments for the Revision

The 1st year of SISM2 was a testing period, and in all the training, comments and feedbacks for improving the training contents and package were collected. Following is the samples of the comments collected. Most of the recommendations that are valid have already been reflected in the revised versions.

Table 3-4 shows to what extent each of the feedbacks and comments are reflected to SISM Model. “A” means that these are reflected, and “B” indicates they are difficult but still under consideration, and “C” indicates that it cannot be reflected.

Table 3-4: Progress of Reflection of Each Feedback and Comment to SISM Model

Feedbacks and Comments	Level of Reflection
1. SLW-M:	
1-1 To add and improve illustration/pictures.	A
1-2 One copy for each participant is better.	B
1-3 Session on fund-raising might be added	B
1-4 Introduction of SISM, SIP process, stakeholders list should be included in SLW-M.	B
1-5 Session 3 can be divided into three parts.	B
1-6 School observation should be included.	A
1-7 More time should be spent on non- and low-budgetary activities.	A
1-8 Format of Social Audit should be included as a reference.	A
1-9 Multi-Circled stakeholders should be there.	A
1-10 Size of the newsprints and markers should be specified.	A
1-11 Tables for “Implementation Plan” below the SSA checklist is confusing.	A
1-12 Prioritization process needs to be clarified.	A
1-13 Tables in the exercise sheets and SSA checklist need to be matched.	A
1-14 Under the session for “resource management”, the questions given to the participants were not well understood.	A
2. SIP Formulation Guidebook:	
2-1 Page 14: Table of internal efficiency status.	A
2-2 Page 15: table of students learning achievement.	A
2-3 The linkage between SIP and Social Audit is missing.	A
2-4 High-light on non/low budgetary activities may be included.	A
3. SSA Checklist:	
Clarification of total class running days, teachers training plan (lesson plan), social audit, is necessary.	A
Flex print is recommended.	A
More time should be allocated for the exercise.	B
4. RC-ToT:	
4-1 Experience sharing among schools may be included.	B
4-2 Sample SIP may be presented.	A
4-3 Review of last-year SIP formulation should be included.	A
4-4 More time can be spared for non- and low-budgetary activities.	A
4-5 Format of Social Audit should be included as a reference.	A
4-6 The training days should be increased. 3 day is far from enough.	C
4-7 The levels of understanding among the participants are varying.	B
4-8 Decision making process is not clear.	B

(Source: Prepared by SISM2)

3.2.6 Sessions: Most Effective and Ignorable

During the Wrap-up Workshop conducted in the four testing districts, we asked the questions to the SS/RPs of the districts as to their evaluation of the sessions at school level.

Question 1: How do you score, by 1-5, each session in its *relevance*?

Question 2: Which are the most *effective* sessions?

Question 3: If you are to *delete* some sessions, which ones?

The answers to the questions were very clear, as indicated in Table 3-5.

Table 3-5: Summary of Answers Regarding Sessions of SLW

	No.1	No.2	No.3	No.4	No.5
Q1: <i>Relevance</i>	Session 7	Session 4	Session 3	Session 2	Session 8
Q2: <i>Effectiveness</i>	Session 7	Session 4	Session 3	Session 2	Session 8
Q3: <i>To be deleted</i>	Session 10	Sessions 5&9	Session 6	-	-

(Source: Prepared by SISM2 Team)

The answers to Question 1 and Question 2 turned out to be the same. MOST RELAVANT Session are the same as the MOST EFFECTIVE Sessions. Conclusions are:

- ♦ Both most relevant and most effective is Session 7, which is “SSA checklist Exercise”
- ♦ 2nd is Session 4, which is “Attendance Analysis”;
- ♦ 3rd is Session 3, which is the “Presentation of Key School Data” by the HT.
- ♦ 4th is the session 2, which is “Envisioning of a Good School.”

The Sessions, which most SS/RP felt, can be deleted are:

- ♦ Session 10, which is on Social Audit;
- ♦ Session 9, which are on the current year’s policy, program and budget, and Session 5, which is on the roles and responsibilities of SMC/PTA.

The obvious tendency is that activities which are concrete, practical and facilitated with clear tools are effective ones, and activities which give a lot of information and explain government policies are the least fit for the school level workshop.

The results of the evaluation by SS/RP are valid, and they are valued for the refinement of SISM package. Sessions on SSA checklist, attendance analysis, and presentation of school data are the key components, which will be prioritized for time allocation and can be used independently in other training program as RP’s in-serve training and HTs’ training. The least effective ones should not be deleted, considering the importance of the subject matters; instead, the contents and activities are re-designed, so that they are more interesting and effective.

3.3 Review and Updating SIP Formulation Guidebook

SIP Formulation Guidebook was published in 2069 (AY2011/12) by DoE, with financial and technical support of JICA. It was delivered to every school. In SISM2, the Guidebook was used as one of the key textbook of the training, and a large portion of time (2-5 sessions) was spent for studying the contents and practicing the data tables in the Guidebook.

While studying the Guidebook during the training sessions, participants pointed out some areas where clarifications and revisions are necessary. The following is the list.

(1) “Section One: Relevance and Policy Provisions”

5-year SIP or 3-year SIP

While reviewing this Section in the Guidebook, the participants raised the question that there are some districts preferring 3-year SIP to 5-year SIP following the planning year of National Planning Commission of GoN. The merits and demerits of 3-year SIP and 5-year SIP were discussed and participants accepted that 5-year plan as mentioned in the Guidebook should be followed. If 3-year SIP is more appropriate, we can raise the matter to the policy level discussion.

Social Audit

In the Guidebook, the submission of SIP is written as Jestha (mid-May to Mid-June). Participants pointed out that since the submission of social audit report is by the end of Shawan (mid-August), it is difficult to reflect the social audit results in SIP; however, it was explained that it does not contradict if the results of social audit of the previous year is referred to and is reflected in the next years SIP.

(2) “Section Two: SIP Formulation Work Process”

Funding mobilization

Many participants pointed out the concern that the SIP is not linked with the funding, and that is the major reason why there is not real motivation for preparing the SIP seriously. The facilitator responded that the matter would be raised in more appropriate occasion. Rather, it was emphasized that we should not forget that SIP is not just a tool for getting the funding from the government, but it is an effective tool for creating the platform for the stakeholders to discuss the school matter and make the plan and act together.

Then it was also agreed that fund-mobilization, from DoE/VDC, and donors may be highlighted, along with low-or-non-budgetary activities in the Guidebook.

(3) “Section Three: Annexes”

Following tables in the Section Three: “Annexes” of the Guidebook should be revised for

the easier use.

- Table 2: Internal Efficiency Status
- Table 3: Students learning achievement details
- Table 5: Management of school operation

Training package of SISM Model includes SIP sample format examples and exercise sheets. The document includes the revised (suggested) data table, examples of analysis, and explanation and exercise of how to calculate the data. The experiences of the training in the testing districts made it very clear that the practice of SIP writing are in great demands.

The recommendations for the revision in some parts of the Guidebook were reported to Training Task Team (TTT) in their 3rd meeting, held on April 16, 2014. TTT discussed the possibility and came to the conclusion that the revision of the Guidebook has to be very carefully done, and should not be done soon, so as not to cause any confusions on the sides of the users. It was decided that the revision may be done in FY2014/15.

3.4 Review and Updating of Training Mechanism and Contents

For the mainstreaming of SISM Model, coming up with the plan of work regarding how it can be integrated in the existing mechanism is one of the key challenges. In examining the existing training program, such documents as Annual Strategic Implementation Plan (ASIP), Annual Work Plan and budget (AWPB), Program Implementation Manual (PIM) and training curriculum were studied. ASIP/AWPB FY2013/14, which covers the period from mid-July 2013 to mid-July 2014, is the first reference. There are three budget items which school management and SIP is closely related.

3.4.1 CD Budget Relating to School Management:

In FY2013/14, DoE allocated budget for capacity development for local stakeholders, for the training of the subject matters which include SIP.

“6.1: 3 days capacity development on school accounting, school construction, disaster management, SIP, VEC, social audit and other relevant contents for the stakeholders of schools including SMC, PTA, VEC, RCMC, HTs, and community based organizations (CBOs) at RC-level.”

The total budget is NPR231,834,000, and targeted number of the person is 128,797; which means that the averages target persons from each school is four (4) persons/school (128,797persons/30,000 schools) and that per head allocation might be around NPR1,800.

In the PIM of FY2013/14, the explanation is given as quoted in Table 3-6:

Table 3-6: Quotation from PIM

Approved Activity, Major activities and implementation process	Responsible Institution	Time period	Monitoring/ Outcome Indicators
6.1. Three days capacity development training related to account management, physical improvement, disaster management, SIP, VEP, SA for stakeholders (SMC, PTA, VEC, RC-Management Committee, HT and representation of local institutions) for the improvement in managerial capacity and good governance. a) Three days capacity development training at the RC level regarding account management, physical improvement, disaster management, SIP, VEP, SA, school health and nutrition, child friendly school and school management for stakeholders (SMC, PTA, VEC, RC-MC, HT and representation of local institutions) for school management capacity development and good governance. b) Decision of capacity development activities regarding program implementation based on the Act, Rule, Guidelines and instructions for determining the training topics and contents.	Program and Budget Section, RC School	Second Quarterly	No. of training participants, Monitoring report

(Source: Unofficial translation, by SISM2, of PIM, 2013/14 published by DoE)

This 6.1 budget item was allocated for each district, where each DEO has the authority to decide the detail of the program. Since the situation of each district varies, we have asked each DEO of our testing and follow-up districts as to how they have utilized the funds. Since in these six districts, SISM2 conducted training on SIP, they utilized the funds for training or publication of documents, with more focus on such other matters as Social Audit and disaster management.

Table 3-7: Use of CD budget in 6 districts

	The use of the funds
Dhading	<ul style="list-style-type: none"> - DEO published 4 sets of booklets, covering various areas of school management, one of which is SIP, to distribute to all schools. - They conducted RC-ToT and school level workshop, using those sets of booklets and SISM provided, in addition to the ones they published by themselves.
Rasuwa	<ul style="list-style-type: none"> - They conducted D-ToT on school account, disaster management, and school management in general. - They conducted 2-day RC-ToT for HT, SMC and PTA
Rupandehi	<ul style="list-style-type: none"> - They organized D-ToT and RC-ToT for the target persons focusing on other subject matters rather than SIP.
Doti	<ul style="list-style-type: none"> - They conducted training for SMC/PTA and parents on roles and responsibilities of SMC/PTA, disaster management, SIP follow-up, CAS, social audit, EMIS and fund-flow. Participants were 1712 from 107 schools (16 from each) from 5 RCs. (Out of 15 RCs)
Jumla	<ul style="list-style-type: none"> - They combined CD with other trainings and conducted two trainings. One was TPD for RP, on leadership management, social audit, leadership management and action research; and another was on CFS, teachers rights, quality education and social audit for SMC, HT, teachers, school accountant.
Solukhumbu	<ul style="list-style-type: none"> - They created training manual for all RCs and oriented all RPs for school management such as disaster management, school accounting and child-friendly. Then RP conducted RC-ToT on the issues above.

(Source: Prepared by SISM2)

The detail information regarding the training was not available at this point almost the end

of the fiscal year, but there were clear lessons for SISM that we can support DOE to give orientation to DEO more clearly, using PIM and using the occasion of DEO orientation which are conducted at the beginning of the fiscal year.

3.4.2 RP's In-service Training

RP's In-service Training was started last fiscal year. The training are taking place in 9 ETCs (ETC-A). The training is 30 days, 10 days per year, over 3 years. The first one was in FY2012/13, and the second one in FY2013/14 and there will be the third one in FY2014/15. NPR20,000 per RP per year is allocated for the training.

Inquiring about the progress of this year and last year, we learned that the training did take place last and this years, but not all RPs participated, due to the insufficiency of the funds. Although the budget was allocated as shown in AWPB/ASIP, full funds were not transferred to the district. Therefore, the coverage was partial.

According to the session plan obtained from NCED, they have the sessions shown in Table 3-8 in connection with the SIP and school management.

Table 3-8: Curriculum for RP's In-Service-Training

	Themes	Content Elaboration
Module 1 (1 st year)	Decentralized planning	<ul style="list-style-type: none"> - Concept of decentralized educational planning in Nepal - Rationale, existing practices, problems and solutions - Roles of RP in preparing DEP, VEP and SIP - Practical exercise on SIP preparation
Module 2 (2 nd year)	Practical exercise of SIP and VEP	<ul style="list-style-type: none"> - Educational leadership: - Concept of leadership and management in education - Basic understanding of key leadership theories and approaches - Strategies of developing RC as a leading organization
Module 3 (3 rd year)	School governance	<ul style="list-style-type: none"> - Concept and current practice of school governance - Review of the role of SMC/PTA/VEC and other stakeholders involvement - Strategies and roles of RP to streamline SMC and other institutions to school development

(Source: "RP-Training Guide" and "In-service Training Course for Resource Person", NCED)

The contents seem to be theory-centered rather than practical. SISM2 sees the possibility to work with NCED/ECD to introduce more practical approach and methods, using SISM Model.

3.4.3 HT's Training Program

For HTs 30 days training for 1,700 persons was budgeted, to be conducted at NCED /ETC. This curriculum for HT training follows Teachers Professional Development (TPD) approach. Thirty-days are divided into three parts; 10 days at the center, 10 days for project activities in their own schools, and remaining 10 days for consultation. Every HT of the approximately

30,000 schools is supposed to receive this training within 5 years after the recruitment. The training takes place in 29 existing ETCs. HT's training include 3 sessions (90min./session) on SIP. Per head cost is NPR15,000. In the curriculum available, which was prepared in 2066 (AY2009/10), it was found that the three sessions out of 30 were relating to SIP.

Table 3-9: Training Curriculum for HT's Training

Themes	Content elaboration	Delivery methods
Educational planning at school level	<ul style="list-style-type: none"> - Decentralized planning practices - Utilization of planning tools School Improvement Plan (SIP); review of existing practices, formulation process and appraisal procedures - Plan implementation strategies and technical skills - Facilitation to the formulation of Municipality/VEP 	<ul style="list-style-type: none"> - sharing of experience - formulation exercise in groups

(Source: "Training-workshop Component, A course Framework" (P5) in "Head-Teacher's Leadership Capacity Building Training: Implementation Handbook", NCED, 2068)

During the training, HT is required to write a School Development Plan (SDP), which is different from SIP. SDP is his/her plan as a HT. There is a format to fill in, and after its preparation, s/he is supposed to implement the SDP in his/her own school and during the third 10 days, s/he is to review and discuss how the SDP has been implemented with trainers. .

NCED is planning to revise the present curriculum, and before revision, they are conducting needs assessment, according to the Deputy Director of Training Section.

SISM2 discussed with counterpart institutions about the possibility of working together to integrate some practical exercise and activities in these training program. The possible activities discussed include following:

- (1) The sessions on SIP in the existing training can be strengthened.
- (2) The uniformity of the contents of the training can be brought in, by bringing in the uniformity in the various sessions of various training.
- (3) The training material of SISM may be provided.
- (4) In the district level training, which includes training/orientation to SS/RPs, HTs, SMC and PTAs, SISM Model can be introduced.

CHAPTER 4: PROGRESS AND ACHIEVEMENT OF OUTPUT 2

4.1 Objective and Approach of SISM Model Testing

The Output 2 is “Effective and practical model for training and monitoring mechanism/contents is validated in target area.”

In aiming to validate the effective and practical model for training and monitoring mechanism/contents on SIP formulation and implementation, SISM2, at its 1st project year, has conducted the Testing of SISM Model in the 4 testing districts (TDs) and 2 follow-up districts. The Testing aims:

- (1) To check if the SISM Model be operational from the central to the school levels;
- (2) To see any consideration needed due to the regional/geographical difference;
- (3) To see any additional updates needed to make SISM Model more efficient and sustainable in the context of Nepal; and
- (4) To reflect the lessons learnt from the testing to planning of the regional/national dissemination campaign

SISM2 has selected four (4) TDs namely Doti, Jumla, Rupandehi and Solukhumbu through the discussions with MoE and DoE, JICA Nepal Office, and SISM2 Team. The selection criteria included i) geographical conditions (mountain, hill, Terai), ii) educational achievement (literacy, NIR, repetition, STR), iii) less opportunities to be supported by DP program, iv) accessibility, v) security and vi) total No. of the schools is not more than 1,600 schools (technical and financial limitation). Considering the purpose and the schedule of the Testing, four districts; 1 (one) district from each of the 4 regions of Eastern, Western, Mid-Western and Far-Western were selected. For the Central region, follow-up activities were conducted in Dhading and Rasuwa, which were SISM Phase I pilot districts.

In order to achieve the objectives mentioned above, SISM2 used the followings as the key approaches:

- 1) The Testing is to be conducted in the geographically and socio-economically diverse four districts, namely Solukhumbu, Rupandehi, Jumla and Doti. In addition, the follow-up activities was conducted in Dhading and Rasuwa districts.
- 2) Technical Taskforce Team (TTT) it to be formed to plan, conduct and monitor SISM2 project activities through the coordination and agreement at the Coordination Committee. The Team is also coordinate among central, regional, district, and school level stakeholders for the smooth implementation of SISM2.
- 3) In order to design and implement effective training program, following the agreement

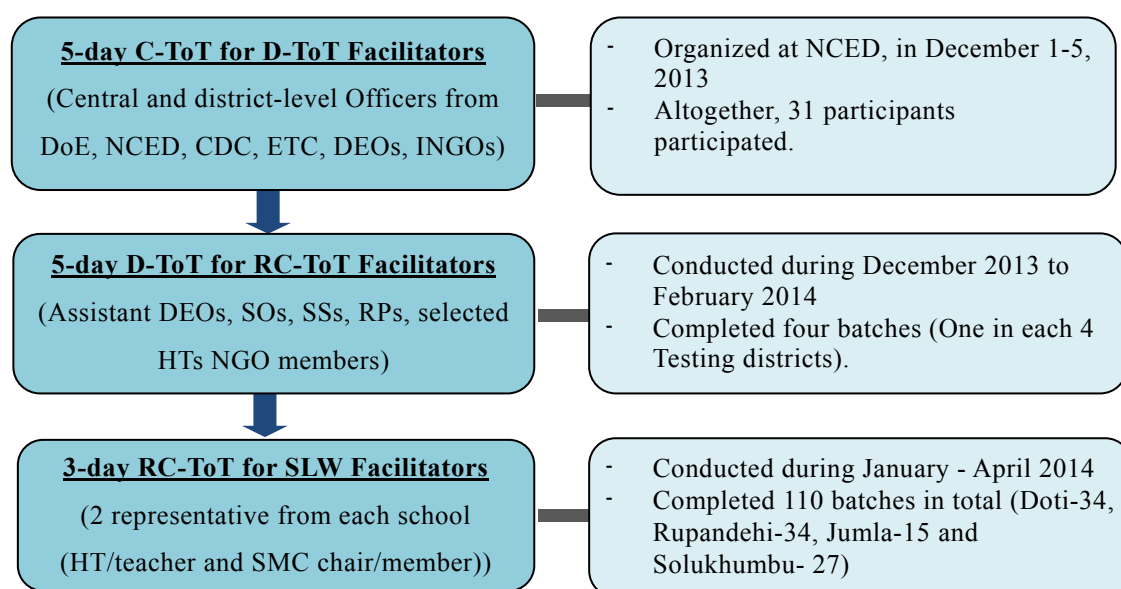
of TTT, made on October 2, 2013, a T5 is to be formed to design, organize, implement and monitor all of the trainings. T5, consisting of the core trainers of SIP from DoE, NCED and CDC, had experience in conducting the SIP related training and were facilitators or participants of Central-level ToT (C-ToT).

- 4) The training materials are to be put together building on the experience of SISM Phase 1 and reflecting the lessons learnt from the existing trainings conducted by the DoE and NCED and the international NGOs (I/NGOs), who have years of practical experiences in the past in Nepal.

4.2 Training of Trainers (ToT)

4.2.1 Overview

There were three ToTs in the cascade trainings of SISM model; namely, 1) Central level ToT; 2) District-level ToT; and 3) RC-ToT. After these three steps ToTs, there is the ultimate and most important workshop at school level. The summary and overview of the ToT is shown in Figure 4-1.



(Source: Prepared by SISM2)

Figure 4-1: Flow and Overview of Trainers' Training

In order to carry out the training in systematic and effective ways, SISM2 in collaboration with TTT and T5, have developed outline of all four layers of training. Following approaches were adopted throughout the all ToTs.

- (1) T5 members and SISM2 Team drafted the School-level Workshop Manual (SLW-M) which used as the guiding documents or main textbook for all level of ToTs.
- (2) The trainings at all levels (central, district, RC and school) emphasized the practical

exercises rather than theories.

- (3) Visual aids, such as illustration, formats, and information written on newsprints, were used as much as possible.
- (4) Activities which don't need budget or need minimum budget were introduced, so that SSs/RPs and schools without external resources also can work on school improvement.
- (5) The participants of D-ToT and RC-ToT have provided the opportunities to facilitate the session as much as possible.
- (6) The key information regarding policies, norms, requirement, budget and program of the DoE/DEO obtained beforehand and shared.
- (7) The same contents of the school-level workshop practiced in the ToTs, so participants of the ToT have the chance to understand it well.

The following sub-sections 4.2.2, 4.2.3 and 4.2.4 describe the details of each activity as well as the achievements and outputs.

4.2.2 Central-level ToT

As the first step of the cascade, the project has conducted 5-days C-ToT on "Formulation and Updating of SIP" from December 1 to 5, 2013, in NCED Training Hall.

(1) Objective and approaches

The overall goal of the C-ToT was "to improve the school management through the use of SIP." The specific objectives of the Training were:

- 1) To critically analyze the situation regarding SIP policy and process and recommend the practical ways to improve;
- 2) To share the goal of achieving the quality education through improving the school management using SIP;
- 3) To critically look at the cascade training program and extract the lessons to be reflected for the improvement of the training program;
- 4) To make the participants ready for the D-ToT.

The expected outcomes of the Training were:

- i) Every participant refreshes the familiarity with the concept, contents, and process of SIP;
- ii) Some recommendations for improving the SIP formulation/updating and monitoring process will be collected for SISM testing;
- iii) The manual for the School Level Workshop will be revised;
- iv) The plan of the cascaded training from district level to school level will be drawn; and
- v) The outline of D-ToT will be ready.

(2) Facilitators and participants

The main facilitators were from the T5 members and DoE experts who have expertise on subject matters on the particular session or topic. Some co-facilitators were invited from NGOs which had many years of experiences in the grass-roots level trainings and facilitations and were chosen based on the recommendation by the Education Working Group of Association of International NGO (AIN). Altogether, 31 participants including 29 male and 2 female participated in the C-ToT.

(3) Contents and methodology

The content and sessions were developed through the rigorous discussion with T5 members, SISM2 team and other facilitators. The followings are the list of major activities of C-ToT:

- ♦ Opening, Orientation, Introduction
- ♦ Revisit of the basics of SIP
- ♦ Analysis of the present situation
- ♦ Close study of SIP Formulation Guidebook (FG)
- ♦ Concept of Child Friendly School
- ♦ School Monitoring
- ♦ Stakeholder Analysis and Training Gap Assessment
- ♦ Facilitation skills
- ♦ Study and Practice of the SLW-M
- ♦ Visit to schools for Practice of School-level Workshop
- ♦ Design the contents and scheduling of the D-ToT

The event comprises diverse activities such as power point presentation and discussion, group work and presentation, experience sharing, school visit and future planning. Various methodologies were used to make the training more participatory and more practical. The group discussion and presentation, questions-and-answer sessions, ice-breakers, and energizers helped the sessions keep lively and high-spirited. In order to make the discussions and presentation more illustrative, newspaper prints, color papers and meta-cards were often used. The participants were also assigned as members of the management committee, and the reporting committee each day and took the responsibility.

The real case stories and the actual data were used for the purpose of analysis and discussion. In addition, school visits carried out during the training were also useful to make the training more practical and enhanced the theoretical learning. The various handouts were prepared and used, which could be used as reference for the participants as well.

(4) Major Outcomes/achievements:

The training program was successful to make participants fully understand the objectives of

SISM2 and the expected outputs of the C-ToT. The participants from SISM2 testing districts were ready to conduct cascade training in their concerned districts. In addition, participants critically analyzed the current situation regarding SIP policy and process and recommend the practical ways to improve the SIP related training program.

Reviewing the positive results, challenging areas, actions already taken and to be taken:

The participants critically reviewed the ground reality of SIP in their working districts. The purpose, concept, background, process and contents of the SIP were reviewed and the participants analyzed the positives and negatives of the SIP based on their past experiences with the SIP. The discussions focused on two questions: 1) “Is SIP achieving its purpose?” List the five answers; and 2) “If SIP is not achieving its purpose, what are the reasons?”

The summary of the district-wise group findings is shown in Table 4-1.

Table 4-1: Summary of the group discussion and presentation

Districts	Positive results of SIPs	Reasons for SIP not achieving its purpose
Jumla	<ul style="list-style-type: none"> - Identification of school needs - Details of school - Improvement in the capacity of educational stakeholders - Basis of fund raising - Participatory, transparency, responsibility 	<ul style="list-style-type: none"> - Hidden plan - Lack of prioritization of problem - Lack of ownership feeling - Less resource and more demand - Lack of participation as expected.
Doti	<ul style="list-style-type: none"> - Initiation of plan formulation - Problem identified by analysing the school situation - Improvement in stakeholders participation - Development of awareness for the identification of resources and its use - SIP as a form of collection of information document of schools 	<ul style="list-style-type: none"> - In the form of demand paper - Not updated - Lack of SIP based planning/funding - Lack of SIP study analysis, feedback and evaluation - Lack of implementable SIP formulation and capacity development for implementation.
Rupandehi	<ul style="list-style-type: none"> - Skill development for making plans - Development of ownership among stakeholders - Action plan formulation - Identification of resource/ progress in resource finding practices - Responsibility 	<ul style="list-style-type: none"> - Lack of awareness level - Lack of finance - Lack of local representative - Involvement (intervention) of politics - Lack of transparency
Solukhumbu	<ul style="list-style-type: none"> - Initiation of plan formulation by schools - Development of awareness among the stakeholders that SIP has to be formulated. - Development of ownership feeling - Effort to discover resources - The development of view that the plan has to be made by own. 	<ul style="list-style-type: none"> - Lack of resource - Lack of local representative involvement in planning - Political zed in SMC formation - Lack of transparency
Dhading & Rasuwa	<ul style="list-style-type: none"> - Realization of the necessity of plan - Knowledge and skill gained related to plan formulation - Identification of the necessity and finding of resource - Support to improve the school situation (including physical) - Improved awareness of stakeholder 	<ul style="list-style-type: none"> - Lack of real understanding of SIP - Instructed from upper level - Lack of coordination between plan and resource - Lack of priority in the proper way - Lack of monitoring and evaluation in plan implementation

(Source: Prepared and Compiled by the SISM2 Team)

It was found, through this activity, that many stakeholders, including SSs and RPs have

misunderstood that the SIP was useful only at the school-level. At the end of the C-ToT the participants have realized the SIP was useful at all level if appropriately used.

Training Gap Assessment:

The participants listed the major stakeholders in relation to school management and identified areas of training needs and skills they need. The job position-wise training gap identified by participants were as in Table 4-2.

Table 4-2: Summary of the group discussion and presentation

Positions	Areas of Training needs	Skills they need
School Supervisor	<ul style="list-style-type: none"> - SIP management and implementation (Solukhumbu) - Technical skills to support on SIP (Rupandehi) - Management, planning, co-ordination, monitoring and evaluation (Jumla) - D-ToT (Doti) 	<ul style="list-style-type: none"> - Planning, organizing, budgeting and co-ordinating - Data collection tools - Workshop conduction skills - Monitoring and reporting - Facilitation (technical and practical) - Facilitation skills - Formulating/Updating, Monitoring and Reporting
Resource Person	<ul style="list-style-type: none"> - Technical skills to support on SIP and monitoring (Rupandehi and Solukhumbu) - Management, planning, co-ordination, monitoring and evaluation and community mobilization (Jumla) - RC-ToT (Doti) 	<ul style="list-style-type: none"> - Data collection & Workshop conduction - Monitoring and reporting - Collaboration, facilitation-technical, and practical - Workshop conduction
HT	<ul style="list-style-type: none"> - Management & community mobilization (Solukhumbu and Rupandehi) - Management, team work, planning, observation, monitoring and evaluation (Jumla) - RC-ToT (Doti) 	<ul style="list-style-type: none"> - Co-ordination and leadership skills - Drafting and facilitation - Workshop conduction (co-ordinating) - Data collection/implementation
Teachers	<ul style="list-style-type: none"> - Planning Data collection (Solukhumbu and Rupandehi) - Teaching-learning skill, local material development, new innovation (Jumla) 	<ul style="list-style-type: none"> - Motivation, positive attitude, planning and analysis skills - Teaching and coordination
SMC	<ul style="list-style-type: none"> - Awareness/resource collection, mobilization and fund raising 	<ul style="list-style-type: none"> - Co-ordination, social mobilization and transparency - Resource finding and Prioritization
PTA	<ul style="list-style-type: none"> - Awareness/resource collection and mobilization - Social audit, empowerment 	
Others	<ul style="list-style-type: none"> - Awareness/resource collection and mobilization - Transparency and accountability 	

(Source: Prepared and Compiled by the SISM2 Team)

Suggestions on SSA and SLW-M

The participants critically reviewed the draft SSA Check-list and draft SLW-M prepared by T5 members and SISM2 Team. The participants have made the following constructive suggestions and feedbacks on both.

a) Suggestions on SSA Checklist: Following additional 9 indicators were suggested to include in the SSA checklist.

- Average Score of students in Grade 3,
- Number of drop-out student in Grade 1, last academic year,
- Number of drop-out student in Grade 5, in last academic year,
- No of out of school children in catchment area,
- Scholarship distribution,
- Playing ground and compound wall,
- Library and book corner,
- Meeting among class teacher and guardians and
- Resource management.

b) Suggestions on SLW-M

To improve the SLW-M, following suggestions were made by the participants:

- Role and responsibilities of PTA also should be incorporated,
- The material on SA should be updated according to latest changes/amendment,
- In session-4, the analysis of attendance audit is better to match with attendance audit parameter i.e. Number of students attending classes in a month is better to have 5-10-day, 10-15-day, 15-20-day and above 20-day attendance.
- Time allocation in each session should be reviewed/re-checked.

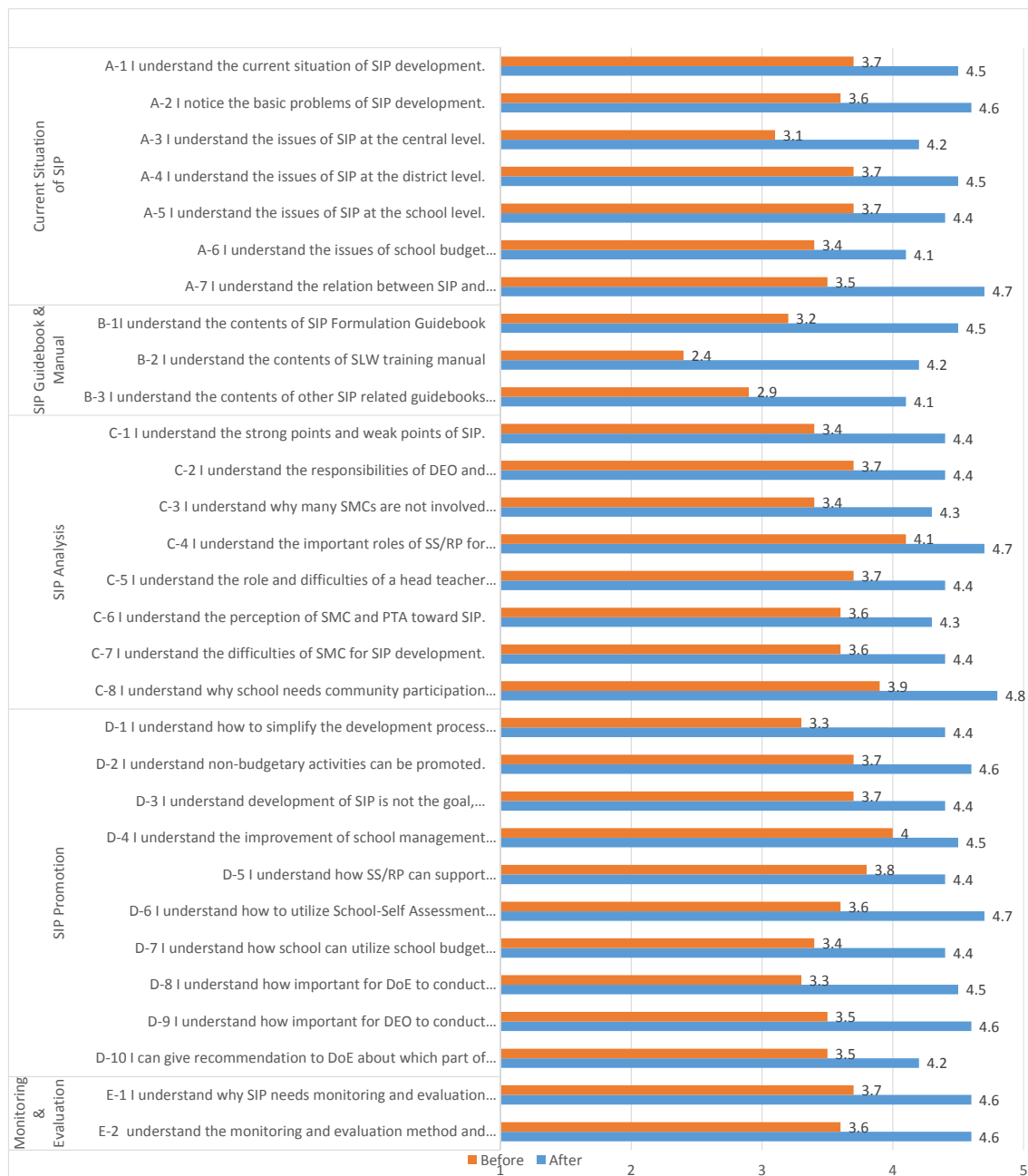
c) Training evaluation by the participants and key Lesson Learnt:

Participants were very active during the training. For most of them it was the first time to have a close look at SIP Formulation Guidebook. Participatory methods of training and practical exercise were very much appreciated by the participants. The responses on the top most valuable things or important topics they learnt during C-ToT were as follows:

- *“Let the voiceless join the discussion”* is key component of the facilitation skill.
- Use of SSA and its use for SIP formulation and prioritization and planning based on SSA results.
- Identification of school-level stakeholders and skills to encourage participation for the better development of school.
- *“Genius lies in the trivialities”* from the school’s small activities, based on *“Think big act small principle”* make SIP and confirmed transformation by its implementation.
- To make SIP real, work oriented and result oriented, to provide technical support in capacity wise skill development has been learnt from the main trainer.
- Utilization of time within the time limit and emphasis on practical activities rather than theoretical matters.

- Data analysis and facilitation skill.
- SIP formulation by involving the parents, students.

The result of participant self-evaluation before and after the training (averages of Likert scale 5-point ratings from “5 = fully agree” to “1= total disagree”) is shown in Figure as follows.



(Source: Prepared by SISM2)

Figure 4-2: Participants Self-Evaluation by Likert Scale (Before and After C-ToT)

Based on the above self-evaluation, it is concluded that C-ToT was effective and successful to strengthen the capacity of central as well as district level key stakeholders on SIP formulation and monitoring. The key lessons learnt from the C-ToT which will be useful for

the regional/national dissemination are as follows:

- Mixture of participants from MoE, DoE, NCED, CDC, RED, DEO, ETC and I/NGO provided very good occasion to discuss and link various macro, meso and micro-level issues and learn from each other (Need to be continued).
- The experience sharing and the use of the participatory methods helped the participants to enhance their skills and knowledge (Need to be continued).
- The MoE, DoE, NCED, CDC, RED, DEO and ETC facilitators need more training in participatory tools and methods such as use of checklist, case-stories, actual data analysis etc. (Need to be continued).
- The exercise on calculation of learning achievements, target setting, and activity formulation should be more emphasized than that of the conceptual part.

4.2.3 District-level ToT

Soon after the C-ToT, the D-ToT was conducted during the period from Doti and Rupandehi in December and January. Due to school's winter vacation in Solukhumbu and Jumla districts, the Training was conducted in February 2014. The outline of the D-ToT was in Table 4-3:

Table 4-3: Outline of the District-level ToT

	Rupandehi	Doti	Solukhumbu	Jumla
Date	29 Dec 2013 – 2 Jan 2014	29 Dec 2013 – 2 Jan 2014	7 – 11 Feb 2014	24 – 28 Feb 2014
Time	10.00 am - 4.30 pm	9:00 am– 4:00 pm	9:00 am – 4:00 pm	9:00 am – 4:00 pm
Venue	ETC, Madkola, Bhairahawa	RDTC, Silgadi	DEO Training Hall	Hotel Amar Sandesh

(Source: Prepared and Compiled by SISM2)

(1) Objectives and approaches

The overall goal of the D-ToT was to improve the school management through the use of SIP. The specific objectives of the D-ToT were:

- 1) To strengthen the capacity of the participants as a trainers to help the process of development of SIP, monitor and evaluate;
- 2) To share the experience, analyze and learn from each other; and
- 3) To make the participants ready for the RC-level Training of Trainers (RC-ToT).

The expected outcomes were:

- i) Every participant refreshes the familiarity with the contents, concept, and process of SIP;
- ii) Some recommendations for improving the SIP updating and monitoring process are collected for the Testing;
- iii) The plan and schedule of RC-ToT and School-level Workshop are made;

- iv) Participant is ready to conduct RC-ToT;
- v) The administrative/logistic arrangement is explained, agreed, and prepared as needed; and
- vi) The outline of RC-ToT is ready and practiced.

(2) Facilitators and participants

The C-ToT participants were the main facilitators for the D-ToT. A total of 21 C-ToT participants out of 31 were engaged in the D-ToT as facilitators for four (4) batches. The T5 members and SISM2 team members have provided backstopping support during the Training. The participants of the D-ToT were Under Secretary (US), SSs, RPs, and selected HTs or teachers from DEOs and some members from NGOs. Altogether, 88 district-level stakeholders participated in the D-ToT. The summary of the facilitators and the participants is presented in Table 4-4

Table 4-4: Summary of D-ToT Facilitators and Participants

Districts	Trainers/Facilitators from MoE/DoE/NCED/CDC	Participants
Rupandehi	(1) From DoE, CDC; 2 persons (2) DEO: 4 persons (3) ETC: 1 person	22 participants - 16 RP, SS and US - 2 from ETC - 4 from NGO
Doti	(1) DoE: 1 (2) CDC; 1 (3) RED: 1 (4) DEO: 3 persons (5) ETC: 1 person	27 participants - 14 RPs and 3 teachers - 3 SS - 1 from RED - 1 from ETC - 5 from NGO
Solukhumbu	(1) DoE:1 (2) NCED:1 (3) DEO:3	19 participants - 11 RP - 3 HT - 5 from NGO
Jumla	(1) MoE:1 (2) DEO:2 (3) ETC:1	20 participants - 9 RP - 2 SS - 5 HT/teachers - 4 NGO

(Source: Prepared and Compiled by SISM2)

(3) Contents and Methodologies

Most of the methodologies used in the C-ToT were basically applied as it is in the D-ToT. Following points were added or re-emphasized in the D-ToT in Solukhumbu and Jumla based on the findings of RC-ToT monitoring in Rupandehi and Doti district.

- ♦ The uses of common methods and common material for the common sessions of D-ToT, RC-ToT and SLW.
- ♦ Highlighted on the discussion or presentation on the importance of venue preparation to

create the good environment (table-chair arrangement, light, wall, climate setting, etc.), concrete ways to make the training participatory and “self-monitoring”.

- ♦ Emphasized on the importance of the preparation and examples of non- or low-budgetary activities.
- ♦ Focused on the exercise on data tables.
- ♦ The assignment of SS to support RC-ToT was clearly mentioned by DEO or FP. The plan of whom and when to support RC-ToT was made during D-ToT.
- ♦ While grouping for school visit, the SS and RP of the school were included among the members of the group.
- ♦ Clear explanation about the norms was made during D-ToT.

(4) Training Evaluation by the participants

As a part of training evaluation, two questions what are the top most valuable things or important topics you learnt during D-ToT and what is your feedback for improvement of this type of D-ToT in other districts were asked to each participants. The summary of participants responses were as follows.

Top most valuable things or important topics of D-ToT (Participants Reflections):

- ♦ Use of Participatory tools i.e. school visit, using CFS poster and illustration, SSA exercise, real attendance analysis and stakeholder analysis cycle.
- ♦ Facilitation skills and training methods like group discussion, participants centered approach and respecting the views from participants.
- ♦ Effective time management and punctuality on time.
- ♦ Good preparation of D-ToT and delivery of training materials and illustrations during training.
- ♦ Simplified SIP Formulation Processes by involving communities.
- ♦ Exercise on calculating internal efficiency status and students learning achievement.

Feedback for improving D-ToT in other districts:

- ♦ Better to focus more on fund raising for SIP implementation.
- ♦ The time allocated for Monitoring Session is inadequate.
- ♦ School Level Workshop periods (2-day) is too short, at least 3-day training is needed to cover all those topics.
- ♦ SSA check list should have developed in Flex print that will be long last and durable.
- ♦ The copy of the “SLW-M” provided to school-level training should be 2 copies as the participants from each school are two.

The result of participant self-evaluation by Likert scale before and after the training (averages of 5-point ratings from “5 = fully agree” to “1= totally disagree”) of D-ToT Rupandehi is placed in Figure 4-3.



(Source: Prepared by SISM2)

Figure 4-3: Participants Self-Evaluation by Likert Scale (Before and After D-ToT: Rupandehi)

(5) Reflections from T5 members

SISM2 also organized review and reflections meeting together with T5 members. Following are the some reflections from T5 members who monitored and facilitated the D-ToT in SISM2 testing districts.

- ♦ Although SIP has been practiced for 12 years, the participants were still not clear about the concept and importance and procedures of SIP. However, they become more confident on the SIP after cascade training.
- ♦ NGO participants in D-ToT are highly appreciated by both government and NGO participants that helps to build the common understanding and collaborative approaches.
- ♦ Since the indicators/discussion points for SSA have already been finalized in C-ToT, the SSA exercise was found better in district level cascades training than that of C-ToT.
- ♦ SIP has not been updated in many schools in Doti for the last 2-3 years, so the participants seem to have keen interest in learning newly about SIP.
- ♦ DEO support in the session of SIP guide book was appreciated in Rupandehi that made clear to all participants in formulation of new SIP of 5 year period.
- ♦ In fact, many SSs/RPs were unaware of the Social Audit format, but they said they have done Social audit.

4.2.4 RC-level ToT

Following the action plan prepared during D-ToT, the SISM2 supported testing DEOs to organize a total of 110 batches of the 3-day RC-ToT during February to May 2014. The number of the batches per district and per RC was decided based on the number of the schools and the geographic conditions.

(1) Objectives and approaches

The Overall Objective was to improve school management through the process of community participation with the use of SIP. The specific objectives of the RC-ToT were:

- 1) To train the participants on the skills for the formulation of SIP;
- 2) To train the participants on the skills for conducting SLW; and
- 3) To prepare for the SLW at their school.

The expected outputs were:

- i) Every participant is familiar with the process of SIP Formulation;
- ii) Every participant is familiar with the contents of SIP; and
- iii) Every participant is ready to conduct the SLW.

(2) Facilitators and participants

The RPs, who received D-ToT, was the main facilitator for the RC-ToT who was responsible

for the co-ordination, preparation and delivery of training. One SS or at least one staff of DEO or HT, teacher who participated in D-ToT, supported for the delivery of training. The SSs and RPs, as a part of their action plan, decided the facilitators for each of the batches of the RC-ToT in the end of D-ToT. A total of 71 D-ToT participants out of 88 were involved in the RC-ToT as facilitators for 110 batches.

Two representatives from each community school (one from either HT or teacher, and one from SMC) were the participants for the Training. The RPs wrote the letters to the HT mentioning the terms of the reference of the participants. The specific terms of reference for the representatives from the school who participated in the RC-ToT was:

- ♦ To contribute in formulating the SIP;
- ♦ To perform/conduct SLW in their respective school; and
- ♦ To contribute in voluntarily in writing and monitoring of SIP after the SLW.

A total of 2,355 key stakeholders participated in the RC-ToT from the 1,182 community schools of four testing districts. The district-wise number of RC, number of batches, number of schools and numbers of the participants is illustrated in Table 4-5:

Table 4-5: Outline of the RC-ToT

S.N.	Name of Districts	Date		No. of RC	No. of Batches	No. of Schools	No. of Participants					
		Starting	Ending				SMC	PTA	HT	Teacher	Others	Total
1.	Doti	Jan.18, 2014	Jan.31, 2014	15	34	388	316	9	326	112	11	774
2.	Jumla	Mar.17, 2014	Apr.05, 2014	10	15	160	146	11	131	31	0	319
3.	Rupandehi	Jan.22, 2014	Feb.07, 2014	10	34	363	269	7	273	163	14	726
4.	Solukhumbu	Feb.26, 2014	Apr.07, 2014	14	27	271	262	3	239	32	0	536
	Total			49	110	1182	993	30	969	338	25	2355

(Source: Prepared and Compiled by SISM2)

(3) Methodologies and Contents

The outline and sessions plan of the RC-ToT was prepared during D-ToT and distributed to each RP and SS in advance before RC-ToT. As training materials, One 'HT's Bag' for each school was distributed in the RC-ToT.

The list of the materials in 'HT's Bag' were as in Table 4-6:

Table 4-6: List of Materials in HT Bag

	Contents	Quantity	Used in
1	SIP Formulation Guidebook	1	To be used during the RC-ToT
2	School-Level Workshop Manual	1	
3	Exercise Sheets of data tables	2	
4	Clear bag - SSA checklist - 4 sets of two-illustration (8 sheets in total)	1	To be used for SLW

	- DEO's Unit-cost information sheet - Attendance register sheet - Report format of SLW		
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(Source: Prepared by SISM2)

Just following the approaches of the D-ToT, group discussion and presentation, questions-and-answer sessions, ice-breakers, energizers, exercise and the actual data analysis and presentation were used for the purpose of analysis and discussion.

The major topics covered during the 3-day training were: 1) Opening, Orientation, Introduction; 2) Review of the Key Factors of the SIP; 3) Close study of SIP Formulation Guidebook; and 4) Study and Practice of SLW-M. There were some variations on the methodology and contents of RC-ToT in the Jumla and Solukhumbu and Doti and Rupandehi. Since the RC-ToT conducted in January and February in Doti and Rupandehi, some revision was made in contents of Solukhumbu and Jumla RC-ToT based on the findings of the RC-ToT monitoring in Doti and Rupandehi districts.

(4) Monitoring of RC-ToT by T5 and SISM2 Team

In order to observe the RC-ToT in the districts and extract the lessons to be used for the improvement of the cascade training and monitoring, including D-ToT in Solukhumbu and Jumla, a joint team comprising T5 members and SISM2 team monitored selected RC-ToT event of Rupandehi and Doti on January 22-24, 2014. The ToR for the monitoring team members was as follows:

- ♦ To actively participate in the monitoring activity;
- ♦ To participate in the daily meetings (planning and reviewing each day) of the monitoring team; and
- ♦ To prepare and submit the monitoring report in English.

After RC-ToT monitoring, monitoring team suggested following points to be used in both D-ToT and RC-ToT of Solukhumbu and Jumla districts.

1) D-ToT Session Plan should be reviewed and revised to make it easier for SS/RP to follow SLW-M:

- ♦ The uses of common methods and common material for the common sessions of D-ToT, RC-ToT and School level Workshop have to be thought out.
- ♦ Some presentation material can be prepared during D-ToT

2) Following contents should be added or high-lighted:

- ♦ The discussion or presentation on the importance of venue preparation to create the good environment (table-chair arrangement, light, wall, climate setting, etc.)
- ♦ Discussion or presentation on the concrete ways to make the training participatory
- ♦ Emphasis on the importance of the preparation.

- ♦ Emphasis on and examples of non- or low-budgetary activities.
- ♦ High-lights on the term “self-monitoring”.
- ♦ Prioritization on the exercise on data tables.

3) Administrative aspects:

- ♦ The assignments of SS to support RC-ToT have to be clearly mentioned by DEO. The plan of who and when should be made during D-ToT.
- ♦ While grouping for school visit, the SS and RP of the school should be included among the members of the group.
- ♦ Clear explanation about the norms should also be done during D-ToT.
- ♦ During RC-ToT, the process of the transferring of funds to school should be explained.
- ♦ It is recommended that RC-ToT batch is grouped by primary-level, and secondary level.

4.2.5 School-level Workshop and SIP Updating

After the three steps of the cascade training; C-ToT, D-ToT and the RC-ToT, the next step was the School-level Workshop (SLW). SISM2 supported testing DEOs to conduct 2-day SLW in 1182 community schools of four testing districts.

(1) Objective and approaches

The objectives of the SIP orientation were:

- 1) To review the present situation of school together;
- 2) To share the roles and responsibilities among everyone concerned; and
- 3) To update SIP for practical implementation.

The expected outcomes were:

- i) The key information of the school is shared among the participants and transparency is increased;
- ii) All the stakeholders become more aware that each of them has important roles and responsibilities for the school and have better sense of responsibility;
- iii) Vision of a good school is shared;
- iv) Prioritized areas are identified;
- v) The members of the SIP writing committee is ready to continue their works of drafting SIP; and
- vi) Local stakeholders will have more information about government services in education sector.

Prior to the SLW, the DEOs, the focal persons of the SISM2 Project and the concerned RPs met and made agreement on the schedule.

(2) Facilitators and participants

Those two persons who receive 3-day RC-ToT were the main facilitators of the SLW. They were responsible for organizing, coordinating and preparing and conducting the workshop. At least one RP, SS, and/or other D-ToT participants monitored the workshop and provided backstopping support to school-level trainer's team.

The participants of the SLW were from SIP writing committee, SMC members and PTA, representatives from teachers, representatives from student's preferably members of Child Club and/or other children's organizations of the school, selected guardians and community leaders /education devotees. The HT wrote the letters to the participants and in some case HT informed verbally to the participants. The participants of the each workshop were in between 11-64 persons. A total of 32,889 key stakeholders participated in the SLW at the 1,182 community schools in TDs. The district-wise number of schools and numbers of the participants is illustrated in Table 4-7.

Table 4-7: Number of Participants of the School-level Workshop

S.N.	Name of Districts	Date		No. of Schools	No. of Participants					
		Starting	Ending		SMC	PTA	Teacher	Student	Others	Total
1.	Doti	Jan.24	May16	388	2474	2119	1280	1829	4358	12060
2.	Jumla	Mar.28	June03	160	961	804	547	781	1376	4469
3.	Rupandehi	Jan28	Apr.22	363	1890	1475	1604	1681	2947	9597*
4.	Solukhumbu	Mar. 01	June 11	271	1525	1398	742	1089	2009	6763
	Total			1182	6850	5796	4173	5380	10690	32889

* This data covers the SLW of 353 schools only, 10 schools data is not yet received from district.

(Source: Prepared and Compiled by the SISM2 Team)

(3) Contents and Methodology

The key contents of the SLW were 1) Opening, introduction and orientation; 2) Vision of a good school (CFS); 3) Presentation of the school data by HT; 4) Roles and responsibilities of stakeholders; 5) Participatory analysis of the situation of the school; 6) Exercise of SSA checklist; 7) Discussion on resource mobilization; and Prioritization in the Action Plan. The schedule of the SLW was presented in Table 4-8.

Table 4-8: Schedule of the SLW

Day	AM	PM
Day 1	Session 1: Opening and Introduction: Session 2: Envisioning of "a good school" Session 3: Presentation of the school data by head-teacher	Session 4: Analysis of present situation of the school Session 5: Roles and Responsibilities of SMC/PTA, Students and Parents
Day 2	Session 6: Identification of Local Resource and Non Budgetary Activities Session 7: School Self-Assessment exercise	Session 8: Preparation of Action plan Session 9: The Current Year's Policies, Programs, and Budget of DOE/DEO Session 10: Social Audit

(Source: Prepared by the SISM Project Team)

All workshop activities were participants centered so that school-level stakeholders/participants owned the plan through the process of “realizing” first, then “assessing,” “prioritizing,” and “making the plan” together. Following materials and documents were used at SLW as training package:

- 1) School-level Workshop Manual (main textbook)
- 2) SIP Formulation Guidebook (reference)
- 3) SSA Checklist
- 4) CFS poster and some illustrations
- 5) DEO Budget and Program

At the end of the school-level workshop, each school prepared action plan to update their five year SIP for the period of academic year 2014/15-2018/19. The SIP updating processes includes four processes namely 1) preparation of Draft SIP; 2) collection of comments from community members, parents; 3) review by SMC; and 4) Approval of SIP by SMC. Based on the information received from district follow-up in mid-June, more than 50 % schools have already updated their SIPs following the deadline of SIP submission. Rests of the schools are expected to submit the SIP by end of the July.

4.3 RP’s monitoring

The Project has facilitated testing DEOs to monitor SIP-related training activities and follow-up of the community activities to prepare their SIPs. There were two types of monitoring 1) Monitoring during SLW (M1), and 2) Monitoring of SIP Updating process after SLW (M2). The objectives of the monitoring activities were: 1) to ensure the quality of SLW, 2) to help schools for updating SIP for the next 5 years (2014/15-2018/19); and 3) to enhance the capacity of the SSs and RPs in monitoring and guiding of the communities. The summary of monitoring carried out by the SSs/RPs was as shown in Table 4-9.

Table 4-9: Outline of RP’s monitoring in testing districts

S.N.	Name of Districts	Numbers of total schools	Numbers of Monitoring visits		Numbers of RPs/SSs involved in monitoring	Remarks
			M1	M2		
1.	Doti	388	327	366	20	RPs-15 and SS- 5
2.	Jumla	160	144	88	11	RPs-10 and HT who received D-ToT-1
3.	Rupandehi	363	310	255	19	RPs-10, SS- 5 and ADEO-4
4.	Solukhumbu	271	248	270	14	RPs-13 and SO-1
	Total	1182	1029	979	63	

(Source: Prepared and Compiled by the SISM2 Team)

After monitoring, RPs submitted the Monitoring Report 1 (M1) and Monitoring Report 2 (M2) to SISM2. Based on the monitoring reports submitted by the RPs, most of the SLW

were conducted very nicely and effectively. There were both positive points and corrective points they reported in the monitoring report. The major positive and corrections actions were illustrated as follows:

a) Positive Reflections/findings

- Participation of stakeholders was quite good in some schools there were more than 40 participants.
- HT and SMC members become confidence on the SIP formulation process after RC-ToT.
- The SSA checklist exercise, analysis of students' and teachers' attendance record, learning achievement exercises were recognized and established as very important and crucial components of the workshop. These exercises empowered and enabled them to put forward concrete ways to make the SIP simple and practical.
- It developed mutual understanding, trust and harmony among the stakeholders. And stakeholders realized that their school need SIP and it should be prepared by themselves,
- Participants were found very active and interested to learn, they raised many questions on the session, however some were hesitant to express their views so head teacher encouraged them to participate in discussion.
- The participants realized that these analysis and information are very crucial and identified the role and responsibility of stakeholder in formulation of school improvement plan.

b) Problems/Issues and suggestions

Although there were many positive points, RPs reported some issue and problem they observed in the monitoring. Some issues and difficulties reported were:

- The duration of the SLW is too short.
- Some incentive should be provided to participants i.e. if there is food cost for participants in the school level workshop there will be more participation from poor parents.
- The understanding among participants was different at the workshop.
- Some HT didn't prepared well and did not follow the SLW-M.
- In some school, it was found that SSA checklist was torn-off, and it was not properly used. So it would be better, if Flex print SSA distributed.
- SIP should be integrated with capacity development initiatives of stakeholder specially SMC members. It should be once in three year with annual refresher training to tie up with SMC tenure.

4.4 Good Practices

Based on the information collected during SISM2 field visit, RPs monitoring and wrap-up meeting, it was reported that there are various good practices adopted by schools in order to update simple, implementable SIPs and improvement in school situation. Further detailed work-out and purposive school visit are required to document the various best practices.

The following are some of the sample cases:

- (1) SIP updating following participatory and consultative processes. In the past SIP was developed without information and participation of the stakeholders. But now, it is prepared with active participation of all stakeholders. The parents and SMC members realized SIP as a base of improving the quality education that addresses the good future of their children. In addition, with SIPs, they are ready to get funds from VDC, DDC, NGO etc.
- (2) School improvement activities (including non-budgetary activities and capacity development activities) are planned and some implemented home visit, “no mobile phone in a classroom”, teacher-parents interaction, parents gathering. Fund are collected from community members and carried out facility maintenance, soil conservation activity, school lunch (snacks) etc. For example Janapriya Secondary School of Bhaluhi, Devdaha, Rupandehi identified some activities in SIP such as day meals, computer training classes, provision of exercise books, pens, pencils, and books to students. The school then succeeded in generating NPR300,000 for above mentioned activities from the local inhabitants.
- (3) Mobilization of Mother Group in School activity.
- (4) Parents & children involvement in SIP formulation & update. Schools have practiced to mobilized representatives of Child Club and students for collecting out of school children data.
- (5) Guardian meeting at least 2 times yearly. If students will absent 2 days class teacher contact to guardian. Regular meeting with Parents of dalit and ethnic groups.

4.5 Others

4.5.1 Wrap-up Workshop in testing districts

SISM2 organized one day Wrap-Up Workshop in each of the SISM2 testing districts, during May and June 2014. The objectives of the workshop were 1) to review and share the experiences about what we have learned through SISM2 cascade training and SIP formulation process; and 2) to critically look at the cascade training program and extract the lessons to be reflected for the improvement of the training program for the regional/national dissemination. All SSs, RPs and selected HTs and SMC Chairpersons (SMC-C) participated

in the workshop. Table 4-10 shows the outline of the wrap-up workshop in each testing district.

Table 4-10: Outline of Wrap-up Workshop

Districts	Date	Participants				
		DEO Staff	ETC	RP	HT and SMC-C	Total
Rupandehi	12 May 2014	10	0	10	5	25
Jumla	18 May 2014	6	1	10	8	25
Doti	20 May 2014	7	0	16	8	31
Solukhumbu	27 June 2014	3	0	12	3	18
Total		26	1	48	24	99

(Source: Prepared and Compiled by SISM2)

The Workshop was instrumental to reflect the cascade training and to draw learning for improvement of the SISM2 cascade training. The major outcomes of the workshop are as follows:

- (1) Many participants mentioned that cascade training is necessary to re-vitalize the SIP processes.
- (2) District-level stakeholders critically reviewed the strengths and the weaknesses of the cascade training, and they provided concrete suggestions and feedbacks to make training materials simpler and more users friendly.
- (3) Action Plans for the continuation of SIP updating have been made at all three levels, namely, DEO, RC and school.

4.5.2 Follow up Workshop in Dhading and Rasuwa

The SISM2 Project continued to work with Dhading and Rasuwa districts, where 3-day refresher trainings were conducted. The follow up workshop had two parts. The Part 1: DAY 1 & 2 was workshop with DEO Officers and RPs and the Part 2: DAY 3 was workshop with representatives of schools in pilot schools and concerned SS/RPs. The objectives of the follow up workshop were:

- ♦ To refresh the knowledge and skills on SIP Formulation, through the study of the SISM2 package and continue giving the guidance to the schools in the follow-up districts.
- ♦ To extract the lessons from experiences regarding SIP formulation in the past several years.

The expected outcomes were:

- (1) Participants have updated their understanding on the SISM2 training package for formulating SIP and be ready to give guidance to the schools in the districts following the SIP Formulation Guideline.

- (2) DEO and all the participants and SISM2 team members have better understanding of the present situation regarding SIP formulation in the district and extract the lessons for the further actions.

The follow-up workshop was facilitated by the central-level officers of DoE/NCED/CDC and SISM2 Team members. The outline of the follow-up workshop is shown in Table 4-11:

Table 4-11: Outline of Follow up Workshop

	Dhading	Rasuwa
Date	Part I: 5-6 March 2014 Part II: 7 March 2014	Part I: 10-11 March 2014 Part II: 12 March 2014
Venue	Hotel Janajibika, Dhadingbesi	Lead Resource Centre (LRC) – Rasuwa
Number of Participants	Part I: DEO, ADEO, SS/RP (29) Part II: (19) - 5 SSs appointed by DEO - 5 RPs from SISM1 pilot VDCs - 9 representatives of 10 schools from 5 SISM1 Pilot VDCs	Part I: SS/RPs(7) Part II: (13) - 1 SS, appointed by DEO - 7 RPs - 5 representatives of 6 schools from 3 SISM1 Pilot VDCs
Facilitators (DoE/NCED/CDC)	DoE: 1 person NCED:1	DoE: 3 CDC:1

(Source: Prepared and Compiled by SISM2)

The follow-up and sharing workshop has been effective to achieve the expected outputs. SSs and RPs of the both districts have been updated about the SISM2 training package for formulating SIP and were ready to give guidance to the schools in the districts following the SIP Formulation Guidebook. All participants were very much excited to share the situations after SISM1 in their respective districts.

The major outcomes and observation of the follow up workshops were summarized as follows:

- (1) In Dhading DEO's strong sense of leadership has improved the activeness and/or attitude of the DEO staff members and RPs. They were very punctual and had active discussion with listening to each other, which is quite different from what we observed during Phase 1.
- (2) After SISM2 District-level Follow-up Workshop, DEO Dhading conducted RC-ToT using the budget for capacity development delivered to all DEOs by DoE. The training covered the contents of 1) SIP Updating, 2) Finance and Social Audit, 3) Service Delivery and 4) Disaster Management. Another D-ToT was held to cover the three topics 2) – 4) soon with the same budget delivered by DoE. During Follow up workshop, the DEO prepared action plan for conducting D-ToT, RC-ToT and SIP formulation process at school.

- (3) There are many good practices even after Phase 1 was over. Some of those were presented during the workshop, which were as follows.
- Improve access of basic education. For example, the participants of Sunaulabazar VDC of Dhading shared that all community schools have already declare **‘there are no any out of school children in school catchment area’**. It means the goal of SISM Phase 1 to increase enrollment has already been achieved in some VDC through the use of the SIPs.
 - High participation of stakeholders in SIP formulation process that developed best model of bottom up planning.
 - Increase in participation of students and parents in school activities. The head teachers reported that after the training parents started to visit their children's schools regularly to know the children's attendance and learning achievement.
 - System established of reviewing SIP (afore approving, mid-year & at end).
 - System established of conducting SA.
 - Developed in Child Friendly Learning Environment.
 - Mobilization of mothers group.
 - Formulation of yearly school calendar based on SIP and distributed it to parents and other stakeholders.
- (4) SIP updating has been continued after SISM Phase 1. As a result of the SISM Phase 1, SIP practices were found very effective in both Dhading and Rasuwa. In Rasuwa, SIPs have been already updated following the latest SIP Formulation Guidebook. The status of RC-wise SIP updating after SISM1 is presented in Table 4-12.

Table 4-12: Status of SIP Updating after SISM1 in Rasuwa

S.No	Name of RC	No. of school	SIP updated School	Remarks
1	Kalikaasthan	16	16	
2	Dhuncha	11	11	
3	Saramthali	19	17	Two schools updated due to HT/MGMT changed
4	Bogati Tar	11	11	
5	Bhorle	13	13	
6	Syaphru	11	11	
7	Goljung	11	11	
Total		92	90	90 schools has updated SIP out of 92 schools

(Source: Prepared and Compiled by SISM2)

- (5) Comments from the participants about SISM Phase 1 Activities.
- SIP Formulation Guidebook says that SIP is the plan to cover 5-years; however, it is too long. 3-year is more appropriate under the current government policies

(TYIP and SSRP) and social/political condition in Nepal. Therefore, DEO requests schools to prepare 3-year SIP in Dhading.

- SIP Updating means “to prepare the detailed next year plan”; therefore, SIP updating means annual SIP preparation for schools. We had better clarify the definition of terminology.
- SIP Formulation Guidebook focuses on the steps to prepare SIP; therefore, the very good learnings of SIP implementation during SISM are missing: such as “we can improve education services/environment at schools with non-budgetary activities”.
- Through implementing SIP, we could learn that school management can contribute to the improvement of “teaching-learning quality”.
- Relationship between SIP and Social Audit had better be covered by the guidebook.
- In Dhading, SISM activities as well as community mobilization done by Aasaman Nepal were very helpful for schools to improve community awareness and interest to schools.

4.6 Lessons Learnt from the Testing

The four-layer cascade-training was instrumental to improve the SIP updating and formulation processes. Through reflections of all cascade training, it is observed that capacity development for school management through cascade training from Central-level to School-level and practicing monitoring and guidance have yield a more feasible model to reactivate SIP as effective tool for quality of basic education. Based on preliminary findings during field visits and voices of the project participants, it was found that the SMC members and parents were aware on the concept, importance and procedures of SIP preparation and updating after the cascade training.

The community people were also found motivated for active participation in the SIP preparation. They shared the experiences that SIP is for the benefit of their children. The head teachers reported that after the training parents started to visit their children's schools regularly to know the children's attendance and learning achievement.

The following are the some insights and learning:

- (1) Cascade training works to convey unified message from central to school on how to prepare simple and implementable SIPs. The advantages of the cascade training are as follows:
 - i) The key persons for working on the improvement of school management, that is HT, SMC/PTA not only receive the training, but also conduct the

training/workshop in their own schools, and many schools can be covered by this way.

- ii) SS/RPs become more familiar with SIP and school management and will be able to guide/support school better in their regular works.
 - iii) Participants of ToTs, by experiencing being both trainees as well as trainers, go through the contents of the training/workshop at least twice, and they become more familiar with the SIP and other aspects of school management, and their capacity is strengthened through the process.
- (2) RC-ToT plays an intermediary role for delivering unified message and for exchanging experiences.
 - (3) School-level stakeholders; SMC, HT, women and PTA/Teachers, if trained, can prepare simple and implementable SIP by themselves.
 - (4) Training for newly-selected SMC and PTA members are needed to revitalize SIP and school management affairs.
 - (5) It is desirable to conduct RC-ToT for 4 days.
 - (6) Good preparation and materials delivery is needed for effective training.
 - (7) SISM2 model (reactivation of existing system, cascade-type training, school-level workshop with community participation, and use of existing government institutions) found useful and practical instrument.
 - (8) SISM Model works because of its participatory approaches and easy-to-use and visually attractive tools:
 - School-self-assessment
 - Attendance analysis
 - School visit etc.
 - (9) SIP-related capacity development in the existing & regular training/orientation programs needs be enhanced in collaboration with SISM2:
 - SS/RP training/orientation
 - HT training/orientation etc.
 - (10) Training for newly-selected SMC members are needed for revitalizing SIP and SMC/PTAs.
 - (11) SIP needs to be linked with various issues i.e. social audit, school accounting, and linkage with VEP/DEP for “Synergy Effects”.

CHAPTER 5: PROGRESS AND ACHIEVEMENT OF OUTPUT 3

5.1 Objective and Approach of Capacity Development

The Output 3 is “Capacity of central and local education authorities to support school management through SIP process is strengthened.”

During the 1st project year, SISM2 prepared the result framework as shown in Table 5-1, to build common understanding, among the SISM2 stakeholders, about the expected outcome and the cause-effect relationship from SISM2 inputs/activities to project goals of “enhancing capacity development in school-based management” and then of “improvement in access to and quality of basic education in Nepal,” based on SISM2 PDM version-0.

Table 5-1: Result Framework of SISM2

		Expected Changes (Improvements)
Intended Results	Final Outcome	Improvement in access to and quality of basic education in Nepal
	Intermediate Outcome	(1) School management improved (2) Students attitude and performance improved (3) Teachers attitude and performance improved (4) School teaching/learning environment improved (5) RPs monitoring and guidance improved (6) Regular capacity development system in school management at the central and the local levels strengthened and carried out (7) District-level education administration strengthened with reflecting local/school needs
	Immediate Outcome	(1) SIPs formulated and updated regularly (2) SMCs/guardians more interested in and participate in school management (3) SIPs implemented by SMCs/PTAs (4) RPs’ more responsible for monitoring and guiding school management (5) Capacity development promoted with proper budget allocation by central and local government
	Outputs	(1) Trainers trained at the central, district and RC-levels (2) SMCs and guardians trained in SIP formulation and implementation (3) SIPs formulated/updated following SIP Formulation Guidebook and SLW-M (4) SIPs implemented following the SIP Formulation Guidebook and Training (5) Schools’ SLW and SIP formulation process monitored and guided by RP (6) Practical and sustainable SISM Model developed (7) Recommendations prepared for strengthening central and local education government capacity in supporting school management through SIP process
Planned Work	Activities	(1) Cascade ToT (2) SLW for updating SIP (3) RPs’ monitoring and guidance of schools’ SIP formulation and implementing SIP activities (4) Updating of SISM Model
	Inputs	<u>Nepal Side:</u> CP personnel, trainers, project office, training facilities, operation expenses etc. <u>Japan Side:</u> Japanese and Nepalese expert, operation expenses, equipment etc.

(Source: Prepared SISM2)

In Table 5-1, many of the expected improvements of the expected outputs, immediate outcomes, and intermediate outcomes are the direct result of the capacity development at the central, district, RC and school levels. The capacity development activities and the expected changes of SISM2 in Table 5-1 are to be classified into the four (4) levels as in Table 5-2: namely, 1) the central education authorities; 2) the district education authorities; 3) RCs, and 3) schools (SMCs and guardians).

Table 5-2: Expected Changes by SISM2 Capacity Development

Education Authorities	Activities (Capacity Development) of SISM2	Expected Changes in School Management
1) Central Education Authorities	C-ToT for central officers Learning by doing through: - Designing Cascade ToT - Implementing C-ToT and supporting D-ToT - Monitoring RC-ToT and SLW - Updating SISM Model - Planning/budgeting dissemination - Enhancing HT/RP training system	→ <u>Intermediate Outcome</u> - Regular capacity development system enhanced and carried out <u>Immediate Outcome</u> - Capacity development promoted with proper budget allocation <u>Output</u> - Officers trained as Central-level trainers - Practical SISM Model developed - Recommendation for improving school management prepared/discussed
2) District Education Authorities	C-ToT/D-ToT for local officers Learning by doing through: - Planning and budgeting D-ToT, RC-ToT and SLW - Implementing D-ToT - Supporting and monitoring RC-ToT and SLW	→ <u>Intermediate Outcome</u> - Regular capacity development system enhanced and carried out - District-level education administration enhanced by reflecting local/school needs <u>Immediate Outcome</u> - Capacity development promoted with proper budget allocation <u>Output</u> - SOs/SSs trained as District-level trainers
3) RCs	D-ToT for RPs Learning by doing through - Planning and budgeting RC-ToT and SLW - Implementing RC-ToT - Supporting and monitoring SLW	→ <u>Intermediate Outcome</u> - RPs monitoring/guidance improved <u>Immediate Outcome</u> - RPs more responsible for monitoring <u>Output</u> - RPs trained as District-level trainers - RPs monitor SIP process as trained
4) Schools (SMCs and guardians)	Planning and implementing SLW for updating SIP Mobilizing communities to SLW Facilitating and leading SIP formulation Equipped with SISM Model training manuals and materials	→ <u>Intermediate Outcome</u> - School management improved <u>Immediate Outcome</u> - SIPs formulated and update regularly - SMCs/guardians more interested in and participated in school management - SIPs implemented by SMCs/PTAs <u>Output</u> - HT/SMC-chair trained as facilitator - SMCs/guardians trained - SIPs updated/implemented as trained

(Source: Prepared by SISM2)

Considering the SISM2 development objectives and capacity development approaches classified and framed in Table 5-1; the progress and achievement of Output 3 are reported in the following sub-section.

5.2 Knowledge and Expertise Exchange at the Central Level

During the 1st project year, knowledge and expertise exchange have been done among TTT, T5, the central-level trainers' group and SISM2 team through the learning (from each other) by doing approach. The members of TTT, T5, and the central-level trainers' group are from DoE, NCED, CDC and MoE. The lists of TTT, T5 and the central-level trainers' group are placed in Appendix-2.

Through the learning by doing knowledge and expertise exchange, in total, the capacity of the 21 persons of TTT, T5 and the central-level trainers' group (10, 4, and 13 members, respectively with some overlapping) from DoE, NCED, CDC, and MoE were further developed in organizing capacity development trainings and updating training programmes and manuals/materials.

Depending on the purposes/contents, SISM2 has had a meeting or a workshop with TTT or T5 meetings: namely, i) for designing the entire cascade training and C-ToT/D-ToT/RC-ToT/SLW programmes and contents; ii) making a wrap-up of and reviewing the training outputs; and iii) for preparing and updating training programme and manuals/materials based on the lessons learnt from the training experiences.

During the C-ToT and the D-ToT sessions, TTT/T5 members, the central-level trainers and SISM2 members worked together to make presentations and to facilitate the trainees and had a daily wrap-up meeting to review the training facilitation, contents, process, trainee's participation and understanding, achievement etc. to improve the following training sessions.

After having completing most of the part of the Testing, a meeting of T5 members was conducted on March 26, 2014 to review all the cascade training from the C-ToT to SLW and discuss how to improve the cascade training programme and manuals/materials and how to design the regional/national dissemination based on the Testing experiences. And what was discussed during the T5 meeting was shared and further discussed to reflect the future plan at the 4th TTT meeting on April 15, 2014.

SISM2 has started to work with NCED to enhance its regular RP and HT in-service training with a focus on the sessions on "school management" and/or "SIP", which is also expected to contribute to the improvement of the school management practices.

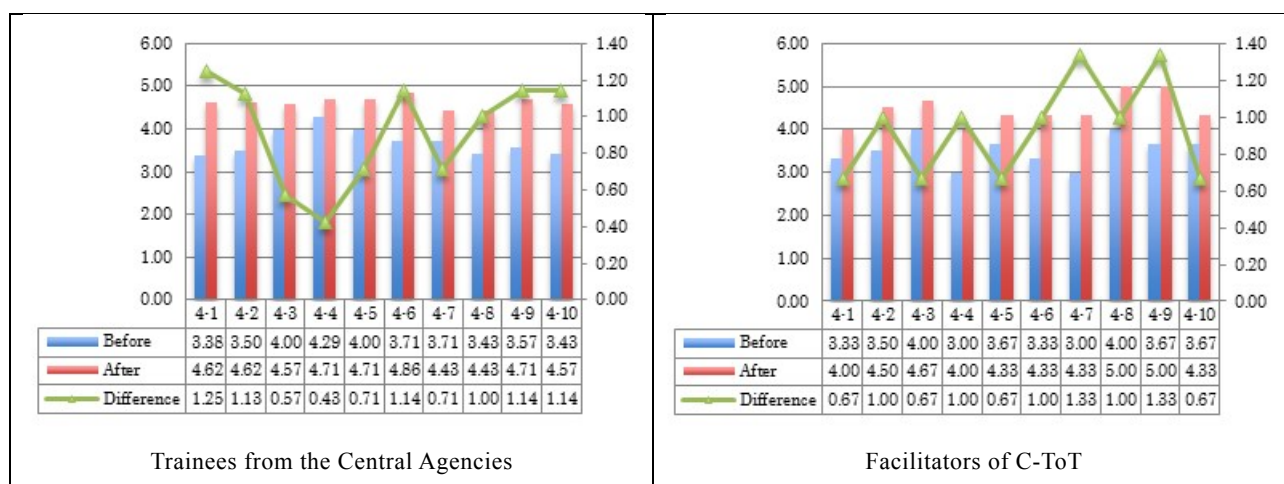
Based on the End-line Survey of the Testing, there were substantial improvement observed as shown in Table 5-3 and Figure 5-1:

When the facilitators of C-ToT (from DoE, NCED and CDC); and the trainees of the central education-related agencies were asked to rate their capacity before/after SISM2 C-ToT, by Likert scale from 1 (totally disagree) to 5 (fully agree), regarding each of the questions about SIP-related capacity development in Table 5-3, the results were as shown in Figure 5-1.

Table 5-3: Questions to Central Officers

SIP Promotion	
4-1	I understand how to simplify the development process of SIP for schools.
4-2	I understand non-budgetary activities can be promoted.
4-3	I understand development of SIP is not the goal, but school management improvement is the goal.
4-4	I understand the improvement of school management is a path for improving student learning.
4-5	I understand how SS/RP can support SIP development better.
4-6	I understand how to utilize School-Self Assessment in the formulation of SIP.
4-7	I understand how school can utilize school budget for SIP implementation.
4-8	I understand how important for DoE to conduct the cascade training of SIP in other districts.
4-9	I understand how important for DEO to conduct the cascade training of SIP in their district.
4-10	I can give recommendation to DoE which part of SIP Formulation Guidebook (BS 2069) can be modified or improved to enhance SIP development.

(Source: SISM2 End-line Survey, 2014)



(Source: SISM2 End-line Survey, 2014)

Figure 5-1: Central Official's Changes through C-ToT

As shown in Figure 5-1, the largest improvements among the trainees from the central agencies are observed for the four (4) questions: “4-1: I understand how to simplify the development process of SIP for schools”; “4-6: I understand how to utilize SSA in the formulating of SIP”; “4-9: I understand how important for DEO to conduct the cascade training of SIP in their district; and “4-10: I can give recommendations to DoE which part of SIP Formulation Guidebook can be modified or improved to enhance SIP development.”

On the other hand, the largest improvement in the C-ToT facilitators are observed for the three (3) questions of “4-7: I understand how school can utilize school budget for SIP implementation”; “4-8: I understand how important for DoE to conduct the cascade training of SIP in other districts”; and “4-9: I understand how important for DEO to conduct the cascade training of SIP in their district.

Among the trainees, the larger changes are observed in more training-related questions: about related to SIP development process and SSA; however, the changes in understanding the cause-effect relationship between “improving school management” and “improving student learning” are relatively low. This might be because they might have understood these cause-effect relationship properly even before C-ToT, but it is not clear at this moment. For further improvement of SISM Model, these points should be clarified and updated when necessary.

5.3 Capacity Development at the District and the RC Levels

The capacity of the district-education officers, including a chief of DEO, assistant DEO, SO, and SSs; and RPs, have been developed also through the learning (from each other) by doing approach.

14 district-level trainers from TD and FD (3 persons from each TD and 1 person from FD) were trained at the C-ToT held in the beginning of December 2014 in training/facilitation knowledge and skills as well as monitoring/reporting knowledge and skills. They also prepared the D-ToT plans during the C-ToT sessions. After they returned to their own districts, they prepared a more detailed training programme and budget plan for D-ToT, mobilized the participants and prepared the training sessions. In collaboration with the central-level trainers and SISM2, they conducted 5-day D-ToT for training SS/RPs as RC-level trainers. In Rupandehi, 22 RC-level trainers were trained in December 2013; 27 trainers in Doti in January 2014; 19 trainers in Solukhumbu and 20 trainers in Jumla in February 2014.

Through planning, preparing and conducting D-ToT in their own district and, the capacity of the district-level trainers including SOs, SSs and some RPs were developed; their improved capacities are expected to be utilized to provide refresher training and consultation for RPs as well as to disseminate SISM Model to the nearby districts.

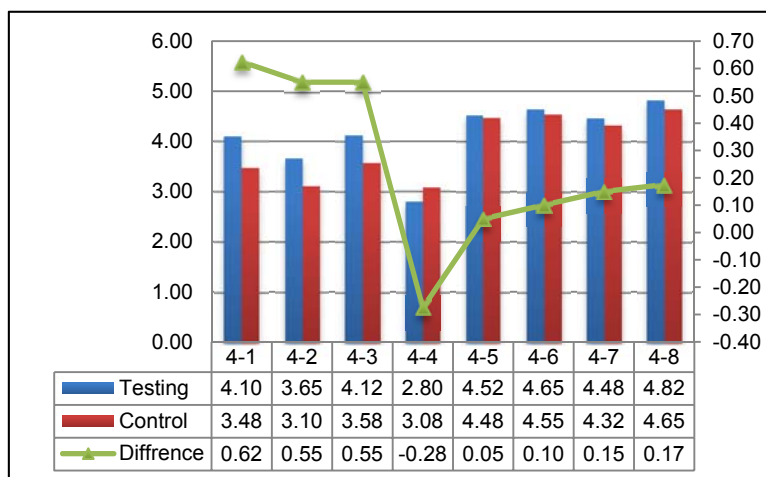
After the D-ToT, the SS/RPs, who were trained at the D-ToT as RC-level trainers, prepared a RC-ToT plan for the schools of their own RC catchment area. They planned and conducted 2-3 batches of RC-ToT depending the number of the schools they covered to train 2 representatives from each school to organize a school-level workshop (SLW). They also made a monitoring school visit to check the progress of SLW and SIP formulation process after completing the RC-ToTs.

When the RPs of TDs were asked to rate their capacity before/after SISM2 1st year activities, by Likert scale from 1 (totally disagree) to 5 (fully agree), regarding each of the questions about SIP-related capacity development in Table 5-4, the comparison between the results of TDs and the ones of CDs were shown in Figure 5-2.

Table 5-4: Questions to RPs

RP's SIP Perception	
4-1	Schools recognize the importance of SIP
4-2	SIP is utilized at school
4-3	Developing SIP helps school management
4-4	Developing SIP is too difficult for schools
4-5	Community participation is needed for school management
4-6	School management improvement leads to learning improvement
4-7	Non-budgetary activities can be promoted
4-8	Not SIP planning but SIP implementation is the goal

(Source: SISM2 End-line Survey, 2014)



(Source: SISM2 End-line Survey, 2014)

Figure 5-2: RP's Changes of TDs and CDs

The RPs of TDs showed the largest improvement in the three (3) questions of “4-1: Schools recognize the importance of SIP”; “4-2: SIP is utilized at school”; and “4-3: Developing SIP helps school management”, while the smallest improvement in the question of “Developing SIP is too difficult for schools”. These results show that RPs have understood their roles and become more confident through training and working with schools.

The RPs’ improvement in the questions of “4-5: Community participation is needed for school management”; and “4-6: School management improvement leads to learning improvement” are modest. This is the same tendency as observed in the questionnaire result of the central officers.

SISM Model needs be checked and updated to convey the message about “why and how the improved school management with a focus on SIP leads to the improvement in

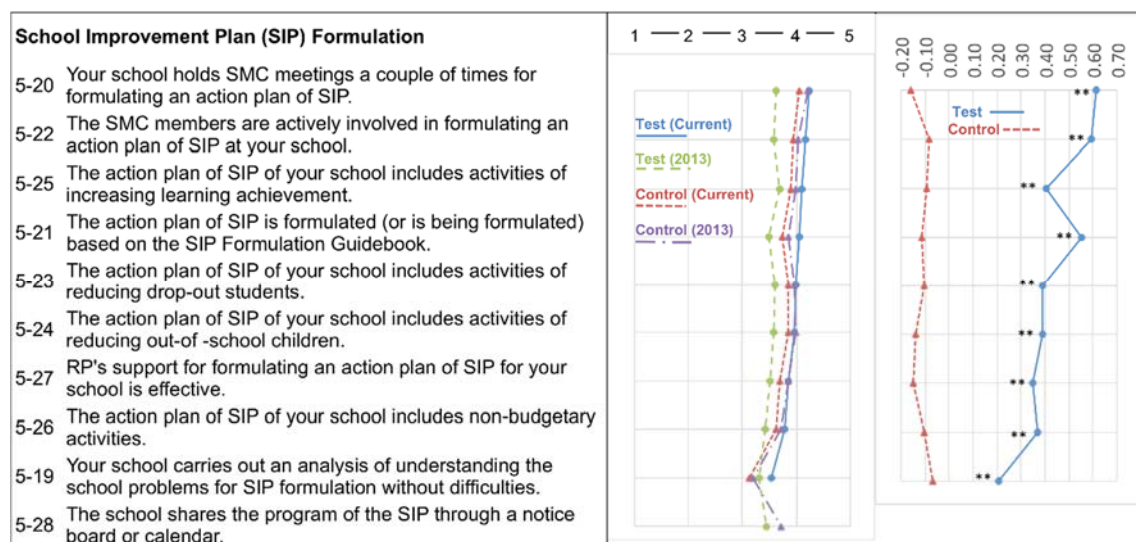
teaching/learning performance” to the all levels of the stakeholders, clearly and in easy-to-understand forms

5.4 Capacity Development at the School Level

The capacity of the SMCs and PTAs have been developed through planning and conducting a school-level workshop (SLW). The two representatives trained at the RC-level ToT prepare a plan of SLW for their own school; mobilize guardians and community members; and conduct an SLW. During the 1st year, the SLWs were conducted at 1,182 schools in the 4 TDs.

After the SLWs, each school prepared the annual school plan (updating of annual SIP). According to the results of the End-line Survey, 100% of the sample schools of the End-line Survey in Solukhumbu, Doti, and Jumla districts completed the annual school plans. In Rupandehi, one school has not yet completed; therefore, 95% of the sample schools completed. In CDs, most of the schools prepared 5-year SIPs; but preparation of the annual school plan is not well practiced comparing to TDs with SISM2 supported.

The figure 5-3 shows the results of the Likert scale questionnaire survey to the SMCs of the sample schools in TDs and CDs from the End-line Survey. The largest improvement are observed in the three (3) questions of “5-20: Your school holds SMC meetings a couple of times for formulating an action plan of SIP”; “5-21: The action plan of SIP is formulated (or is being formulated) based on the SIP Formulation Guidebook”; and “5-22: The SMC members are actively involved in formulating an action plan of SIP at your school”.



Note: The order of the questions above is rearranged from the highest to the lowest values of 1-5 Likert scale of the Testing Districts.

(Source: SISM2 End-line Survey, 2014)

Figure 5-3: Rating Average and Changes of SMCs' Perspectives on SIP Formulation

The TD's results of the questions 5-23, 24, 25, 26, and 27 related to the SIP contents and/or quality show the substantial improvements comparing to the cases of CDs, which requires more detailed analysis or additional data collection to obtain lessons learnt from the Testing.

On the other hand, the question of "5-19: Your school carries out an analysis of understanding the school problems for SIP formulation without difficulties" gets the smallest improvement. Through SSA checklist, it is understood that the process to understand school problems has been further simplified; however, this result shows the difficulties have not been enough addressed. The question is asked in a tricky way, which might have caused some confusion among the stakeholders; however, the situation needs to be checked for updating SISM Model.

5.5 Testing Result Sharing and Networking Workshop

"The Testing Result Sharing and Networking Workshop" was conducted by MoE/DoE and SISM2 on July 25, 2014 at the Local Development Training Academy (LDTA) in Jawalakhel, Lalitpur.

The objectives of the Workshop were:

- (1) To share the results and the learning from the SISM2 Testing during the 1st project year with various stakeholders working in the areas of improvement of school management;
- (2) To learn from the experiences of other agencies working in the areas of improvement of school management;
- (3) To discuss why school management is important and how it can be improved; and
- (4) To share the SSRP and SISM2 2nd year key strategies/approaches of capacity development for school management improvement.

Around 150 participants gathered at the Workshop: including the officers from the central education agencies including SISM2 CC, TTT and T5 members and from the local education agencies including REDs and ETCs; the chiefs of DEOs, RPs, SMC chairpersons/head teachers from the good practice schools of TDs and FDs; DDC representatives from TDs and FDs; international/national DPs (SSRP pooling and non-pooling DPs), international/national NGOs; Japanese Embassy; JICA Nepal Office; JICA education related projects, senior volunteers and JOCV etc.

During the Workshop, the progress/achievement of SISM2 and the findings and learning from the Baseline/End-line Survey were reported by SISM2.

The achievements and lessons learnt from practicing SISM Model were reported by the chiefs of the TD and FD DEOs and by the very best good practice schools, which were chosen by the RPs following the transparent selection procedures and criteria with the basic principles given by SISM2.

The experiences and lessons learnt from their school management improvement projects were shared by the international/national NGOs: namely, World Education, Save the Children and Children and Women in Social Services and Human Rights (CWISH).

After the experience sharing from TDs/FDs and NGOs, DoE shared “The FY2014/15 Action Plan of the Regional/National Dissemination of SISM Model (including SISM2 2nd year Action Plan)” by utilizing SSRP budget (ear-marked pooling fund from the Government of Japan (GoJ)) and SISM2 budget.

At the end of the Workshop, the awarding ceremony of the very best schools was conducted. The very best schools, chosen from each of TDs and FDs are as follows:

Solukhumbu District (Testing District): Kalika Primary School (Deusa VDC)

The reasons why this school was chosen are:

- Non-budgetary and low budgetary activities included in SIP;
- More participation of the local community in school activities;
- Good school environment and sanitation being established;
- Child Club become more active; and
- Regularity of students improved at school.

Rupandehi District (Testing District): Janapriya SS (Davdaha VDC)

The reasons why this school was chosen are:

- SIP updating was done following participatory and consultative processes;
- The parents and SMC members realized SIP as a base of improving the quality education that addresses the good future of their children;
- With SIPs, they are ready to get funds from VDC, DDC, NGO etc.;
- School improvement activities (including non-budgetary activities and capacity development activities) planned and some implemented; and
- After SISM2 supported SLW, fund of NPR300,000 was raised for the school from community members and carried out facility maintenance, soil conservation activity, school lunch (snacks) computer training classes, provision of exercise books, pens, pencils, and books to students etc.

Jumla District (Testing District): Bhagawati Primary School (Chandan Nath Municipality)

The reasons why this school was chosen are:

- School becomes very child friendly and SIP more focus to make school as child friendly school;
- Due to the effectiveness of previous SIP; the community and school realized the value of SIP and emphasis to make more realistic and simple;

- School's learning achievement is good, which is focused in the current SIP for further improvement;
- The minimum learning achievement relatively high with % as follows; Nepali-65%, English-66%, Mathematics-68%, Social-70%, which is also focused in the current SIP for further improvement;
- All classes (ECD to Grade 5) are well carpeted and low/ground chair are set; which has developed good learning environment;
- Physical structure of school is already good (well ground, compound, separate toilets with good water system for girls/boys, separate teacher and HT room); therefore, this time, the school can more concentrate in non-budgetary activities;
- School has very good relation with local agencies (private sector, local government, and NGOs);
- Mult-grade mult-lingual (MGML) teaching system has initiated in school;
- School is well managed by community (School was handed over to community in 2065) therefore community participation was very active during the SIP formulation workshop;
- SIP has developed based on SIP Formulation Guidebook.
- Based on the findings of SSA checklist, the need had been identified and prioritize.

Doti District (Testing District): Radhakrishna HSS (Gopghat VDC)

The reasons why this school was chosen are:

- Provision of maximum utilization of Child Club & student participation in School Activities;
- Creative (Visioning) and achievable goals are set;
- Non and low-budgetary activities are more included in SIP;
- Full-time teachers in classroom;
- Sanitary activities are already conducted and listed for continuation of School premises cleaning;
- Gardening and flowering in school premises;
- Door to door visit and campaign program to reduce drop-out;
- Activities has been set and prioritized after analysis of SSA Checklist;
- School dose have a good relationship with community;
- Community participation in fund raising activities i.e. Dheusi-Bhailo, Saptaha etc
- Attendance analysis at the end of every month has been proposed;
- Proper use of School Health and Nutrition Checklist which is circulated by DoE;
- Community, SMC, teachers, Child Club & students are working together to get the achievement; and
- SIP activities prepared are reliable and practicable.

Rasuwa District (Follow-up District): Bhuvaneshwori Primary School (Laharepauwa VDC)

The reasons why this school was chosen are:

- Realistic SIP prepared incorporating both non and low budgetary activities in SIP;
- Strong relationship between community and school;
- Student regularly attending in the class;
- Students actively involved in school activities; and
- Regular monitoring of schools by parents

Dhading District (Follow-up District): Dholbhanayang HSS (Pida VDC)

The reasons why this school was chosen are:

- Regular updating of SIP;
- Use of Teacher's electronic attendance;
- Active SMC and PTA and very good community mobilization;
- Innovative activity i.e. evening assembly and give creative idea, knowledge to student; and
- Maintain quality education by the use of SIP.

In the closing ceremony, the representative from MoE/DoE noted that the good practices of today should not be a one-time event and should be continued by all of the educational stakeholders at the central, district and school levels for improving teaching/learning environment and then for improving students' performance.

CHAPTER 6: NEXT STEP

6.1 Overall Summary of 1st Project Year Achievement

The achievement of the SISM2 1st project year are to be summarized as below:

- (1) The Testing of SISM Model was completed through the cascade ToT and school-level workshops in the 4 target districts; namely Solukhumbu, Rupandehi, Jumla and Doti and through the Baseline/End-line Survey to verify the effectiveness of SISM Model.
- (2) Through designing, implementing and monitoring the cascade ToT, the capacity from the central, district, RC and school-levels has been developed including 13 central-level trainers, 14 district-level trainers, and 88 RC-level trainers trained.
- (3) Follow-up activities were done with the 2 follow-up districts (the pilot districts of SISM Phase 1), Dhading and Rasuwa, to share experiences and to improve SISM Model.
- (4) 1,182 schools conducted a school-level workshop with community participation, to update SIP and to improve their awareness and understanding of their roles and responsibilities in school management, led by SMCs. Some schools have already started SIP activities to improve teaching/learning environment.
- (5) Based on the lessons learnt from the Testing, SISM Model has been refined with the training programmes, manuals, and materials updated and “*SISM2 Recommendation: Programme for Capacity Development for Enhancing School-based Management*” was prepared, updated and submitted to DoE and JICA.

6.2 Basic Principles of 2nd Project Year Planning

Based the discussion with MoE/DoE/NCED/CDC counterparts and JICA, the basic principles of the SISM2 2nd project planning are created as below:

- (3) Further promotion in capacity development in school management at school level and in supporting system (technical/financial support; monitoring, training materials provision etc.) by the central/local education government; and
- (4) Setting a taskforce team for the regional/national dissemination to strengthen the collaborative planning, implementing and monitoring for the regional/national dissemination to cover 75 districts using SSRP budget and SISM2 budget).

6.3 2nd Project Year Action Plan

The major activities and the schedule of “The Action Plan of the Regional/National Dissemination of the SIP/Capacity Development Model in School Management” including the Action Plan of the SISM2 2nd project year, which was discussed and approved by the 2nd CC meeting held on July 25, 2014, is as shown in Figure 6-1 (next page).

	Activities	Done and funded by	Outputs	2014					2015						
				8	9	10	11	12	1	2	3	4	5	6	7
1	Finalization of 2 nd Year Action Plan	DoE/SISM2													
2	Updating of Training Materials	DoE/SISM2													
3	Printing School-level WS Manual	SISM2	30000 copies												
	SIP Formulation Guidebook, Printing SSA Checklist (A0-paper)	SISM2	--												
4	Set-up and meeting of TTT for Regional/National Dissemination	MoE/DoE/NCED/CDC/SISM2	TTT for Dissemination												
5	Central-level Orientation (at the timing of National DEO Meeting)	DoE	75 DEOs												
6	Region-level ToT	DoE/SISM2	5 regions												
7	District-level ToT (Appointment of "SIP/capacity development Focal Person for Each DEO)	DoE	39 districts from Eastern, Mid-Western, Far Western Region												
		SISM2	30 districts from Central, Western Region and control district												
8	RC-level ToT	DoE	75 districts												
9	School-level Workshop	DoE	75 districts												
10	RPs' Reporting of RC-ToT and Monitoring/Reporting SLW to Focal Person	DoE	75 districts												
		SISM2	Sample 6 districts												
11	Joint Field Monitoring Visit of RC/School Training	DoE/SISM2	Sample districts (not yet decided)												
12	Preparatory Activities for Planning and Checking 3rd Year Approaches	SISM2	Sample districts of 6 f-up districts												
13	Public Relations and Marketing	DoE/SISM2													
14	Improvement of SIP/capacity development Session of RP/HT training	NCED/SISM2													
15	CP Training in the Third Country	MoE/DoE/NCED/CDC/SISM2													
16	Preparing the 3 rd Year Action Plan	DoE/SISM2													
17	Information Sharing Workshop	DoE/SISM3													
18	3 rd CC Meeting	MoE/DoE/NCED/CDC/SISM2													

(Source: Prepared by DoE and SISM2)

Figure 6-1: The Action Plan of the Regional/National Dissemination of the SIP/Capacity Development Model in School Management”